

INCLUSION

Inclusion

I make sure that I actively include all children and their families.

Procedure (how I put the statement into practice)

I provide a range of challenging and enjoyable opportunities for each child to learn and develop to their full potential, taking into account age and stage of development, gender, ethnicity, religion, home language, and ability.

I provide, and make sure that all children have access to, a range of books, toys and other resources which reflect positive images and examples of the diversity of life in our society.

I will work closely with parents and other agencies where appropriate to ensure individual children's needs are met.

I will ensure that my business documentation, policies and documents are accessible to all.

I will promote self esteem and appreciation of others by celebrating the differences which make us all unique.

I will regularly review my risk assessments to ensure accessibility and reasonable adjustments are made.

I challenge racist and other discriminatory remarks, attitudes and behaviour from all children and adults with whom I have contact.

I am aware of all legislation and existing codes of practice produced by the Equality and Human Rights Commission and under the Equalities Act 2010.

I will regularly review, monitor and evaluate my practice and keep up to date by attending relevant training.

| | |
|---|----------------|
| Date policy was written | September 2013 |
| This policy is due for review on the following date | March 2014 |

This policy supports the following requirements and standards:

England

Meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements

Equal Opportunities

Providers must have and implement a policy and procedures to promote equality of opportunity for

INCLUSION

children in their care, including support for children with special educational needs or disabilities

Learning and development requirements

Practitioners must consider the individual needs, interests and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.