



EQUALITY OF OPPORTUNITY POLICY

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Date agreed with staff	
Date agreed at Committee	
Signed on behalf of Committee	
Print name & date	
Frequency of policy review	Annual
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Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	May 2009	Checked against PSLA guidelines
1.1	June 2009	Small amendments
1.2	June 2009	Small amendments

Statement of intent

Lydiard Millicent Pre-School is committed to providing equal opportunity and anti-discriminatory practice for all children, families and employees. We strive to ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- make inclusion a thread that runs through all of the activities of the setting.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Admissions

Our setting is open to all families in the community.

- We advertise the pre-school locally and reflect the diversity of our society in any publicity or promotional materials.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.

Employment

- Vacancies are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau.

- All job descriptions include a commitment to promoting equality and recognising and respecting diversity.
- We monitor our application process to ensure that it is fair and accessible.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in maintaining knowledge of their culture and their home language.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion. If we need advice on this, we will seek help from the Early Years Inclusion Advisor.
- We offer a flexible payment system for families of differing means.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting. If necessary, we will amend or vary the time/day of meetings to accommodate parents/carers.
- Information about meetings is communicated both verbally and in a written format to ensure that all parents have information about and access to the meetings.

Inclusion and Disability Access Plan

As part of our equal opportunity policy, we may need to make adjustments to our setting to accommodate an individual child. We will not treat a child less favourably for reasons relating to disability and we will take all reasonable steps to ensure that children with disability are not disadvantaged. We will discuss the needs of an individual child with the parents/carers and make every effort to support them as necessary. This may involve

- Physical improvements to increase access
- Extending the provision of information to different formats

Each of these areas will be planned for the short, medium and long term to help support the needs of the child.

Identifying barriers to access

We recognise that changes may need to be considered to accommodate an individual with a disability. The following list demonstrates some of the areas where change may be needed. This list is not exhaustive.

- Reorganising the layout of the room/outdoor space
- Adding a hearing loop
- Changing the colour of door frames
- Making printed matter available in large print format
- Widening pathways
- Adding ramps
- Reviewing emergency evacuation procedures
- Introducing alarms with both visual & auditory components

Legal framework

The legal framework for this policy is:

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001