

Equal Opportunities Policy

(to be read in conjunction with the Special Needs Policy and Behaviour Management Policy)

Anyone working with young children should value and respect the different racial origins, religions, cultures and languages in a multi-racial society so that each child and adult within Pre-school is valued as an individual without racial, gender or disability stereotyping. Children from a very early age learn about different races and cultures, including religion and languages and will be capable of assigning different values to them. The same applies to gender and making distinctions between male and female roles.

Pre-school aims to provide planning which is centred around the children and will provide equal opportunities for children of all abilities, races, religions and cultures to participate in Pre-school activities at a suitable level to attain achievable goals. Planning is open to input from parents and is evaluated through the key person system and planning meetings to ensure inclusive practice is being met. Preschool is committed to working with parents and outside professionals to meet the needs of every child.

We recognise that we can learn much from all children within our care. We aim to teach children to value and learn from each other by:

- Employing staff who promote Pre-school's 'Equal Opportunity Policy'.
- Providing training for staff to enable them to apply this Policy.
- Making sure we offer a range of activities and equipment which is suitable for all abilities and cultures i.e. dressing up clothes, dolls, books, jigsaw puzzles and games.
- Participating in cooking, sewing, gardening and physical activities which challenge stereotyping.
- Welcoming parent/carer helpers and visitors into Pre-school to talk about different cultures or disabilities.
- Celebrating a range of festivals from around the world.
- Taking into account different religious and special needs.

We are fully committed to caring for all children within the community and will treat the children within our care with equal concern.

Reasonable adjustments will be made to meet their specific needs with regard to their religious persuasion, racial origin, cultural and linguistic background as well as gender or special needs.

On transition to school all relevant information will be shared with the receiving setting – i.e., Learning Journey (Ann Locke, IEPs, observations – if applicable).