



Inclusion Policy

Frenchay Pre-School's aim is to provide an inclusive environment for families from all backgrounds. Frenchay Pre-School will not exclude any child, family or other adult from the setting on the grounds of gender, sexuality, class, family status, disability, colour, culture, religion, language, belief, ethnic origin or status of residency.

Admissions

Our waiting list is on a first come first served basis depending on availability and date of birth in relation to vacancies as they become available. We are flexible about attendance patterns so as to accommodate the needs of individual children and families. See admissions policy.

Families

We aim to support the differing needs of all families that attend or may attend the Pre-School. The payment of fees is discussed with the family when they first attend Pre-School. The Pre-School is flexible in order to meet the requirements of each family. Parents are able to arrange meetings with Pre-School staff/manager at a time suitable to both parties. Parents are encouraged to be involved and included in sessions through Stay & Play, and are invited to come in and read to the children. Frenchay Pre-School encourages partnership with all parents to build a mutual

respect between them and the staff.

Employment

Frenchay Pre-School will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or belief. Commitment to implementing the group's Equal Opportunities policy will form part of the job description for all workers. All posts are advertised locally through South Gloucestershire Council, as well as on job vacancy sites and through BAND Bristol. The setting is on one level and easily accessible for wheelchair users. Parents are invited to join the interview panel.

An hour per week is given for planning time and updating records and there are regular team meetings. Support & supervision meetings are carried out once a term and any training requirements are discussed and arranged as appropriate.

Curriculum

We use the Early Years Foundation Stage for our curriculum planning; this is made flexible to the different needs of the children in the group. Planning is done through observation building on the children's interest to extend their

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| Written by: | Claire Frost |
| This policy was adopted by the pre-school on: | 25 th Feb 2014 |
| Signed off by the Deputy Manager of Frenchay Pre-School | Gemma Hughes |
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| Links to EYFS | Safeguarding and promoting children's welfare Suitable premises |



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development.

Equipment and resources used are age/stage appropriate and can be modified to meet individual needs and also reflects cultural diversity.

We use visual aids and prompts with makaton signs attached to ensure equality of access to all children. All children are encouraged to take part in all activities regardless of religious clothing worn, developmental age, disability and their day to day emotional well being.

Children are encouraged to choose activities independently and free play is promoted regularly. We use an Our Toys book to encourage children to self select equipment during sessions. The setting is laid out with free play in mind and a variety of equipment in each developmental area.

We build on children's interests through reflective planning and use of the Early Years Foundation Stage guidance, using the online program tapestry.

We encourage children to learn from each other and encourage respect towards each other by using suitable language and positive behaviour strategies. See Behaviour policy.

We evaluate the activities termly to ensure we are covering all areas of the curriculum and that

all children's needs/interests are being met.

Parents will have ready access to files/records of their own children but not have access to information of other children. Children's files are kept in a locked filing cabinet. Parents also have access to their Childs tapestry journal.

If outside agencies are required to give advice or support then our SENCO would contact them to make an appointment with parents permission. Any information regarding planning from outside agencies would be incorporated into our planning to benefit the individual child or group as a whole.

If we intend to go on a trip/visit then prior notice would be given to all and considerations would be given to all.

Resources

Resources are readily available for the access of all children and are clearly labelled with pictures to suit children's level of understanding. We choose a variety of resources to reflect the positive images of the diverse society within the local community and the wider world, for example multi cultural puzzles and books.

Special Educational Needs

We have a SEN policy and our SENCO is Claire

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Frost. We are accessible for wheelchair users; we work with families, children and outside agencies to support additional needs. We are prepared to attend training to support the

individual needs of a child - see SEN policy. The setting makes it clear that a disabled child will not be treated less favourable than any other child because of their disability and reasonable adjustment will be made to include the child in line with the Equality Act 2010. We will ensure a child with SEN will have their individual needs met - please see SEN policy.

Discriminatory Behaviour

At Frenchay Pre-School, positive behaviour is encouraged and praised. Children and staff are encouraged to talk about situations and develop negotiating and problem solving skills. If a child or adult reports an incident of bullying it will not be ignored - The policy applies to all children, staff, parents/carers, manage and other users of the building see Behaviour/Anti-Bulling Policies.

Equal Opportunities Language

If a parent has difficulty in understanding or communicating with the Pre-School staff, we will arrange for an interpreter or for information to be translated into 1st language/Braille. We ask parents to teach us key words and ask them to

support us with cultural activities. English as additional language families are seen as an asset to the setting, we will access support through outside agencies. We support the children through visual aids and makaton. Parents are involved through the Parent Helper rota and encourage to share their cultures. We celebrate diversity and ensure multi cultural toys and books are available.

Medical, Cultural and Dietary needs will be met under the following Policies: Diet Policy, Health & Safety Policy and Health & Hygiene Policy.

Food and Dietary Requirements

A diet encompassing food from a range of cultures ensures that children from various religious backgrounds encounter familiar tastes and that all children have the opportunity also to try unfamiliar foods.

Before a child begins to attend the Pre-school staff discuss with Parents the Childs dietary needs including allergies and makes appropriate arrangements to meet them. Dietary rules of religious groups and also of vegetarians/vegans are known and are also met in appropriate ways. Records are kept of these in our Pre- school and updated regularly.

Health and Medication

Prior to a child with a medical need starting and

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Frenchay Pre-school, staff attend training to ensure the Childs welfare and health are not compromised see Health and Safety policy.

Medicines are not administered unless prescribed by a doctor; the parents give written permission to administer medication. Records are kept of all medicines administered to children and signed by Parents.

Transitional Phases

All children and their families will be offered equal support and guidance throughout transition from home and onto school where required regardless of time spent with the pre school, gender, sexuality, class, family status, disability, colour, culture, religion, language, belief, ethnic origin or status of residency.

Frenchay Pre-school is committed to an open honest method of working. Should you be unhappy with any aspect of our Pre-school and feel that you have cause for complaint, please refer to our complaints procedure.

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