



# First Step Pre School Ltd

*Registered Office*  
Christ the King School  
Easton Hill Road Thornbury  
South Glos. BS35 1AX  
Tel. 01454 858580



## **Inclusion Policy**

First Step Pre-school Ltd strives to include everyone in a welcoming and friendly manner. We provide an environment in which all children are supported to reach their full potential.

First Step Pre-school Ltd will not exclude any child, family or other adults into the setting on the grounds of gender, sexuality, class, family status, disability, colour, culture, religion, language, belief, ethnic origin or status of residency.

This concept applies to all aspects of the policy.

## **Admissions**

### ***Statement of Intent***

*It is our intention to make First Step Pre-school Ltd accessible to children and families from all sections of Thornbury and the surrounding areas.*

At First Step Pre-school Ltd we;

- Aim to ensure that all sections of our community are able to have access to us through open, fair and clearly communicated procedures.
- Describe practices in terms of how they treat individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- Are flexible about attendance patterns to accommodate the needs of individual children and families with prior agreement with the parent/carers.
- Ensure that information is accessible – in written and spoken form – and where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing, or an interpreter.
- Arrange our waiting list in birth date order regardless of developmental age, ability or disability. Please refer to the First Step Pre-school Ltd Admissions Policy.
- Will carefully consider the needs of transient families and provide places if available.



Quality Assurance Scheme

**Registered In England**



**SureStart**

## **Employment**

### ***Statement of Intent***

*We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and are checked for criminal records through the Criminal Records Bureau in accordance with Ofsted's requirements. We are committed to recruiting, appointing and employing staff in accordance with all the relevant legislation.*

At First Step Pre-school Ltd we;

- Endeavour to accommodate the needs of staff with any disability and will strive to adapt our facilities where possible.
- Ensure all job descriptions include a commitment to equality and diversity as part of their specification.
- Advertise all posts in the local community and all applicants are judged against explicit and fair criteria.
- Offer the post to the applicant who best meets the criteria, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- Recognise and value the skills of all staff. All staff are given status and support and are encouraged to share their knowledge.
- Give individual responsibility to all staff for key working and for individual areas of the curriculum (including Special Educational Needs Co-ordinators).
- Ensure all staff have the opportunity to develop through the appraisal system and supervision meetings.
- Give training booklets to staff and an allocation of six hours for training. (SENCO is nine hours). This is budgeted for and staff train in their areas of responsibility. Staff feedback at staff meetings and complete a course evaluation sheet.
- Offer regular training (with teacher involvement).
- Regularly hold staff meetings which take place at various times to accommodate staff needs. These meetings are always minuted and circulated. Staff can attend management committee meetings if they wish to do so and staff are always given the opportunity to bring points to the agenda.
- Set aside time for Open Forum, SEN, curriculum areas, key working issues and individual needs of children where all staff opinions will be valued and considered.
- Encourage staff to be flexible within their set working hours to meet the work/home balance.
- Ensure time is set aside for key working and non-contact hours are allocated for reports.
- Run the morning session with one extra member of staff than is legally required to allow time for observation except in unforeseen circumstances.

## **Families**

### ***Statement of Intent***

*Our Pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all its children and families. We believe that children benefit most from Pre-school education and care when parents and the Pre-school work together in partnership.*

At First Step Pre-school Ltd we;

- Describe our practices in terms that makes it clear that it welcomes both fathers and mothers, other relatives and carers including childminders.
- Recognise that parents/carers are the experts on their own children and are their child's first educators. Parents/carers should therefore be seen as partners and together build a strong relationship to ensure the sharing of information is a two-way ongoing process. Parents need to feel welcome, involved and informed of their child's development. They need to know that their child will be treated as an individual and that the care and attention their child receives will be appropriate to their needs and the stage of their development.
- Welcome the diversity of family life and work with all families.
- Encourage children to contribute stories of their everyday life.
- Encourage parents/carers to take part and to contribute fully. This can be done by being a 'helper' during a session. If for other commitments parent/carers are unable to participate in this there are numerous other ways in which they can help.
- We provide opportunities for parents / carers to contribute their own skills, knowledge and interests to the activities of the group.
- Ensure that if a parent/carer chooses not to help for any reason or is unable to help then they will in no way be penalised for this.
- Welcome the contribution that families who have a first language other than English can offer.
- Offer a flexible payment system for families of differing means. All cases will be taken on their own merits. In the first instance the family can approach the site leader who will then approach the relevant committee personnel for a decision.
- Communicate with the parents/carers through the following means:

Newsletter - termly  
Committee news and committee meetings  
AGM and Annual Report  
Notes from home book  
Welcome leaflet  
Parent / carer Information evenings  
Notice boards

- Will arrange a mutually convenient time if any parent/carer wishes to meet with a staff member.

## **Curriculum**

### ***Statement of Intent***

*We provide opportunities to encourage all children to learn new skills, build their confidence and work harmoniously alongside others. We provide a well planned and resourced curriculum to take the children's learning forward fulfilling the six areas of learning.*

At First Step Pre-school Ltd we;

- Ensure all children have equal access to all activities.
- Encourage all children to take part in all activities but we never insist on a child doing something they are not comfortable with.
- Will provide a particular type of clothing if a task requires, or prior notification will be given to the parents/carers.
- Build the curriculum on children's starting points and differentiate it appropriately to ensure the inclusion of:

Boys and girls

Children learning English as an additional language

Children from minority ethnic groups

Children who are gifted and talented

Children with special educational needs

Children who are looked after by the local authority

Children who are at risk from disaffection and exclusion

Children with special dietary requirements

Children with diverse backgrounds

- Plan each area of the curriculum to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all children.
- Make children feel valued by positive feedback and through show and tell. Toys are stored for self selection and children have free choice time.
- We value the children's work and much is displayed.
- Identify children's individual skills, interest and preoccupations through observation, on going information from parents and through the 'All about Me' questionnaire distributed in the new starters pack.
- Vary our approach to planning and delivering the curriculum through staff meetings, feedback from key workers and observation. With all this information in mind we plan activities accordingly.

- Require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We encourage children to learn from each other through play.
- Select books, equipment and resources which promote positive images of people of all races, cultures and abilities and are non-discriminatory and avoid racial and gender stereotyping.
- Evaluate the effectiveness of the curriculum by evaluating each session. This is then fed back to all staff leading to positive criticism and the activities are then changed as and when necessary.
- Have an equipment usage list which is completed every time an activity is accessed by the children. This shows the date(s) of usage and is discussed at planning meetings to ensure all activities are incorporated into our setting.
- Assess the children using observation. Frameworks are employed to highlight individual needs.
- Keep relevant records of the children and parents/carers have ready access to the files and records of their own children but do not have access to information about any other child.
- We encourage parents / carers to share information with us by whichever method they feel is most appropriate.
- Before we undertake a visit or trip we carry out a risk assessment to ensure that everybody can be included on these outings. We ensure that nobody is unable to attend because of a disability or due to financial constraints. We also take the needs of each individual child into account. If a family does have difficulty in paying for a trip then they can seek assistance. Each case will be taken on its own merit and in the first instance the family can approach the site leader who will then consult the relevant committee personnel for a decision.

## **Resources**

### ***Statement of Intent***

*We aim to provide children with resources and equipment which help to consolidate their knowledge, skills, interests and aptitudes.*

At First Step Pre-school Ltd we;

- Select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non discriminatory and avoid racial and gender stereotyping.
- Store and display resources and equipment where children can independently choose and access them when it is safe to do so.
- Use the local library and toy library to introduce new books and a variety of resources to support children's interests.
- Have many resources available to the children reflecting cultural diversity. These include posters, dual language books, fiction and non-fiction books, multicultural and various family compositional toys and toys showing different ability ranges.

## Special needs

### ***Statement of Intent***

*We provide an environment in which all children are supported to reach their full potential.*

- We have regard for the DFES Special Educational Needs Code of Practice.*
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.*
- We work in partnership with parents and other agencies in meeting children's needs.*
- We provide practitioners to help and support parents and children with special educational needs (SEN)/disabilities.*
- We monitor and review our practice and provision and, if necessary, make adjustments.*

At First Step Pre-school Ltd we;

- Have a SEN/disability policy.
- Work within the Disability Discrimination Act 1995 (DDA) framework and ensure we are fully up to date with new amendments to the Act.
- Designate a member of staff at each site to be our Special Educational Needs Co-ordinators (SENCO) and give their names to parents. Tracy Stringer at Crossways site and Caroline Wilson at Christ the King Site.
- Contact outside agencies after careful observation and assessment of the children and **only** with the prior consent of the parents/carers. Any information which the outside agencies bring to us is shared amongst the staff through feedback at staff meetings where we have strategies to work to.
- Will not treat a child with disabilities less favourably than any other child because of his/her disability.
- Have made reasonable adjustments to accommodate people with disabilities. We have ramps and accessible toilets.
- Will always make reasonable adjustments wherever possible to ensure that we are accessible to people with disabilities.
- Will apply for any available funding and fully understand the processes to do this.
- Work closely with parents/carers of children with SEN/disabilities to create and maintain a positive partnership.
- Provide parents/carers with information on sources of independent advice and support.
- Listen to the child's view and offer him/her real choices.
- Ensure the privacy of children when intimate care is being provided.
- Use Makaton and Braille where necessary.

- Use visual aids everyday.
- Evaluate our resources as an on going process and ensure changes are made as and when necessary.
- Are willing to make changes to suit individual needs wherever and whenever possible.
- Ensure that learning through play is planned with all the children in mind.

### **Discriminatory Behaviour/Remarks**

#### ***Statement of Intent***

*All persons who have contact with First Step Pre-school Ltd are required to behave in an appropriate manner. We ensure that all staff, children, parents/carers, committee members and others visiting First Step Pre-school Ltd behave in such a way that is non discriminatory.*

At First Step Pre-school Ltd we;

- Reinforce positive behaviour in children and offer alternatives to their inappropriate behaviour where appropriate.
- Reaffirm to the children the importance of equality and diversity within our society through stories, play, pictures and song.
- Will follow the disciplinary policy and procedure if a member of staff behaves negatively towards any child or adult.

### **Language**

#### ***Statement of Intent***

*We view children and their families using English as an additional language as an asset.*

At First Step Pre-school Ltd we;

- Involve parents/carers and seek their support when children are using English as an additional language.
- Support children using English as an additional language through signing, visual aids and by having properly trained staff. We also encourage the sharing of languages.
- We encourage parents/carers to come into the sessions to talk to the children to share with them their cultural backgrounds. We reinforce this message continually throughout the year.
- Encourage children to bring in items from home for show and tell which can reflect their background.
- Use books, visual aids and play to equally reflect all the children's backgrounds.
- We use our 'notes from home' book as an important tool for maintaining contact and sharing information with the parents/carers.

## **Food and Dietary Requirements**

### ***Statement of Intent***

*At First Step Pre-school Ltd we value the diversity of cultural, religious and medical views towards food.*

At First Step Pre-school Ltd we;

- Celebrate many festivals and use food as an integral part of the celebration to reflect the diversity of our society.
- Encompass the diversity of cultures and religions by inviting parents/carers to share their preferences with us.
- Keep records in accordance with the National Standards for Day Care.
- Require all parents to complete a Health Form which requests information such as any medical conditions, allergies, special diets, religion and contact numbers in cases of emergency and who will be collecting your child.
- Have a colour coded system in place to highlight dietary requirements.
- Operate systems to ensure that children do not have access to food/drinks to which they are allergic.

## **Health and Medication**

*We ensure that the majority of staff with a current first aid training certificate (relevant to infants and young children) are on the premises or on an outing at any one time. **Children with medical needs are welcome at First Step Pre-school Ltd.***

At First Step Pre-school Ltd we;

- Ensure that parents give prior written permission for the administration of medication. The administration is recorded accurately and parents sign the record book to acknowledge the administration of a medicine. This form is kept in a locked file.
- Ensure all medical requirements are recorded on a form and all staff are familiar with these forms. All staff are asked if they wish to give medication to a child. This form is kept in a locked file.
- Have a 'Care Plan' for those children who need to take medication whilst at the setting. This is updated as and when required by discussion with the parents/carers.
- Clearly indicate on a child's box if a child needs to take medication during a session.
- Store children's prescribed drugs in their original containers, and ensure they are clearly labelled, within date and are inaccessible to the children.
- Provide training by a health professional for the relevant members of staff if the administration of prescribed medication requires medical knowledge.

## **Monitoring and Evaluation**

### ***Statement of Intent***

*We monitor the effectiveness of our inclusion policy annually and report back to the committee and the staff if any issues are raised.*

At First Step Pre-school Ltd we;

- Ensure all information given to parents/carers about our setting is inclusive.
- Ensure all our policies are monitored on a rolling basis to make sure that they meet our views on inclusion and are updated wherever it is necessary.
- Ensure that our Admissions Policy monitors the effectiveness of our Inclusion Policy.
- Ensure all parents/carers are given access to our inclusion policy which we reflect throughout our other policies.

**We have an ongoing rolling programme evaluating all our policies and parents are invited to attend these meetings.**

This policy was adopted at a meeting of the Committee of First Step Pre-school Ltd

Held on (date)

Signed on behalf of First Step Pre-school Ltd