



PHOENIX HOUSE MONTESSORI NURSERY SCHOOL

27 Stamford hill, London N16 5TU

Telephone: 0208 880 2550.

Email: phoenixn16@yahoo.co.uk

Inclusion, Equality & Diversity {SEN}

Our Aim:

We take great care to provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued. We treat all children and adults as a person in their own right, with equal rights and responsibilities to any other individual. We value diversity and are committed to anti-discriminatory practice and equality of opportunity for all children and families. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, pregnancy or maternity, ethnic or national origin, or political belief has no place within this nursery.

We promote equal access to all our services by taking practical steps, wherever possible and reasonable, such as ensuring access to people with additional needs and by displaying images of children and their families within the setting. Inclusion and diversity is a thread, which runs through the entirety of the nursery. We provide positive role models and non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people. We do this through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.

We aim to continually improve our knowledge and understanding of issues of equality, inclusion and diversity. Our practice is monitored and regularly reviewed to ensure our policies and practices are effective and non-discriminatory.

Inclusion:

At Phoenix Montessori Nursery we aim to provide an Inclusive environment understanding that as individuals, children and adults alike all require some form of support. However we recognise that for some this may be specific and sometimes require the help of other outside professionals. The Nursery has access to support, The Nursery provides an environment where all feel valued and free from discrimination, reflecting on our developmental needs and requirements.

We provide a broad and balanced curriculum that is accessible to all children recognising individual needs and working in close partnership with parents and other professionals; especially with children who have Special Educational Needs {SEN}. Planning, resources and behaviour reflect the commitment from staff, parents/carers and volunteers to include all our children.

The setting has a SEN support worker; who works closely alongside our allocated "Early support officer" from the learning trust; who will assist in helping children with additional needs.

We will promote special educational needs through toys and equipment and adult's active awareness of opportunities within the environment.

The Definition of Special Educational Needs (SEN)

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them".

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

- To create an environment that meets the Special Educational Needs of each child;
- To ensure that the Special Educational Needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- To enable all children to have full access to all elements of the nursery's curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each IEP.

The SENCO and Assistant SENCO:

Aim and objective:

- Co-ordinate the provision for and manages the responses to children's special needs,
- Support and advise colleagues;
- Oversee the records of all children with Special Educational Needs;
- Act as the link with parents;
- Act as link with external agencies and other support agencies;
- Monitor and evaluate the Special Educational Needs provision.
- Manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
- Contribute to the professional development of all staff.

Equality & Diversity:

A commitment to equality is an essential part of our work because we believe that everyone has a right to have their individual needs and experiences respected and valued. This, in turn, creates an environment where diversity is positively reflected throughout our practice and encourages the children to acknowledge and celebrate the differences of our nursery community and the world in which we live.

The nursery declares a firm belief in a policy and practice of Equal Opportunities. It has regard to the United Nations Convention on the Rights of the Child and the Human Rights Act.

We are committed to combating all forms of prejudice and eliminating all forms of unfair discrimination.

It is our intention that no potential or actual nursery user, whether child, adult or member of staff, will receive Less favourable treatment on the grounds of national or ethnic origin, colour, religion, gender, disability, sexual Orientation, age or marital status.

We believe that all children, irrespective of ethnicity, culture or religion, home language, family background, Learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development. In the nursery we will promote multi-cultural awareness through toys and equipment and adult's active awareness of opportunities, to support and extend children's experiences as they participate in their own culture and learn about the cultures of others.

We implement the following:

- Requested parent recipes to carry out in our cooking lessons,
- Promote a Multi-cultural day- celebrating everyone culture with food, music and stories.

- Celebrate children’s individual festivals; however we do not teach the religion.
- Reflect the children’s families through “all about me” display board.
- Offer toys, dolls and clothing that represent other cultures.
- Offer a variety of books covering cultural aspects.
- Books reflecting transitions to:
 - a. School or moving to nursery
 - b. Dentist
 - c. New baby
- Cultural flags and cultural boxes.
- Music sessions.
- Books reflecting same sex parents.

Our curriculum approach portrays that there are many ways of seeing and living in the world and our materials reflect diversity e.g. cooking, dressing up clothes, images found in books, jigsaws and visual aids all portray people positively in a wide variety of roles and cultures. All children notice differences.

This is developmentally appropriate and, by itself, not a problem. Our aim is to help children develop positive attitudes to differences and see them as normal, familiar, acceptable and useful. Both sexes will be encouraged to play in all areas of the nursery including the outdoor play area and to share the space provided.

We aim to help the children develop social competence (the ability to accept the view of others, express feelings appropriately, resolve conflicts with others, care for one’s own needs and show concern for others, working co-operatively to meet a common goal). We hope that this will create an awareness of the different needs of others and encourage the children to live harmoniously as caring members of society

Single Equality Scheme

The setting has implemented a Single Equality Scheme (SES). This ensures that we follow a vision and aim of implementing equality and diversity within the setting and sets aims on how we wish to achieve this. The scheme talks about being widely available to the community, the offering of NEF, having children from a variety of cultural backgrounds and how we support the needs of others.

The scheme encourages other to be involved in the sharing and reflecting of cultures, including parents and children. The role of the teachers and management in reinforcing diversity.