



## Wallace Road Nursery School Inclusion Policy

**“You must promote positive attitudes to diversity and difference within all children. In doing this you will help them to learn to value different aspects of their own and other people’s lives. This includes making sure that all children and families feel included, safe and valued: that all children and adults are treated as individuals and are not discriminated against; and that all children are listened to and respected.”**

**The Early Years Foundation Stage Practice Guidance (DfES 2007 p06)**

At Wallace Road Nursery School we believe that each individual child and adult in Nursery has something unique that they bring to the setting. We value this contribution to the Nursery and aim to nurture and develop each individual.

We are aware that each child comes from a different home culture, bringing with them varying experiences. It is our role as practitioners to show that we value and appreciate the variety of these experiences and indeed celebrate the differences between us. We are all able to learn so much from others.

It is our aim at Wallace Road to provide quality Nursery Education (linking to the Early Years Foundation Stage Curriculum from Birth to 5) for every child, whatever their background, previous experiences, race, religion, gender, ability or disability, socio-economic background or ethnicity.

We believe that all children have a fundamental right to a fair and equal education with emphasis on developing each child’s well-being, self image and confidence in their abilities to learn and “do”.

### Special Educational Needs

Inclusion is often taken to mean ensuring children with special educational needs are properly provided for under the statutory guidance. At Wallace Road we are

very aware of the importance of this and follow the county and national guidelines in relation to SEN.

At Wallace Road nursery we believe that inclusion should extend to all children and staff at the nursery share this ethos and work hard to ensure that all children work to their full potential. The staff carry out observations on all children, both formally and informally, looking at involvement, well –being and development. These observations are used to ensure that each child is making progress at their own pace and is being catered for within our planning. We understand that all children develop at different rates and therefore need different input. The staff work with the children individually, in small or larger groups, whichever is most appropriate to meeting the individual needs of the children at that time. Each child makes his or her own learning journey and we aim to extend and develop each child's learning in the context that is most meaningful to the individual.

#### Gender Issues

Boys and girls are given equal opportunity to access quality learning experiences. At times we may need to make specific experiences available to encourage either boys or girls to become involved and engage in learning.

We encourage all children to experience different types of role-play, e.g. dressing-up, home corner play, building site play etc.

We feel it is important to consistently monitor books and toys for gender balance and positive multi-cultural images.

We encourage male and female visitors into the Nursery who provide positive role models for our children.

As we are an all female staff we therefore need to ensure that the experiences and equipment we offer to the children are not gender biased.

Finally, we are aware that boys and girls develop at different rates in language, number and fine motor skills (Left /right hemisphere of the brain development differs).

#### Race and Cultural and Ethnic Diversity

Wallace Road Nursery is situated at the edge of a town that is a culturally diverse place whose residents come from a wide range of differing cultural and ethnic backgrounds.

The ethnic diversity of our town and society in general, needs to be addressed. It is vitally important that our children learn about other cultures and religions and ethnicities in order to grow up to become valuable members of our multi-cultural society. A knowledge and understanding at an early age will hopefully lead to acceptance and understanding through life.

It is our duty to use materials, books and equipment which will reflect this.

Educating children for life in a culturally diverse society means:

- Extending children's knowledge and understanding of different cultures, languages and faiths

- Valuing cultural diversity by drawing on pupils backgrounds and experiences
- Offering images and role models from other cultures.

Cultural Diversity dimensions permeate the whole curriculum and are the responsibility of all practitioners.

A curriculum which promotes anti- racism should exhibit some of these features:

- Involve parents and community groups in visiting and talking/working with children
- Develop an understanding that people come from a range of backgrounds and cultures and offer children a secure environment in which to explore their own cultures
- Celebrate all cultures and model respectful interest
- Offer opportunities for children to explore other cultures and religions and form their own opinions
- Depict a range of people from differing ethnic backgrounds doing everyday things
- Find appropriate resources and examples from a range of cultures over and above the everyday multi-cultural toys, posters etc.
- Depict a range of child rearing practices from differing cultures

#### Resources

- Books, labels, posters which show script from other cultures, particularly those of dual-language families within our community.
- Books should be available which offer positive images of people from other cultures, of different gender, with disabilities and different backgrounds.
- Posters, pictures etc. which depict people from differing cultures and backgrounds
- Toys, books and equipment should be available to all children and not gender specific.

#### Reporting Racial Incidents

It is our duty to report any incidents of race discrimination that take place either in the Nursery or off the premises if it directly concerns a member of our community. Such incidents will be recorded and reported to Children and Family Services

We will not tolerate any discriminatory remarks or behaviour

Reviewed April 2017

