



Moorlands Nursery School

Inclusion & Equality Policy

Owned By	SENCo – Ruchika Aggarwal
Date Reviewed	March 2025
Next Review	April 2026
Signature : Chair of Governors	

Legislative or Guidance Compliance

Link to Every Child Matters: Make a Positive Contribution

Links to Early Years Foundation Stage: Safeguarding and Welfare Requirements: Equal Opportunities 3.66

The Equality Act 2010

The Children Act 2004

SEND Code of Practice 2014

Aims and Objectives of this Policy

Moorlands Nursery School aims to be an inclusive school. This means that equality of opportunity must be a reality for our children and their families.

We make this a reality through the attention we pay to the different groups of children within our school:

- Girls, boys and transgender
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Pupil premium
- Any children who are at risk of disaffection or exclusion
- Those children with emotional and psychological needs
- Those children with a physical disability
- Those children with low attendance
- Those children who act as carers
- Those children with medical needs

By considering the individual needs of learners, we aim to provide an environment which enables them to access the curriculum. We do this through:

- Building and maintaining trusting relationships with pupils and their families
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning
- Setting suitable learning challenges
- Continuous assessment of individuals and groups of pupils
- Offer family support and personal development opportunities as well as promoting community cohesion
- Close working relationships with outside agencies allow us to provide specialist support and services

We achieve educational inclusion by continually reviewing what we do and asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

This is carried out through pupil progress meetings, assessment, staff meetings, inclusion meetings, parents meetings and learning walks.

WHAT WE DO

At Moorlands Nursery School, we believe that all children are entitled to make the most of their learning and development opportunities. To achieve this we:

- Provide a broad, balanced and stimulating curriculum which will be accessible to all children.
- Ensure that all children are able to feel safe and secure.
- Enable all children to feel valued and to develop high self esteem.

For all staff this will involve:

- Identifying any barriers which may prevent them from reaching their potential whilst in Nursery.
- Working as a team, alongside parents, the local community and other professionals to address these barriers and ensure high expectations are maintained for all children.
- A commitment to reflective practice, continuing professional development and rigorous self-assessment.

DEVELOPING HEALTHY LIFESTYLES

- Curriculum planning will use the Early Years Foundation Stage (EYFS) to develop children's awareness of healthy practices with regard to hygiene, eating, exercise, and sleeping.
- All children will be encouraged to develop independence, so that they can manage their own personal hygiene, dressing, etc.
- All children will be encouraged to play outside on most days and will have a range of challenging activities to encourage physical activity and enjoyment.
- A healthy snack will be offered to children as part of an additional paid service each day, along with their free milk entitlement. Children will be encouraged to try new foods, particularly fruit and vegetables, and foods from a range of cultures. Individual dietary needs will be taken into account and children will be offered alternatives. Parents choosing to opt out of this provision may send their child to nursery with a piece of fruit for snack time. No other snacks will be permitted from home due to allergy / food safety management.

- The Nursery staff will work in conjunction with Moorlands Centre staff and other agencies to provide parents with support and information regarding children's health and to promote healthy lifestyles.
- Children will be encouraged to communicate their needs and feelings (through the use of signs for feelings) and to be assertive, giving them the confidence to make their own healthy choices.

SAFEGUARDING

- In line with the guidance in the Early Years Foundation Stage, children will be encouraged to express themselves confidently and to use language to deal with conflict.
- Staff will treat each other, the children, parents/carers and other adults with consideration and respect, and act as role models for children.
- When conflict does arise between children, staff will deal with children firmly but fairly, working with them to help them resolve their own difficulties. If necessary we will inform parents, and work with them to resolve any emotional or behavioural issues (Please refer to our Behaviour Policy).
- Staff will receive appropriate training in identifying and dealing with Child Protection issues, and all concerns will be reported to the member of staff responsible for safeguarding in accordance with the Nursery's Child Protection policy.
- Staff will work with Moorlands Centre staff, other professionals and the local community to provide help and support to families who are experiencing difficulties, thus enabling them to be in a better position to ensure their children's safety and well being.

The four themes of the EYFS underpin the principles of Moorlands Nursery's Inclusion & Equality Policy.

A Unique Child + Positive Relationships + Enabling Environments = Learning and Development

- All children will have access to high quality Early Years education in accordance with the Guidance for the EYFS.
- There will be a strong emphasis on Personal, Social and Emotional Development, Communication and Language and Physical Development as these are key elements in laying down the foundations for all learning.
- Curriculum planning focus on all seven areas of learning as defined by the EYFS framework and informed by regular observation-based assessment. We offer an adapted curriculum focused on four key areas of learning to meet specific needs of children with SEND and assess progress against each smaller step of success.

- There is a strong system of observation whereby written, photographic and video observations are made in the course of adult-led activities, and when spontaneous opportunities arise. Children are also targeted for more detailed observation at regular intervals. These observations are used on a week to week basis to inform short term planning, and on a termly basis to assess children's progress against the EYFS curriculum goals and to inform the 'next steps' for individual children.
- There will be a balance of adult-led and child-initiated activities with children being encouraged to work independently, and to begin to take responsibility for their own learning, in a supportive and stimulating environment.
- There is a commitment to the highest affordable level of staffing, and to the employment of well-qualified staff. All staff are also encouraged to develop and extend their skills and knowledge through training, reflection and discussion. This ensures that all children will have regular access to well qualified staff both in small groups and as individuals.
- When planning for both groups and for individual children, account will be taken of individual needs and learning styles. Staff will use observation-based assessment to raise their awareness. These might include children with learning difficulties, physical disability, children for whom English is an additional language or children who are experiencing behavioural or emotional difficulties.
- Where children are experiencing difficulties, staff will work closely with parents and carers, and when appropriate, with outside agencies in order to support child development.
- The nursery school has a named SENCO (Special Educational Needs Coordinator). The SENCO will work with staff and other professionals to identify any children with additional needs and, where appropriate, children will have a SEN Targeted Plan put in place. These will be monitored in accordance with the SEN Code of Practice.
- Additional support from outside agencies (such as speech and language therapist) will be sought as necessary.
- Nursery staff will work in partnership with parents/carers to ensure all children receive the appropriate support to meet their needs.
- As far as possible, no child will be excluded from any activity on the grounds of ability, race, gender or language. In order to ensure that children are fully included, every effort will be made to provide appropriate support.
- Children will have planned activities outside the Nursery, such as trips, walks around the local area, or visits to see events. These will serve to extend their horizons and give them a range of enjoyable and memorable experiences.
- The Nursery has a strong behaviour management policy, based on the principle that children who have good self esteem, and who are able to communicate their needs and feelings, will be in a good position to develop self discipline, and to take account of the needs of others.

- Children are encouraged to be independent in a variety of ways including managing their own personal needs, making their own choices of activity, finding their own resources and tidying up after themselves. They are also taught to resolve conflict by talking to other children, and learning the skills of negotiation.
- All children have the opportunity each day to sit together, listen to each other and adults, and eat together. This encourages them to understand and respect the needs of others, to share and take turns, and to expect others to listen and respect them.
- We recognise the importance of ensuring that the curriculum and the Nursery environment reflect the cultural diversity within the Nursery and this is taken into account when planning topics such as celebrations and special occasions.
- Children are encouraged to be aware that everyone is different and **topic planning reflects this**. They are encouraged to confidently discuss the makeup of their own personal family unit.
- Staff have an important role to play in ensuring that all children are listened to, and that they feel valued. This is done through individual conversations, through the celebration of children's achievements in displays, photographs, at group times, or by sticker charts, etc, to celebrate good behaviour, and takes account of children's particular strengths across all areas of learning. The ability to communicate is vital to every child's progress and where children are identified as experiencing difficulty, appropriate support will be put in place. **This may involve the support of a language assistant from the EMA team, it may involve supporting parents in seeking help from the Speech and Language Therapy Service or it may be including the children in specific targeted activities to develop specific skills.**
- Staff **will** communicate children's successes to parents. This is done informally through day to day conversations, by sharing children's books and photographs and, more formally, by inviting parents/carers to 'focus' consultations. All parents are encouraged to engage in the many learning opportunities that focus on the EYFS.
- We believe that having high expectations for all children in terms of behaviour and achievement, helps to lay the foundations for future success in all fields of endeavour. The curriculum is designed to give children a wide variety of experiences, to develop independence, self confidence, a disposition to learn and to challenge children intellectually.

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Staff and Governors of the Nursery are committed to working in close co-operation with local schools and services in Milton Keynes in order to give children and their families the opportunity to access high quality education, alongside extended facilities and support.