GEMS TINEY HOME NURSERY

HOME FROM HOME CHILDCARE

Equal Opportunities and Inclusion Policy

Purpose

Every child and family should feel welcome, respected and able to participate at Gems tiney Home Nursery. We work to identify barriers, make reasonable adjustments and provide support suited to each child. Fair treatment includes recognising that different children may need different approaches.

Legal duties and scope

We follow the Equality Act 2010 and current EYFS statutory framework for childminders. As a provider of local-authority-funded early education, we have regard to the SEND Code of Practice for ages 0 to 25. We also follow relevant safeguarding duties and tiney requirements.

We do not tolerate unlawful discrimination, harassment or victimisation. We respect children, families, staff and visitors regardless of race, disability, sex, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, or marriage and civil partnership, applying the legal protections relevant to each relationship. Home language, culture, family structure, financial circumstances and additional learning needs must not be reasons for unfair treatment.

Welcoming families and admissions

Enquiries and admissions are considered fairly using our published availability and admissions arrangements. We discuss each child's strengths, interests, routines, communication, health and support needs with parents. We do not refuse a place simply because a child has a disability, additional need or lacks a formal diagnosis.

Before deciding that a particular arrangement cannot be provided safely, we consider reasonable adjustments, relevant advice, available support and the actual circumstances with the family. Decisions are based on evidence and reviewed, rather than assumptions about a diagnosis or disability. Families are not charged for adjustments we are legally required to make.

Inclusive everyday practice

Books, play materials, language and everyday discussions reflect different cultures, abilities and family lives without stereotypes. Children are helped to develop a positive sense of identity, recognise kindness and respect differences. Adults respond to questions simply and respectfully.

We adapt activities, equipment, routines and communication so children can participate meaningfully. Options may include visual prompts, sensory adjustments, movement breaks, a quieter space, additional time and different ways to communicate. Personal care and behavioural support protect dignity and wellbeing.

Home languages are valued. We learn key words and work with parents to support communication and English language development. Learning English as an additional language is not itself a special educational need; concerns are considered across the child's languages and wider development.

Identifying and supporting additional needs

Gemma coordinates inclusion and SEND support, working with parents, assistants, tiney and relevant professionals. We notice progress through everyday observation, discussion and required developmental checks. Concerns are shared sensitively and recorded factually. Support begins according to need without waiting for a diagnosis.

Where additional support is needed, we use assess, plan, do, review: understand the child's strengths and needs, agree outcomes and strategies with parents, put support into practice and review its effect at an agreed time. The child's views and preferences are included in age-appropriate ways.

With parents' involvement and appropriate consent, we seek support from health visitors, speech and language services, local inclusion services or other professionals. We discuss relevant funding or assessment routes where helpful. Consent arrangements do not prevent necessary safeguarding information sharing.

Safe access and transitions

We assess physical access, communication, care routines, outings and emergency evacuation arrangements and plan adjustments in advance where reasonably possible. Any individual care or evacuation plan is shared with the adults who need it and reviewed as needs change.

We work with families and other settings to support transitions. Relevant information is shared securely and lawfully, including effective strategies and necessary care arrangements, so that support can continue. Medical information and additional needs are handled confidentially.

Responding to prejudice and concerns

Adults challenge discriminatory language and actions promptly and calmly. Young children are supported to understand their effect in a way suited to their development; they are not shamed or labelled. We support anyone affected and record significant incidents, actions and follow-up.

Concerns involving adults are addressed with clear expectations and appropriate action. Safeguarding concerns are managed under our safeguarding procedures. Families and staff can raise concerns with Gemma without fear of unfair treatment and may use the Complaints Policy or contact tiney.

Staff support and review

Gemma and assistants reflect on expectations, bias, resources and children's participation. Relevant training and supervision support inclusive practice, and employment decisions follow equality duties. We seek feedback and review whether agreed support is improving access and wellbeing.

This policy is reviewed annually or sooner if law, guidance or needs change. References: Equality Act 2010; current EYFS childminder framework; SEND Code of Practice 0 to 25 years; GOV.UK Disability quick start guide for service providers. Related policies include admissions, behaviour, safeguarding, complaints and data protection.

Policy owner: Gemma Bayley
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