



Essex After School Clubs

Inclusion and Equal Opportunities Policy

Inclusion and Equal Opportunities

Essex After School Clubs is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community.

The Club aims to provide a welcoming and caring environment that promotes and reflects cultural and social diversity and is equally accessible to all. The Club will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability.

We ensure that we meet our duties under the current legislation:

- Statutory Framework for the Early Years Foundation Stage 2017
- Special educational needs and disability code of practice: 0 to 25 years (2014)-updated version online is dated January 2015
- Equality Act 2010

Mission Statement:

Essex After School Clubs is committed to developing policies and practice which promote inclusion for all our children, parents, staff and visitors. We believe that all children, wherever possible, have a right to high quality play opportunities and experiences in the area where they live. In celebrating diversity and difference in our community, we aim to welcome all children and their families.

Definitions of terms used in this policy:

Inclusion – We use this term to describe the process of increasing the participation of children in the curriculum, culture and community of the Club. Inclusion is seen to involve the identification of, and minimising of, barriers to participation and the maximising of resources to support learning and participation.

A core principle of inclusion is that all children, wherever possible, have a right to play.

Additional needs – we use this term to refer to children's needs that require provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Inclusion coordinator – the person who is responsible for co-ordination of inclusive practice, including provision for children with additional educational needs (previously referred to as the 'SENCO', Special Educational Needs Coordinator).

Objectives of this policy:

- To share our beliefs and aims with parents and all those involved in the Club.
- To provide a framework for good practice in inclusive play and education.
- To support us in meeting our statutory duties to make provision for all children.

Key Staff:

We will have a designated Inclusion Coordinator

The role of the Inclusion Co-ordinator involves:

- Working alongside the Manager to ensure that all staff are aware of legislation, regulations and other guidance on working with children with additional needs and/or physical disabilities. Contributing to the child's Education, Health and Care (EHC) plan.
- Working with the Manager to ensure that all staff who work with children with additional needs have appropriate skills, support and training.
- Assessing each child's specific needs and adapting the Club's facilities, procedures, practices and activities as appropriate.
- Ensuring that all children are fully considered when activities are being planned and prepared.
(EYFS Requirement: 1.7-For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning.)
- Liaising with parents/carers about the needs of their children and the plans and actions of the Club, as well as being the point of contact for parents/carers.
- Liaising with the School's Special Educational Needs Co-ordinators and other agencies, seeking advice, support and training as necessary.
- Supporting other members of staff to become more skilled and experienced in the care of children with additional needs and/or physical disabilities.
- Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities.
- Ensuring that accurate observations and assessments of children's progress are regularly made and properly recorded.

Meeting Individual Needs

At Essex After School Clubs we aim to ensure that everyone is treated as an individual and has the opportunity to participate and make progress in all areas, reducing the barriers to equal opportunities.

(EYFS Requirement: 3.67-Providers must have arrangements in place to support children with SEN or disabilities.)

We are committed to the principles of the Special Educational Needs and Disability Code of Practice 2015. We believe that it is important to monitor children's progress throughout their time with us. We do this by discussing children's progress with parents, through observation of the children.

Promoting British Values:

British values are defined as: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Through our policies, procedures, planning and supporting children we provide children with a broad and balanced curriculum to ensure that children 'understand the world', and learn about 'similarities and differences between themselves and others, and among families, communities and traditions'. We follow the guidance of the EYFS framework 2017.

Queries and Complaints:

We will do our best to answer any queries from parents and others. If we do not know the answer, we will try to find out and get back to them. Complaints should be made to the member of staff concerned or the Club Manager.

Arrangements for Support:

We access support from our Local Authority and follow the guidance of the Special Education Needs and Disability Code of Practice 2015. We will work with a range of other agencies (e.g. speech and language therapist, specialist teacher, educational psychologist, physiotherapist). Advice from these agencies can be accessed via the Local Authority.