



EQUALITIES POLICY

We believe that all activities at Fusion should be inclusive to all children. We aim to ensure that all children who wish to attend Fusion and all who wish to work, volunteer or to help with our setting have an equal chance to do so. At Fusion we follow the Equality Act 2010.

At Fusion we will ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community including children with additional needs. To achieve Fusion's objective of creating an environment free from discrimination and welcoming to all, we will:

- Respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping.
- Not discriminate against children on the grounds of disability, sexual orientation, class, family status or HIV/Aids status.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- Strive to ensure that children feel good about themselves and others, by celebrating the differences which make us all unique individuals.
- Ensure services are available to all parents/carers and children in the local community.
- Ensure that Fusion's recruitment policies and procedures are open, fair and non-discriminatory.
- Work to fulfil all the legal requirements of the Equality Act 2010 and ensure protected characteristics are adhered to.
- We will monitor and review the effectiveness of our inclusive practice, by reviewing our Inclusion Audit on an annual basis.

Staffing: Fusion welcomes applications from all sections of the community. Applicants will be considered based on their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation.

Under the terms of this policy, we aim to offer a fully inclusive environment. Some of the ways we do this are:

- **FESTIVALS:** Our aim is to show respectful awareness of all major events in the lives of children and families in our community, and to welcome the diversity of backgrounds from which they come
- **RESOURCES:** These will be chosen to give children a balanced view of the world. Materials will be selected to help children to develop their respect of other people by avoiding stereotypes and derogatory pictures and or images. Children will be

consulted, and their opinions sought by discussion or suggestion slip when purchasing equipment.

- **DISCRIMINATORY REMARKS/ BEHAVIOUR:** These are unacceptable, and we will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices. All matters will be recorded and evidenced accordingly.
- **LANGUAGE:** Information will be clearly communicated in as many languages as necessary and possible. Bilingual/multilingual children and adults are an asset. They will be valued, and their languages recognised and respected at Fusion.
- **FOOD:** Medical, cultural and dietary needs will be met as far as possible, and all staff are made aware of children's and adults requirements.

By making our Equalities Policy widely known we will monitor that no accidental discrimination is taking place.

Additional Needs- SEND- Please refer to our Behaviour Policy, SEND section.

We believe all children are special and have individual needs that need to be met.

Fusion welcomes all children and believes the opportunity to mix and socialise with other children is a valuable experience for everyone and ensures that everyone feels welcomed.

Whether a child wears glasses or hearing aids, needs extra help with activities, has trouble controlling their emotions or needs help to walk and communicate, all these children have needs to a greater or lesser extent.

The environment at Fusion proves an ideal opportunity for inclusion, but in extreme situations we simply are unable to physically adapt the environment as we are only tenants. Parents must understand that as we are not viewed as an essential service, receiving funding is not possible for the private sector. We will focus on children's strengths and areas of additional needs and discuss with the family and other agencies as well as School how Fusion can best support the child and their family. Families need to understand that in some situations, the Fusion setting is not suitable for their child/ren.

Fusion will help provide accessible information to parents and give them guidance and support and seek specialist support if needed.

Fusion will work in partnership with parents/carers, the school and other agencies in order to fully support the child and their family and adhere to the Children and Families Act 2014.

Fusion has an '**Inclusivity Assessment**' about our environment and will be adapted to suit children's and staff's individual needs.

If funding needs to be sought to provide staff training or 1:1 support for individual children, we will make every effort to source/apply and access funds to provide sufficient staff, resources, and material to provide a safe, happy and enabling environment for all the children attending Fusion Pre-School Southdown. We will focus on children's strengths and areas of additional needs and discuss with the family and other agencies how Fusion Pre-School can best support the child and their family. Fusion Pre-School will help provide accessible information to parents and give them guidance and support and seek specialist support if needed.

Fusion will work in partnership with parents/carers, and other agencies in order to fully support the child and their family and adhere to the Children and Families Act 2014.

Fusion has an '**Inclusivity Assessment**' about our environment and will be adapted to suit children's and staff's individual needs.

Fusion will support children with SEND and make reasonable adjustments within our setting. Our setting is less structured than school and is predominately a free choice play environment. We have structure throughout the session such as registration, dinner and home time but the children are free to choose how they spend their time whilst at Fusion- this links into our PARS playwork training and values. We aim to:

- Provide non-permanent changes/modification to our setting where possible to support SEND children such as extra tables/benches, equipment, timetabling/ structure of sessions, ensuring that our environment is supportive and personalised strategies are used relevant to each child. A Risk Management Plan may be necessary
- All children can receive care in our provision and have equal opportunities as far as it is appropriate
- Ensure that the Special Educational Needs of children are identified, assessed and effectively provided for needs are regularly reviewed
- Involve parents/carers/children/school in planning and supporting all stages of their child's development and working collaboratively with other professionals and support services
- Understand that children may need a range of different approaches and experiences and require different strategies
- Help children to manage their behaviour and to take part in activities safely, ensuring safety to themselves and others
- Resources, Fusion where possible will purchase additional, personalised resources for children
- Some children have an Educational Health Care Plan (EHCP). Although Fusion do not have to adhere to this, as we are not required to follow the SEND Code of Practice, it is guidance for school to make provision for pupils with SEND. If Fusion can positively contribute we will do so, but it is not a requirement. Fusion requires a copy of the EHCP document which will form part of their Registration documents.

Equal Opportunities Named Co-ordinator- The Club's Equal Opportunities Named Co-ordinators is (ENCO) is **ABIGAIL WILKINS**. The Club's Equal Opportunities Named Co-ordinators is (ENCO) is **MRS AKERS**. The ENCO is responsible for ensuring that:

- Staff receive relevant and appropriate training.
- The Equalities Policy is consistent with current legislation and guidance.
- Appropriate action is taken wherever discriminatory behaviour, language or attitudes occur.

Special Educational Needs Coordinator- The Club's Special Educational Needs Coordinator (SENCO) is **ABIGAIL WILKINS**. Who is supported by **REBECCA AKERS** and **SHAHEDA QUIUM**, who both are Level 3 SENCO trained. The Club's Special Educational Needs Coordinator (SENCO) is **SHAHEDA QUIUM**. The SENCO will:

- Manage the provision for children with special educational needs or physical disabilities.

- Be fully trained and experienced in the care and assessment of such children.

All members of staff will assist the SENCO in caring for children with additional needs or physical disabilities.

Children with special needs, like all other children, are admitted to the pre-school after consultation between parents, Pre-School and taking advice from any agencies already involved with the child. Our aim is to provide for the developmental needs of each child in the group.

All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all the groups' activities
Our system of observation and record keeping enables us to use a graduated approach to supporting a child's needs and monitor their progress on an individual basis.

The needs and progress of children who have special educational needs and disabilities are monitored by the pre-school's Special Educational Needs Co-ordinator using the Individual Assessment of Early Learning and Development and personal SEN Support Plans.

Advice on inclusion may be sought from our Inclusion Development Officer / Early Years SEND Team and if appropriate a referral for an Education Health and Care Plan can be sought and supported.

Our key worker system ensures that each adult is especially responsible for up to seven children, so each child receives plenty of adult time and attention.

SEN Support – The Graduated Approach – Assess, Plan, Do, Review

Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping children to prepare for adult life. Where we identify a child as having SEN, we will work in partnership with parents **and school**, to establish the support the child needs.

When we have identified the need to make a special educational provision for a child with SEN we will inform the parents. We adopt a graduated approach with four stages of action: Assess, Plan, Do and Review

We work closely with parents of all children in the group to ensure that:

- The group draws on the knowledge and expertise of parents in planning provision for the child.
The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the groups SENCo.
- Parents are aware of the arrangements for the admission and inclusion of children with Special Educational Needs.
- If it is felt that a child's needs cannot be met in the pre-school without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs through the Exceptional Needs Funding panel.

In accordance with Ofsted and Health and Safety requirements the Pre-School reserve the right to limit the number of children that require 1:1 support per session.

We work in liaison with relevant professionals and agencies outside the group to meet the child's specific needs.

Our named SENCo has completed the relevant training and attends ongoing development via SENCo cluster meetings and other specific training courses.

It is the aim of Fusion Childcare Services to eliminate unlawful racial discrimination and to promote good race relations within Fusion.

We will do this by:

- Safe Staff recruitment and Teaching and training of staff where possible so they are able to reach their full potential, as well as keeping up to date with legislation and laws on discrimination and equality.
- Continued assessment of behaviour and discipline, of all members of Fusion.
- Partnerships with Staff, The Grove Schools, Parents, Carers, Children.
- Admissions into the group.
- Actively tackle racial discrimination and promote good race relations, avoiding discrimination against anyone for reasons of face, colour, nationality, ethnicity and national origin
- We will challenge inappropriate attitudes and practices by engaging children and adults in discussion, by displaying positive images of race and disability, and through our staff modelling anti-discriminatory behaviour at all times.
- Work with parents/ carers to tackle racial discrimination and promote good practice.
- Make sure that our Equality Policy and its procedures are adhered to and implemented.
- Dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping.
- Fusion will not tolerate any form of racial harassment and will challenge racist and discriminatory remarks, attitudes and behaviour from the children/parents/carers/staff.

Wellbeing and Mental Health- At Fusion, we nurture and develop our staff and children's mental well-being. One way we do this is by the development of our wellbeing and mindfulness programme and ensuring children and staff are given time to relax, exercise, think, by practicing yoga, breathing techniques, dancing, colouring, Pilates, workouts and listening to music. Fusion's Wellbeing Coordinators is **Laura Bradbury- Alana Potts** is maternity cover. The Wellbeing Coordinator will:

- Ensure Fusion are providing wellbeing and mindfulness activities daily to support, nurture and develop children's mental health.
- Ensure at least 1 member of staff is trained in Mental Health First Aid.
- The Owner, Manager and Deputy are all MHFA trained and so is the Wellbeing and Mental Health Coordinator.

Adopted on:	Last reviewed on:	Reviewed on:	Next review Date:
04.01.12	04.01.2024	01.09.2025	April 2026
<i>Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2025): Safeguarding and Welfare requirements: Learning and Development concerns [1.13], Special Education Needs [3.76]. information for parents and carers; [3.97]; Qualifications, training, support and skills [3.29]; Outside access [3.83].</i>			
Signed and approved:	Fusion Childcare Services		