

EQUALITY OF OPPORTUNITIES POLICY



Every child and adult has the right to enjoy the freedoms and respect of their community without biased values, opinions and stereotypes. Children are taught how to interact with a diversity of individuals.

We provide an inclusive environment which welcomes, and respects, children from all ethnic, religious, cultural and family backgrounds. We understand that as individuals, children and adults alike all require some form of support. Both adults and children who are disabled or have special educational needs will be valued and treated with equal respect. Provision and reasonable adjustments will be made wherever possible for equality of opportunities within Bobtails Montessori.

Learning materials and books provide positive images of different cultural and ethnic backgrounds and of those with physical or learning difficulties. We encourage children to develop self-esteem and to respect the differences of other people.

We respect the child's right to pursue any interest regardless of sex, religion, nationality, language, culture or ability.

Behavioural guidelines will be consistently applied with respect to all children.

We will take effective action to prevent inappropriate behaviour or harassment towards any child or adult in our school.

Consultation between parents, teachers and other outside professionals, where appropriate, will plan the admission and settling in and transition programme for each individual child.

Bobtails Montessori has an Assisted Placement Scheme. Places are at the discretion of the Principals.

Staff will attend relevant training to ensure that they keep up to date with requirements of all children, those with additional support needs and those with specific conditions and disabilities.

Staff will liaise closely with and learn from parents and appropriate professionals about the particular specific needs and procedures for individual children.

The children's progress and needs will be monitored by all staff through observation. Gifted or exceptionally able children will be supported appropriately through Montessori methods of teaching.

Children's specific needs will be monitored, supported and reviewed by the staff in consultation with other professionals, including portage workers, inclusion co-ordinators, speech therapists, psychologists, paediatricians, social workers and health visitors.

The nursery uses the DFES Code of Practice on the Identification and Assessment of Additional support Educational Needs. The Inclusion Co-ordinators are Pat West and Yvonne Bradley.

Play plans and Individual Education Plans, if appropriate, will be drawn up, implemented and reviewed according to individual needs.

