# Inclusion Statement

## Introduction - UN Convention on the Rights of the Child

**Article 1** Everyone under the age of 18 has all the rights of the convention.

**Article 2** The Convention applies to everyone: whatever their, race, religion or abilities, whatever they think or say, whatever type of family they come from.

**Article 3** The best interests of the child must be a top priority in all things that affect children.

**Article 23** A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

**Article 29** Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

It is our aim to provide a broad and balanced range of learning experiences across the seven areas of learning and development in the Early Years Foundation Stage curriculum for all children.

* The culture, practice, management and deployment of resources in the nursery are designed to ensure that all children’s needs are met. In order to respond to children’s diverse learning needs, we provide opportunities for all children to achieve within the areas of learning in the Early Years Foundation Stage including boys and girls, children with special educational needs, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups, including refugees and asylum seekers,
* We recognise that the special educational needs of children would usually be met in mainstream schools or settings and that all children have an entitlement to a balanced, broadly-based curriculum.
* Admission to the nursery is open to all children and families from all sections of our community. We believe that each child is unique and should be treated and respected as an individual, irrespective of gender, race, religious belief, ability or social background and those from diverse linguistic backgrounds.
* We recognise that children live in many different family groups. We welcome and support anyone who cares for children and believe that diversity can enrich the learning experience of children and adults. The needs of bilingual children will be recognised and we will endeavour to provide information in the family’s home language wherever possible. We aim to promote self-respect and respect for others at all times.
* We aim to promote a positive attitude and challenge stereotypes. These include issues relating to gender, race, and ability. We will not accept discriminatory remarks or behaviour from anyone involved in school, including staff, students, children, parents and other carers. We aim to be sensitive to all parties involved in discriminatory behaviour and help those responsible to work together to overcome their differences.
* Food technology activities include foods enjoyed by other nationalities and cultures. All dietary needs are respected and catered for, whether medical, cultural or through personal choice.
* We aim to create effective, stimulating learning environments in which children feel valued and secure. The Early Years Foundation Stage is planned to take into account children’s individuality, interests and stages of development. We aim to extend the children’s experience and knowledge of other cultures, beliefs, languages and celebrations. We encourage both boys and girls to take part in and experience all activities. Our resources are chosen to promote positive images and role models which are non-stereotyped. We provide equipment which reflects the diversity of our society. Equipment is also selected to take into account the varying needs of our children. Our provision, including the curriculum and room layout, can be adapted, where necessary, to accommodate the differing needs of our children.

This statement should be read in conjunction with other school policies and guidance on:

* Curriculum
* Accessibility Plan
* Anti-Bullying
* Equality