



## EYFS Inclusion policy

### Diversity, Equality & Inclusivity Statement:

The commitment to diversity, equality, and inclusivity is at the heart of our values at Austin Friars. Equality means creating an environment where pupils have the chance to achieve their full potential, free from barriers, prejudice, and discrimination. Inclusion is about recognising that each pupil is unique and that their needs can be met in different ways. Diversity means recognising, respecting, and celebrating the added value that differences bring. Our unwavering dedication to our school values – Truth, Love and Unity - is how we fulfil our mission at Austin Friars. It is through our commitment to diversity, equality, and inclusivity that our pupils are empowered to be authentic and succeed.

The principles of the Early Years Foundation Stage guidance contain four themes:

- A unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Early Years Foundation Stage at Austin Friars aims to support these principles by providing an inclusive and positive environment in which children can learn and develop. This is in line with the whole-school policy as stated in the handbook for parents of children in the EYFS.

The EYFS is the Pre-School and Kindergarten stages of Austin Friars. As such, our objectives reflect the ethos and objectives of the whole School. The School has high expectations of its pupils and encourages them to develop their potential in a disciplined yet happy, positive and productive atmosphere. This means not only attaining high academic standards but also realising sound spiritual and social values, self-discipline and the development of a sense of purpose for life.

The EYFS is the beginning for your child in the Austin Friars community and to this end we aim to develop sound spiritual and social values by encouraging children to be aware of others and to co-operate with and care for each other.

In the EYFS we recognise that the first years in a child's life are the most formative, as at this age children are developing their own individual characters, attitudes and opinions. We provide your child with the best possible start in their education by fostering in them a positive attitude to learning. We think it important to encourage children to have a real desire to explore and investigate the world around them, gaining high self-esteem in the process. A positive attitude to learning is continually reinforced by enabling the children to feel confident about themselves, their abilities and their decisions thus enabling them to achieve a sense of independence.

Austin Friars is an independent, co-educational day School which sets out to provide an all-round education for young people in accordance with its Augustinian principles. The School's broad aims are set out in the Mission Statement.

'Austin Friars is an inclusive community inspired by the Gospel, and the work of St Augustine. It seeks to enable its pupils, staff and friends to develop in a spirit of generosity, enquiry and justice.' The School aims to admit pupils who are likely to benefit from the all-round education which it provides, based on its Augustinian principles. Parents must be in sympathy with the School's aims and policies.



The School does not distinguish entry on the basis of creed, gender, ethnic or racial background. Pupils with disabilities are admitted subject to the ability of the School to provide for their special needs.

Inclusion of all children will be fostered through planning of activities to support and extend all children's learning; a rich and varied learning environment; positive and warm relationships between staff and children; constructive and open relationships with parents; respect and valuing of a child's first language or preferred means of communication; a positive behaviour policy which promotes tolerance, sharing and negotiation; a variety of resources to reflect children's backgrounds.

### **Key Person**

All EYFS children are assigned a Key Person who will be available at drop off and collection times to talk to you about your child. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. In Pre-School the Key Person is one of the Pre-School practitioners. In Kindergarten, the teacher is the Key Person.

Head of Junior School  
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