



We demonstrate tolerance and respect through child-led play

Equality and Diversity Policy

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Equality and Diversity Policy

1 Scope & Purpose

1.1 This policy sets out Croft Playgroup's approach to equality and diversity. Croft Playgroup is committed to promoting equality and diversity and promoting a culture that actively values difference and recognises that children and adults from different backgrounds and experiences can bring valuable insight to the setting.

1.2 This policy applies to all members of staff, volunteers, families, children and visitors.

2 Outline

2.1 At Croft Playgroup we ensure that our service is fully inclusive in meeting the needs of all children, particularly the needs that arise from their ethnic heritage, social and economic background, gender, ability or disability. Croft Playgroup is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Challenge and eliminate discriminatory actions
- Make inclusion a thread that runs through all of the play experiences at the playgroup

2.2 The legal framework for this policy is:

- Race Relations Act 1976.
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989;
- Children act 2004
- Disability discrimination act 2001
- Special Educational Needs and Disability Act 2001; and
- Special educational needs and disability act 2014
- The Equality Act 2010.
- Special educational needs and disability code of practice: 0 to 25 years January 2015
- Promoting fundamental British Values –November 2014



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- The Equality Act – all the protected characteristics

2.3 Admissions

- Croft Playgroup is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our setting in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our playgroup because of any disability.
- We ensure that all parents are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the playgroup and in the curriculum offered.

2.4 Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Enhanced Disclosure and Barring Service (DBS). This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

2.5 Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices which allow all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion

2.6 Play based experiences

The curriculum offered in the playgroup encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the playgroup is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- Avoiding stereotypes or derogatory images in the selection of materials;
- Undertaking an access audit to establish if the setting is accessible to all children



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- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys
- Positively reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Differentiating the curriculum to meet children's special educational needs
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language will have full access to the curriculum and are supported in their learning.

2.7 Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the playgroup.
- We encourage parents/carers to take part in the life of the playgroup and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

2.8 Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

2.9 Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the playgroup.
- Information about meetings is communicated in a variety of ways; written, verbal and in translation, if requested, such that all parents have information about access to the meetings.

2.10 Special Educational Needs and Disabilities

Statement of intent

All children and young people are entitled to an education that enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives.



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It is our aim to:

Use the playgroups best endeavours to ensure that the necessary provision is made for any individual who has SEN. The four areas of special educational needs and provision can be considered as falling under four broad areas.

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical**

We provide an environment in which all children are supported to reach their full potential. **Definition of Special Educational Needs (SEND)**

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the equality act 2010 for those who have Special Educational Needs and disabled children.

Aim

- We have regard for the DfES Special Educational Needs Code of Practice. We have updated and reviewed our policy to show regard and provisions in the Children and Families Bill, its associated regulations and Code of Practice (September 2014)
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children’s needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- We designate a member of staff to be Special Educational Needs and disabilities Co-Coordinator (SENDSCO) and give his/her name to parents.
- We provide a statement (IPP-or plan) showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility for all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children’s education.
- We provide parents with information on sources of independent advice and support.



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- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying through carefully planned and spontaneous observations and staff meetings, assessing via progress summaries and child tracks, and responding to children's special educational needs.
- If we notice a child is in need of support or further monitoring i.e. (BRISK) we meet with the parents to discuss, concerns and work closely to ensure we respect parent views and incorporate this to achieve the best outcomes for the child
- We provide a broad and balance curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources, e.g. IPP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We have two staff trained in completing early help records, and plan as this is the common process for supporting children and young people and their families.
- We provide a complaints procedure.

2.11 English as an additional language

Introduction

The term EAL is used when referring to children where the mother language at home is not English. This policy sets out the playgroup's aims, objectives and strategies with regards to meeting the needs and celebrating the skills of EAL children and helping them to achieve the highest possible outcomes.

Croft Playgroup prides itself in being socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities. We recognise the child's mother tongue in order to boost the child's self-esteem. We will continue to remember that every child has the potential to become a bi-lingual adult. We will ensure that we can identify each individual child's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another. We are committed to giving each child time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained). We will provide opportunities to group children together in order to ensure that EAL pupils hear good models of English. We will ensure that there are effective opportunities for talking.



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Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that children with EAL bring to the Pre-School
- To help EAL children to become confident and fluent in speaking and listening in English in preparation and to support their future successes.
- To encourage and enable parental support in improving children's attainment.
- To be able to assess the skills and needs of children with EAL and to give appropriate continuous provision throughout the Pre-School.
- To monitor children's progress systematically and use the data in decisions about room management and planning.
- To maintain children's self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other

- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary
- Providing a variety of writing in the children's home language as well as in English, according to their needs
- Providing opportunities for children to hear their home languages as well as English and as appropriate

2.12 Responsibilities

Allocations Administrator:

- Obtains, collates and distributes to the Senior Leadership Team and EAL Coordinator, information on new children with EAL and the Language(s) spoken at home.

Management Team:

- Everybody involved in supporting children with EAL liaise regularly
- Parents and staff are aware of the Playgroup's policy on children with EAL
- Relevant information on children with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for children learning EAL are set and met
- The effectiveness of the teaching of children with EAL is monitored and assessed regularly

EAL Co-ordinator:

- Oversee initial assessment of children's standard of English as necessary
- Give guidance and support to set targets. Alongside SENDCO, provide an IPP where appropriate.
- Monitor standards of teaching and learning of children with EAL
- Report to the Senior Leadership team on the effectiveness of the above and the progress of children.
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENDCO.



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Key Worker:

- Be knowledgeable about children’s abilities and needs
- Use this knowledge effectively through carefully planned activities.

This policy was adopted by Croft Playgroup

Signed on behalf of the Croft Playgroup

Croft Playgroup Committee

Croft Playgroup Manager

Print Name: Katherine Chan

Print Name: Michelle Barrow, Helen Dearlove

Signed.....

Signed.....

Dated.....

Dated.....

Date policy to be reviewed: November 2023 or earlier if required