



We demonstrate tolerance and respect through child-led play

## **Equality and Diversity Policy including Special Educational Needs and English as an Additional Language**

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## **1 Scope & Purpose**

- 1.1 To promote equality and diversity.
- 1.2 To promote a culture that actively values difference and recognises that children and adults from different backgrounds and experiences can bring valuable insight to the setting.
- 1.3 To ensure that all children and young people are entitled to an education that enables them to:
  - Achieve their best;
  - Become confident individuals living fulfilling lives.
- 1.4 To ensure that the necessary provision is made for any individual who has SEN (Special Educational Needs). The four areas of special educational needs under which children should be assessed are:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and/or physical
- 1.5 To ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL) in line with the requirements of the Race Relations Act 1976.
- 1.6 To welcome and value the cultural, linguistic and educational experiences that children with EAL bring to playgroup.
- 1.7 To celebrate the skills of EAL children and help them to achieve the highest possible outcomes.
- 1.8 This policy applies to all members of staff, volunteers, families, children and visitors.

## **2 Legal Framework**

- 2.1 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.
  - Children and Families Act 2014
  - Special educational needs and disability code of practice: 0 to 25 years January 2015
  - Promoting Fundamental British Values –November 2014
  - The Equality Act – all the protected characteristics
  - The Early Years Inspection Handbook 2024



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### 3 Inclusive practise

- 3.1 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.
- 3.2 Croft Playgroup is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.
- 3.3 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;
  - Ensure that children from lower income families have access to a broad range of experiences and a curriculum which enhances their experiences and opportunities (*e.g. through access to a range of high quality resources and equipment, visitors and outings*);
  - Ensure that children leave playgroup with 'cultural capital' (the essential knowledge that children need to prepare them for their future, giving them the best start to their early education);
  - Ensure that pupil premium funding is used to benefit the learning and development of the children who receive it.

### 4 Admissions

- 4.1 Croft Playgroup is open to all members of the community.
- 4.2 We advertise our service widely.
- 4.3 We reflect the diversity of members of our setting in our publicity and promotional materials.
- 4.4 We provide information in clear, concise language, whether in spoken or written form.
- 4.5 Our admissions policy is clearly communicated to ensure all families have equal access to the setting and have an equal right to apply and secure a place for their child or children should they wish.
- 4.6 We do not discriminate against a child with a disability or refuse a child entry to our playgroup because of any disability.
- 4.7 We ensure that all parents are made aware of our equal opportunities policy.
- 4.8 We implement an action plan to ensure that people with disabilities can participate fully in the environment at playgroup and are able to access the curriculum on equal terms to their peers.



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## **5 Employment**

- 5.1 Posts are advertised and specifications for the role are clearly outlined.
- 5.2 Job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- 5.3 Applicants are welcome from people all backgrounds.
- 5.4 The applicant who best meets the criteria is offered the post, subject to references and checks by the Enhanced Disclosure and Barring Service (DBS).

## **6 Training**

- 6.1 We seek training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- 6.2 We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- 6.3 We review our practices to ensure that we are promoting equality, valuing diversity and inclusion through our daily practice and interactions.

## **7 Play based experiences**

- 7.1 We provide a broad and balanced curriculum which encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.
- 7.2 We encourage children to empathise with others and to begin to develop the skills of critical thinking.
- 7.3 Our environment is as accessible as possible for all visitors and service users. Where necessary we make reasonable adjustments to accommodate the needs of disabled children and adults.
- 7.4 We do this by:
  - Undertaking an access audit to establish if the setting is accessible to all children;
  - 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 is able to develop their skills and abilities, e.g. recognising children's individual learning styles and adapting out support appropriately;
  - 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
  - Creating an atmosphere of mutual respect and tolerance through staff interactions with adults and children;
  - Differentiating the curriculum to meet children's diverse needs including those with special educational needs or EAL



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- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.

## **8 Valuing Diversity in Families**

- 8.1 We welcome the diversity of families in the playgroup community.
- 8.2 We encourage parents/carers to participate fully in the life of the playgroup. Where possible we ask families to share celebrations that are important to their families and cultures so that we can learn about them at playgroup.
- 8.3 For families who have a first language other than English, we value the contribution their culture and language can offer. We celebrate different languages spoken by families at playgroup through “Languages of the Term” where we ask families to come in to teach the staff and children key phrases in their language.
- 8.4 We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- 8.5 We offer a flexible payment system for families of differing means.

## **9 Communication**

- 9.1 All matters relating to playgroup are communicated regularly to families through our Class Dojo App (which enables translation), emails and newsletters.
- 9.2 Parents and carers are encouraged to participate at playgroup, for example supporting us with activities and outings or joining the committee where they are interested.
- 9.3 We have an open-door policy and welcome parents and carers to come to talk to us whenever they have need. We also offer regular opportunities to see their child’s keyworker for discussions about their development and learning.

## **10 EAL**

- 10.1 Croft Playgroup aims to be an inclusive setting, valuing cultural differences and fostering pride in individual identities.
- 10.2 We recognise and value the child’s mother tongue in order to boost self-esteem.
- 10.3 We acknowledge that every child has the potential to become a bi-lingual adult.
- 10.4 We are committed to giving each child time to absorb English (there is a recognised ‘silent period’ when children understand more English than they).
- 10.5 We will provide opportunities to group children together in order to ensure that EAL pupils hear good models of English.
- 10.6 We ensure that there are frequent and effective opportunities for talking.
- 10.7 We aim to help EAL children to become confident and fluent in speaking and listening in English.
- 10.8 We aim to understand and build on children’s experiences of language at home to help in our support of them in the setting e.g. sharing the meaning of words that are familiar and frequently used at home.



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- 10.9 We aim to provide a range of opportunities for children to engage in speaking and listening activities which will extend their vocabulary in English with peers and adults.
- 10.10 We aim to provide a variety of writing in the children's home language as well as in English, according to their needs.
- 10.11 We aim to provide opportunities for children to hear their home languages as well as English and as appropriate.
- 10.12 The Allocations Administrator obtains, collates and distributes information on new children with EAL and the Language(s) spoken at home to the Senior Leadership Team and keyworkers.
- 10.13 Managers ensure that relevant information on children with EAL reaches all staff.
- 10.14 Training in planning, teaching and assessing of EAL learners is available to staff.
- 10.15 Managers monitor the effectiveness of the teaching of children with EAL regularly.
- 10.16 Key Workers are knowledgeable about children's abilities and needs and use this in their support of the children's individual play and learning.
- 10.17 Where appropriate staff will plan and lead smaller group activities to support the development of the children's understanding and spoken English.

## 11 Special Educational Needs and Disabilities

- 11.1 We provide an environment in which all children are supported to reach their full potential.
- 11.2 The definition of Special Educational Needs (SEND) is: **"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.**
- 11.3 We are informed by the DfES Special Educational Needs Code of Practice and the Children and Families Act 2014 alongside other legal guidance listed above (2.2)
- 11.4 We include all children in our provision.
- 11.5 We aim to support parents and children with special educational needs (SEN)/disabilities. Where possible, and depending on the allocation of funding, this includes allocating practitioners to give individual support.
- 11.6 We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies; including timely meetings with parents to air concerns and agree options for supporting their children's development and well-being.
- 11.7 We work in partnership with parents and other agencies in meeting individual children's needs.
- 11.8 We monitor and review our practice and provision and, if necessary, make adjustments.
- 11.9 There are two designated Special Educational Needs and disabilities Co-ordinators (SENDCO) and that information is communicated clearly to parents.
- 11.10 We use a graduated response system to respond to the needs of children who we identify as needing additional support.



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- 11.11 We work closely with parents and ensure Early Help Records are in place and reviewed regularly (every 6-8 weeks) to ensure that children continue to receive adequate support, make progress and are ready for the transition to school.
- 11.12 We provide parents with information on sources of independent advice and support.
- 11.13 We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- 11.14 We ensure that children with SEN/disabilities are appropriately involved at all stages, taking into account their levels of ability.
- 11.15 We provide in-service training for practitioners and volunteers.
- 11.16 We ensure that the provision for children with SEN/disabilities is the responsibility for all members of the setting.

**This policy was adopted by Croft Playgroup**

Signed on behalf of the Croft Playgroup  
Croft Playgroup Committee

Croft Playgroup Manager

Print Name: Jason Adams

Print Name: Michelle Barrow, Helen Dearlove

Signed.....

Signed.....

Dated.....

Dated.....

*Date policy to be reviewed: March 2026 or earlier if required*