



## St Thomas More Playgroup

### Equality and Diversity Policy

**Aim:** We believe all children are entitled to the same high quality care and play provision. Children's entitlement to such will be delivered taking into account their individual needs and ensuring that our services strive towards equality of opportunity for all.

#### **Procedure:**

All children and their families are valued and treated with respect, and will not be discriminated against regardless of age, gender, race, culture, religion, class, language, disability, or sexual orientation. Staff will respect the rights of all children, and will strive to meet the individual needs of all children in our care.

Staff will provide a wide range of toys, books and other resources to ensure that all aspects of society are represented in a positive manner. Where we do not have the available resources within the setting, staff will endeavour to source these, for instance from the toy library. The celebrations of different religions and cultures will be discussed and the children will have opportunities to learn about different festivals throughout the year.

Staff value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. Staff will strive to provide information that is accessible to all parents. Staff will also use strategies that support the development of children who have English as an Additional Language.

Any racist or discriminatory remarks, attitudes or behaviours that are met in the setting, whether from children or other adults, will be challenged and actively discouraged. Staff will encourage children to value and respect all individuals through providing a positive attitude and celebrating the fact that everybody is special in their own way.

#### **Identification of SEND**

Early identification of Special educational needs and disabilities is very important to ensure the most effective support strategies are put in place for a child.

Staff will work closely with the parents to identify a child's individual achievements and areas where they might need some additional support. Through regular discussions we will be able to talk about any concerns either staff, or you as a parent, may have. We follow the Early Years Foundation Stage and staff will regularly observe, assess and track your child's learning journey and progress.

If staff think a child has a special educational need they will;

- Keep observational notes
- Share these with the child's parents
- Discuss what support is available
- Keep all matters confidential

Work with parents / carers to decide what action to take next  
Seek appropriate advice from the SENCO team.  
For more information please read my SEND Policy.

### **Planning for individual needs**

Staff will individually take on a 'key person' role for a small group all of children who attend the playgroup. It is the manager and staff's responsibility combined to ensure activities are planned which reflect each child's interests, schemas and ability.

This is especially important for children who have a special educational need as the activities offered will be achievable but with some challenge, and will support the child through their learning journey at an appropriate pace.

All individual needs will be taken into account to allow children to access planned activities, resources and outings.

### **Sharing achievements, next steps learning at home**

Staff will regularly share your child's observations, achievements, next steps and supporting evidence e.g. Photographs and pictures.

A half termly review will be completed to show the progress made and highlight any 'next steps'. Staff will encourage parents to share any of their own observations and next steps to allow us to work in partnership. Staff will always try to make themselves available to discuss your child's day with you on collection and staff will be happy to arrange a mutually convenient time for meetings as necessary in order to meet your child's needs.

### **Supporting overall well-being**

Staff will aim to offer a warm, caring and homely environment to help your child feel safe and secure whilst at the playgroup.

We will work closely with all parents during the settling in period to make sure each child is supported and their individual needs are met.

Staff will be able to administer long term and short term, prescribed medicine. Staff will undertake training on administering particular medicines that require technical knowledge if necessary. Staff can administer non prescribed medication, but for no more than three consecutive days, unless advised by the GP.

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### **The child's view**

Staff believe it is extremely important for children's individual interests and needs to be respected. To do this there are procedures in place to allow all children to communicate their thoughts, feelings and wishes. For example, discussions at circle time surrounding activities which have been carried out that day.

### **Access to special services and expertise**

If a child in the setting has a Special Education Need and / or a disability we will access support from our local area SENCO. Staff will work alongside any other professionals involved in the care of your child for example speech and language therapists.

**Training and personal experience**

We have staff with varied training and skills, both in a personal and professional capacity. This includes play facilitating with children with autism, speech and language qualifications and Happy Young Minds Training.

**How accessible is the environment**

The playgroup is based in a church hall which is all on one level, the main access has a ramp up to double doors. There is a disabled access toilet and a ramp to access the outdoor play area. There is parking available outside the building.

**Supporting transitions**

Staff will work closely with other settings to support transitions, for example when a child moves to school. Meetings can be arranged if necessary to ensure all relevant information is passed onto the next setting. Depending on the individual child, staff will also plan activities to prepare the child for the move.

**Further information**

Staff are aware each child and family have very individual needs.

**Links to other documents**

- Training log
- Equality Act 2010
- SEND code of practice 2014
- Equal opportunities policy
- UNCRC (1991)
- Behaviour policy
- Confidentiality policy
- EYFS Statutory framework 2017

**Training:**

Staff are committed to continuous professional development and attend training opportunities to support awareness and understanding of equality and diversity.

**Signed:**.....

**Policy Date: September 2018**  
**Review Date: September 2019**