

P11 Policy to promote equality of opportunity

Updated September 2022

This policy should be read in conjunction with policy P13 Safeguarding Child Policy and PC05 Guidance for Safer Working Practices.

Ridgeway Playgroup has and implements an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities.

Ridgeway Playgroup has regard for the SEN code of practice.

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

We are fully inclusive in our practice and do not discriminate against any person on any grounds.

How we meet the individual needs of all the children

Staff use observations of the children to inform them of the next developmental stage for each child. Activities are differentiated to take into account the children's needs. We use this information to plan to the children's current interests. They also have the opportunity to access free choice construction unit, creative trolley, recycled material trolley and mark making trolley in addition to games and books. For more details about planning and assessment see the curriculum planning policy.

How we include all children

At Ridgeway we include and welcome all children. We have a disabled toilet complete with change unit for the personal care of those children who wear nappies. The kitchen has a low level area to allow the children and wheelchair access for snack preparation and cooking. There is a ramp into the garden. The hall is on one level. The toilets are low level and one sink is lower for easier access. We have potties and toilet seats.

Working with parents and other agencies

We offer assistance with grant forms and dealing with any written information such as the children's transfer records for parents requiring these services. We value and respect the contribution every parent can make to the setting and encourage their participation in supporting the activities the setting offers. Learning journeys are available to go home termly. These are signed out and parents are encouraged to add to these where appropriate. Where a child has a specific need then the key person for that child will discuss observations and ensure a consistent approach for the child. This is also the case for behavioural issues arising in setting. We operate an open door approach to parents who wish to speak to a member of staff. For more details about how parents are treated as partners see the parents as partners policy.

In the daily file is a list of outside agencies that we have regular contact with to support us and the children. We have inspections from the counties foundation stage team. We invite all feeder primary schools to visit the setting and in the case of a child being sent with additional needs the schools are informed so a smooth transition is assisted during the child's pre-school year so additional visits can be

arranged if necessary. We liaise with other setting where we share children and for sharing of good practice and support. For other agencies please see list in register.

How we put the SEN code of Practice into practice

We will work with parents and nothing will be undertaken without the parents' agreement. We will hold meetings or use diaries to liaise with parents, who cannot attend the sessions.

At all times we will maintain strict confidentiality concerning all children.

We will work with regard to the Code of Practice dated September 2014. If a concern is identified early enough often it can be remedied early on so that the child is able to receive the right help quickly. If staff identify a concern it will be discussed and the Special Needs Co-ordinator (SENCO) will request a meeting with parents to discuss the concern. Parents can also request a meeting with the Special Needs Co-ordinator if they have concerns. The Key Person or the SENCO will make several observations and complete 'All about me Profile' if it is thought to be necessary or helpful, then work through the frameworks recommendations in terms of My Plan/ My Plan +. The targets will be discussed with the parents and there will be a review on the progress of the My Plan. If progress is not being made the SENCO, with parents' permission can seek help from an Area SENCO, who will come in and observe and help the Playgroup to set further targets or advise on where else help can be sought. This is Early Years Action. If the concern continues the Playgroup can work towards My Plan+ or EH&C plan and this could mean an Educational Psychologist could help the child. If necessary Reception classes will follow up on the work carried out in the first setting of the Foundation Stage. The SEN Co-ordinator will liaise with the child's Primary School and meet with them to advise them of what has been done at Playgroup.

We will liaise with other agencies and providers of help for a special need. We will contact Speech therapists, Health Visitors and other professionals if it is considered necessary but only with the agreement of the parents.

We will keep confidential records and observations and My Plan with the aims and objectives for the child. The Individual Education Plans will be reviewed regularly and a meeting held with the parents to discuss the progress of the child and any plans.

If a child has a particular health special need that puts its life in danger, a parent or close carer of the child may be required to stay at all times. Alternatively special training must be given to the staff and a parent must sign a letter absolving staff of responsibility provided that they have covered all reasonable contingencies and carried out all reasonable checks to ensure the child's safety.

Arrangements for reviewing, monitoring and evaluating the effectiveness of inclusion practice. See self evaluation form in the document cupboard. We keep records in the SENCo file on individual children that are shared with parents and outside agencies where required and this ensures the child's needs are being monitored and we are following guidance from outside agencies such as speech therapists. For more information about SEN see the SEN policy.

Information about how we promote and value diversity and differences

Through various themes we introduce using books and activities ways of isolating senses and how people overcome difficulties such as blindness. We use signing in song and story times and have displays of children from different backgrounds. We celebrate various festivals (see long/medium term plan). Each child is valued as an individual without stereotyping and each child is treated with equal concern promoting diversity and differences.

Information on how we challenge inappropriate attitudes

We will not accept negative comments by children or adults about another person's appearance, choice of play or equipment used, stereotyping or unkind comments or peer-on-peer abuse. All work produced by the children will be appreciated for what they have tried to do or what the piece means to them.

If negative comments are heard a member of staff will explain why what was said is not correct or why it is unkind and if the receiver of the negative comment is upset they will be supported. Anyone who makes a negative comment will be told that it is unkind to say such things.

Information about how the provision will encourage children to value and respect others

Great emphasis is placed on the children learning to respect themselves, others and their environment. Using a variety of resources such as books, story times, puppets and through circle time discussion and activities, games and displaying of children's work we aim to help them achieve this. By listening to others contributions during show and tell to sharing social food times to develop their social and interactions skills so they are able to form strong healthy bonds with peers and adults. Using good role modelling and PSE activities the children experience ways of understanding right and wrong and are encouraged to say sorry when necessary but also are helped to see how they have made the other person feel. We use conflict management to set out tools for them to use to independently resolve issues with our support where needed.

This policy was agreed by Trustees and Staff of Ridgeway Playgroup October 2017
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