



2.1 Equality and Diversity

In line with the EYFS 2017 with requirement 3.67 we will have in place arrangements to support children with SEN or disabilities. This is in response to the new Send Code of Practice

We give all children in our care the opportunity to reach their full potential. Sometimes this means adapting an activity to the child's ability and stage of development, providing additional resources or giving one child more attention and support than others during a particular activity or routine.

All children in our care are given the opportunity to play with all the toys (subject to health and safety with children under 3 years of age). No toys are just for girls or just for boys. We try to ensure our toys reflect positive images of children and people from different cultures and with different abilities. We have toys and resources that challenge stereotypical ideas on what careers are open to men and women.

No child in our care will be discriminated against in anyway, whether for their skin colour, culture, gender, ability or religion. We will challenge any remarks that we feel are inappropriate.

We encourage the children in our care to learn more about their own culture and to find out about the culture and religions of other children. We do this in a fun way through sharing books, colouring sheets, cooking and eating food from around the world and celebrating special festivals. We will provide resources such as woks and chopsticks, dressing up clothes and multicultural skin tone crayons and pencils.

We encourage the children to develop a healthy respect of each others differences and to value everyone as an individual.

We encourage Parents to share with us any festivals, special occasions or artefacts, which may enhance the children's learning and understanding.

We are aware that some children may have special needs and to be proactive in ensuring that appropriate action is taken when a child is identified as having special needs or starts in my care. We must promote the welfare and development of the child in partnership with parents and other relevant agencies.

We have, therefore, put the following procedures in place:

- If we think a child in my care has a special need we will:

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

If we are caring for a child with special needs we will include them by:

- Valuing and acknowledging children's individuality and help them to feel good about themselves.
- Seek information from parents about the child's routines, likes and dislikes.
- Adapting activities to enable children with special needs to take part.
- Arrange access to specialist equipment if needed.
- Consider any risk factors.
- Encourage children's confidence and independence.

We will work in partnership with parents and discuss:

- Agencies that are also involved in the child's support and care.
- Equipment that the child may need.
- Advice or support that will help me to provide the best care possible for their child.

We will consider how we can ensure the privacy of a child with special needs whilst continuing to supervise other children in our care.

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