

# St Nicolas Playgroup



## Equal Opportunities Policy

### 1.0 Introduction

This policy is updated and revised annually in line with the revised Code of Practice.

Our playgroup promotes a positive self-image to all children and respects their individuality, planning for all children according to their needs, irrespective of their gender, race, religion, or ability. We ensure we have non-stereotypical images and resources to help overcome preconceived ideas of gender, ethnic origin, culture, or religion. Every child is included and not disadvantaged because of home language, culture or religion, family background, learning difficulties, or disability. We provide books, materials, and equipment that are multicultural and non-sexist, with positive images of all groups including the disabled. We provide a welcoming environment that will offer support and guidance for every child and their carer. We aim to develop children's positive self-esteem and the esteem of others and will set a good example by treating one another and the children with respect.

1.1 The legal frameworks for this policy include:

- Education Act 1996
- Special Educational Needs and Disability Code of Practice 2014
- Special Education Needs and Disability Regulations 2014
- Children and Families Act 2014
- Care Act 2014
- The Statutory Framework for the Early Years Foundation Stage
- Safeguarding Disabled Children-practice guidance 2009
- Children Act 1989
- Childcare Act 2006
- Equality Act 2010

St Nicolas Playgroup (Taplow), The Reading Rooms, Taplow Village Centre, Taplow, SL6 0EX

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Ofsted Registered No. EY240777

Registered Charity No. 1155996



## **2.0 English as an Additional Language**

We value linguistic diversity and seek support for children and parents as required.

We understand that young bilingual learners need time to observe, tune into the new language and try out things that are unfamiliar to them.

The setting will try to provide information in languages that reflect the needs of our families who speak English as an additional language.

Alongside valuing parents' home language and culture, we will provide a range of meaningful contexts in which children have opportunities to develop English. English will be crucial as the language they use to access learning and their on-going education.

## **3.0 Food**

Medical, cultural, and dietary needs will be met, within the setting, we will go over these with the parent/carer on all forms, and all staff will be made aware.

## **4.0 Inclusion for all, and the Promotion of British Values**

We aim to provide a happy stimulating and secure environment for all children regardless of culture, background, or disability, where individual abilities are recognized, and children learn through first-hand experiences, exploration, practice, and discovery. Each person is regarded as an individual, with differing social, intellectual, and cultural backgrounds. Different abilities, needs, likes, dislikes, similarities, and differences are respected and accounted for. Nobody in the playgroup is subjected to discrimination, racist comments, or gender bias. Cultural and religious diversity is respected. Inclusion is not optional; children have defined entitlements in this area and settings have legal responsibilities.

During play, we encourage the children to respect and value each other. We discourage them from making hurtful and unkind remarks. We challenge any discriminatory actions or comments made by staff or children. We acknowledge the diversity of our society and help prepare the children for their part in society. The staff ensures that children are helped towards understanding that it is wrong to judge someone because of their gender, race, beliefs, disability, or social background. We explain why, talk things through, making it clear immediately the unacceptability of hurtful behavior and attitudes, by means of explanation rather than personal blame, and praise positive behavior.

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We aim to treat our children with equal respect and provide a range of equipment, resources and activities to meet their individual needs.



### **5.0 Children with SEN or other disabilities**

We seek to respond to each child as an individual. We believe in adapting our practice to meet the needs of each child rather than just making children fit in with what we do. We work together with parents and professionals valuing their experience and contribution. We also liaise with the local authority's early years representatives.

We will continually strive to:

- Never treat a disabled child 'less favorably'.
- Make 'reasonable adjustments' for disabled children.

We will focus on each child's individual learning, development, and care by:

- Removing or helping to overcome barriers for children where these already exist.
- Being alert to the early signs of an individual's needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary.
- Providing a program of activities that stretch and challenge all children.

When a concern about a child's development is identified, all appropriate procedures are followed. An 'Assess, plan, do, review' process is recorded and shared with parents, and when required, advice is sought from a range of professionals.

When a child has an EHCP in place, this is reviewed and shared with parents every 3-6 months.

A named SENCO will be assigned within the setting and up-to-date training taken by all members of staff.



## 6.0 Employment

The playgroup will appoint the best person for each job and will treat fairly all applicants and all those appointed.

Commitment to implementing the group Equal Opportunities Policy will form part of the job description for all employees.

## 7.0 Staff Training

Staff can access termly training and updates from the Early Years Team. Staff will be encouraged to attend training opportunities to support their awareness and understanding of equality and diversity. Staff will have equal access to identified training to ensure professional development. Funding will be made available (where possible), from within the playgroup budget to allow staff to access training.

The setting's SENCO and staff will attend training around special educational needs and the code of practice.

Any complaints will be dealt with in accordance with our complaints policy.

We will regularly review and monitor this policy and our practice to ensure that we are fully implementing the policy for Equality of Opportunities and SEN. We will continue to monitor the effectiveness of the policies and update them annually or when deemed necessary.

This policy was adopted on: 27/02/2021

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|------------------------------|----------------------|----------|
| This policy was reviewed by: | The Manager          | Signed   |
| On:                          | Date: 21 August 2025 | VE Evans |
| Date of next review:         | Date: 21 August 2026 |          |