

Inclusive play



An account on how festivals promote children's play in my setting of work placement will be created. A demonstration on the importance of inclusive play for children shall be given. Barriers affecting equality and inclusion in the children's sector are going to be discussed. Ways to ensure equality of opportunity for every child are going to be included. Benefits of inclusive play will be uncovered. Theory referring to current legislation and policy relevant to ensuring equality of opportunity for every child is going to be considered in this report.

Barriers to inclusive play CDWC (2012). Physical environmental and social barriers may inhibit children's inclusive play in a childcare setting. These could be in the form of people's negative attitudes, inappropriate layout of the environment layouts and unsound information sharing procedures between the setting, children and families who use the service. Some of the barriers may be both conscious and unconscious. The setting encourages the promotion of equality through implementing the policy guidelines for anti-discrimination into practice and breaking them down in every way possible. See appendix 1). Part 4 of the Education Act (1996) and the Disability Discrimination Act (1995) states that practitioners cannot discriminate against any child including children with Special Educational Needs (SEN). It became apparent under the SEN Code of Practice (2001) that if a child requires additional support and a statement has been made the provider is obliged to make sure these needs are met. Lindon (2004). The ranging difficulties can be learning, emotional, communication, physical, medical and sensory that maybe impeding the child's progress.

The revised Disability Discrimination Act (DDA 2005). Introduced an assessment process Disability Equality Duty (DED 2006) to make sure disabled children have access to all education and learning services without causing unlawful aggravation. During a festival celebration for example, a Christmas play additional staff had to come in and support to ensure that the child with SEN gained the same play experience as all the other children. (See appendix 2). Children's right to play The Childcare Act 2006 has virtual statutory powers to enforce this right and duty.

As the EYFS (2008) states in childcare settings equality, diversity and inclusion are key influences on the treatment of every child as individual to the same extent through breaking down barriers of maximum participation, play and learning including children with SEN and disabilities. UNCRC (1989) article 12. Children are free to give their opinion on any matters concerning them bearing in mind the child's maturity level. On the basis of my placement setting children are involved in all matters affecting their play.

The setting illustrates this when practitioners listen to individual children at all times ensuring that where feasible the needs are catered for in daily routines and plans. (See appendix 3). Curriculum and inclusive play The curriculum for early years children in England has been drawn up in 2008 by the Early Years Foundation Stage (EYFS). It is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five.

Enshrined from the UNCRC (1989) article 31 children have the right to enjoy relaxed numerous stimulating leisure and cultural play experiences.

Ludvigsen et al (2009) cited in an inclusive play fact sheet describe that inclusive play is the adoption of child centered approach in settings to provide total opportunities for all children in togetherness and barrier free environment regardless of their ethnicity, age and circumstances. Glenn et al. (2006) suggests that the setting should make choices of activities for all children to access, that challenge and stimulate their senses.

Adaptations to the environment, equipment and play activities may be needed to enable full participation from all the children. For instance children with SEN and disabilities. The setting carry out observations, assessments and plans on up keeping effective deliverance of inclusive play according to the EYFS. (See appendix 4). Festival celebrations Finding out of children's cultural heritage and faith that interest their families is outlined in the Children Act (1996).

EYFS (2008). The early learning programmes and educational goals detailed in under Personal, Social and Emotional Development (PSED) and Knowledge and Understanding of the World (KUW) give a clear overview of understanding and acknowledging different cultural beliefs with respect. Howard and Hughes (2008) explains festival celebrations as special events or time every year when multi-cultural societies commemorate and acknowledge a special day or period in their religion.

Celebrations of different cultures of children within the setting are included in the planning for the whole year. (See appendix 14). Other ways of celebrating festivals in the setting is through social activities such as Christmas trips, arts and crafts activities portraying multiple ethnic cultures

get arranged for children. (See appendices 5a to f). Equality and diversity in play The Equality act (2010) places a duty on early years institutions to recognise and combat discrimination.

To be effective this has to be recognised from all sections of the local community in the concept of social, cultural and ethnic background, physical and psychological prerequisites. Janson (2001). (Drake, J 2009) Daily activities to represent genuine and meaningful experiences should be incorporated throughout the children's play not only on the day of festival celebrations or as a once per year wonder known as tokenism. (See appendix 6). The setting supports equality and diversity rights of children through offering a choice of books that reflect diverse societies.

Children gain familiarisation of characters that may seem slightly different to them, look or behave slightly differently and have a different kind of family . ECM (2004). For role play children dress up in clothes they wish to from various cultures and professions including visits from local services such as police officers. (See appendices 7a to e). Drama to promote play Child development theorists Piaget (1962), Vygotsky (1978) and Bruner (1990) cited in Siraj-Blatchford and Clarke 2008) follow that children are actively involved in their play.

They argued that children experience dramatic play through social interactions, explore presentations of new skills, and use language to develop thought process symbolically which can be anticipated by peers and adults. In the setting dramatic play for example on festival celebrations children are in complete of control their play, done through what they

already know or believe including the characters of their culture and environment. Hendy and Toon (2001). For example a children put on outfits found in a Christmas native play and makes a performance of it conveying their own understanding. See appendix8). Measuring and monitoring play Reardon (2009). Practitioners need to know the changing needs and interests of children as a starting point to contribute for their play. It is done through planning, providing, monitoring and observing the children. Individual Educational Plans (IEP) should be completed for all children to ensure effective play and learning is being delivered. EYFS (2008). Plans, activities and resources are interwoven in the setting to reflect the children's capabilities, likes and dislikes in relation to their cultures.

These are done either planned or impromptu, and use that information to help the setting evaluate and get equipped for richer sessions to follow. (See appendices 4, 9a and 9b). Parent partnerships CDWC (2012). Parents and practitioners are required to work in an alliance with views that concentrate on the immediacy that parent is the very first educator of the child. Opportunities should be given to parents for their input in the play and learning affairs catered for their child in the setting as it is an incentive raising children's enthusiasm in their play and learning.

Daly et al. (2006). Newsletters are sent out to parents informing those who wish to get involved through suggestions for planning and running a session in the setting are welcome. (See appendix 5a). Inclusive Preschool leadership and management Scott (2006). For play provision to be fully inclusive the leader or management needs to liaise with parents and practitioners for

reflecting if delivery is or not. The setting is led in a manner that shows the vision of how to achieve promoting positive images in practice.

It is evident in processes of monitoring and evaluating inclusive play and quality of practice. Office for Standards in Education (OFSTED 2001). The inspectorate and regulatory body in England responsible for children and young people's education and skills. They ensure services are meeting standards and guidance is given as appropriate. (See appendix 10). The management work efficiently together with both staff, parents and children to ensure high quality play and learning opportunities are made available without overlooking the child in the equation.

All the necessary records, policies, procedures, activity plans should be maintained for promoting inclusive play. (See appendices 1, 2, 11 and 12).

Conclusion Important aspects of striving for togetherness in an early childcare setting have been attempted in the narration of this report. A multi-culturally sensitive setting has been portrayed that monitors services it provides and ensure open channels of communication are always available to everyone concerned with the affairs of the running this establishment.

Access to full provision, Difficulties regards to full provision where identified and initiations to how accessibility can be achieved have been made. An exploration on possible effects of prejudicial, discriminatory and adverse stereotypical which are factors that influence exclusion in a preschool have been outlined. A concerted action across the setting through a diverse pool of policies and procedures such as inclusion and equality of opportunities is a

function which brings possibilities of wide fair access to children and families within their individual cultures.