

# Diversity and Inclusion: Inclusion and Diversity

*Kate Wall*

## **Poppy**

Poppy is 4 years old and lives with her mother and father in a caravan on a local travellers' park. She is the eldest of three children. Her father works when he can secure employment and her mother sells homemade blankets and shawls at local markets. Poppy's attendance is sporadic and when she does attend she is unkempt and dirty. She wets the bed at night and is not washed before leaving home. Her first port of call as she is left at the gate is the nearest litter bin in the outside play area where she takes out discarded crisp packets and eats any crumbs left inside. When inside the activity room she is often tired and lethargic although she does love doing jigsaw puzzles. She also craves adult attention and wants a member of staff to play with her at all times – she finds it difficult to share. At circle time and snack time the other children refuse to sit by her or play with her as they say 'she smells nasty' and 'is really greedy!' In addition some children have been told by their parents that they should not play with Poppy or sit next to her or they will catch head lice.

Over time a concern has arisen that Poppy's neighbours have suggested there are occasionally violent scenes at the caravan involving the parents and/or non-family members, and although the children are generally inside they are often heard crying and/or screaming. Twice during the past month the police have apparently attended the park. Neighbours have also seen the local Health Visitor attending on several occasions recently and someone who 'looks like a social worker'.

When Poppy's key worker has invited Poppy's mother into the setting for a chat, cup of tea or to watch the children playing she has always refused. She also refused to answer the door when the key worker arranged a home visit. Having contacted the Health Visitor it was found that Poppy's family regularly miss appointments or planned home visits and currently a multi-agency meeting is being convened to consider the children's situation.

In the meantime you need to work to support Poppy to work towards her full potential and ensure her continued development in all areas.

## **Consider the following**

1. Discuss as a whole staff your views on Poppy's situation, noting individual contributions. Ensure everyone is supporting an anti-discriminatory perspective. *(NB If this is not the case you may wish to consider some training in anti-discriminatory practice.)*

- 2.** How can you work to involve Poppy's acceptance within the group? Discuss the areas which are causing concern and possible strategies you might implement to enable changes.
- 3.** How can you work to involve Poppy's parents more in Poppy's development and learning and the work of the setting? Discuss the current situation and discuss possible ways forward.

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*Tina Hyder and Julie Jennings*

## Planning for access

### Siobhan

Siobhan is 3 years old and is totally blind, but with no other difficulties. She has two older brothers. She attends her local nursery part time. She now accepts it when her parents leave her there each day as she has a very good relationship with her key worker. She is interested in the other children in the nursery but does not engage in play with them. She explores objects in her own play but is reluctant to move freely around the nursery, especially outdoors. She listens carefully to things that are happening around her, but does not talk very much to others, apart from her key worker, and her language is quite repetitive. She takes part in daily routines of washing, dressing and eating.

**Focus:** 'The Three Billy Goats Gruff'

**Period:** Summer term

### Key activities:

- 'Reading' along with the story tape in the book corner.
- Making a picture of the grumpy ugly troll.
- Crossing the 'bridge' which is part of the outdoor climbing equipment.
- Visiting a farm to see the goats.
- Retelling the story using the 'small-world' model of the Three Billy Goats, Troll and bridge.
- Moving 'trip trap' with little steps, middle steps and big steps.
- Speaking with a little voice, middle voice and big voice.
- Counting 1, 2, 3 using the three toy goats.
- Using the computer to listen to the story, using the switch to move to the next page.
- Acting out the storyline as the teacher reads.
- Growing grass for the goats.
- Making Troll biscuits to gobble up.

## Reflection

Consider how you could use the following approaches to help Siobhan to access the activities:

- People
- Materials
- Time
- Outcomes.

Think about how Siobhan has been able to access the activities and reflect on

1. Has the objective been changed?
2. Can the alternative be perceived as equivalent?
3. Does the alternative compromise what other learners are doing?
4. What else could be done; could any other materials be used to support Siobhan in sharing the activities with the rest of her group?