



Inclusion, Equality, SEND, EAL and Anti-Discriminatory Policy

1. Policy Statement

Little Explorers Day Nursery and Preschool is committed to providing an inclusive environment where everyone is treated with dignity, respect, and fairness. We welcome and celebrate the diversity of our children, families, staff, and wider community.

Inclusion is embedded across all areas of our curriculum, environment, and interactions, ensuring every child can thrive and reach their full potential.

We aim to eliminate discrimination, advance equality of opportunity, and foster positive relationships across all characteristics protected under the Equality Act 2010, including race, religion or belief, sex, sexual orientation, gender reassignment, age, disability, pregnancy and maternity, and marital or civil partnership status.

Note: The Act uses the term "*transsexual*" to refer to individuals with the protected characteristic of *gender reassignment*, which includes those who identify as *transgender*, *trans*, or who are transitioning. We recognise and respect all identities and are committed to creating a safe, supportive, and inclusive environment for trans and gender-diverse people.

2. Aims and Objectives

- To provide a safe and welcoming environment where everyone feels included and valued.
- To ensure all children have equitable access to learning and development opportunities.
- To proactively identify and remove barriers to participation or progress.
- To comply with all relevant legislation and good practice guidance.
- To reflect the diversity of the community in our environment, resources, and curriculum.
- To foster mutual respect, empathy, and understanding of others.
- To challenge discriminatory behaviour, practices, or language.

3. Legal and Statutory Framework

This policy reflects our obligations under the following:

- Equality Act 2010
- Children and Families Act 2014

- SEND Code of Practice: 0–25 years
- Human Rights Act 1998
- Employment Rights Act 1996
- Statutory Framework for the Early Years Foundation Stage (EYFS, updated 2025)
- UN Convention on the Rights of the Child (UNCRC)
- The Prevent Duty (2023)
- Gender Recognition Act 2004
- ACAS Guidance on Supporting Trans People at Work (2023)
- Special Educational Needs and Disability Regulations 2014
- *Birth to 5 Matters* guidance

4. Inclusion in Practice

Admissions and Access

- We operate a fair and open admissions process.
- No child or family is discriminated against due to any protected characteristic.
- The physical environment is assessed for accessibility.
- Information is available in a range of accessible formats where needed.

Inclusive Curriculum and Environment

- Activities and resources reflect the diverse identities, languages, and experiences of children and families.
- Stereotyping and bias are actively challenged.
- Staff use inclusive, respectful language and model positive interactions.
- Celebrations and festivals from multiple cultures and faiths are explored in meaningful ways.

Language, Culture, and Identity (EAL)

We value and promote all languages and recognise that maintaining a child's home language supports their identity, wellbeing, and cognitive development.

For children with English as an Additional Language (EAL), we:

- Complete an initial language assessment within the first 6 weeks of starting
- Work in partnership with parents to understand the child's home language, routines, and key words

- Encourage parents to continue using their home language at home
- Use visual timetables, gestures, signs, and objects of reference to support understanding
- Provide opportunities for repetition, modelling, and language-rich interactions
- Use key words in the child's home language where possible
- Monitor progress in both English acquisition and overall development

Staff are trained to:

- Differentiate between language delay and language acquisition
- Model clear, simple language
- Extend children's communication through play and interaction

We celebrate linguistic diversity and ensure children feel proud of their language, culture, and identity.

Support for Children with SEND

We follow the graduated approach (assess, plan, do, review) in line with the SEND Code of Practice (0–25 years), ensuring early identification and targeted support for all children.

In practice, this includes:

- Completing a baseline assessment within the first 6 weeks of a child starting
- Ongoing observation and assessment to identify emerging needs
- Working closely with parents to share information and agree next steps
- Creating Individual Support Plans (ISPs) or targeted learning plans where required
- Implementing strategies within daily practice and continuous provision
- Reviewing progress regularly with parents and adapting support accordingly

The SENCO:

- Coordinates all SEND provision across the setting
- Liaises with external professionals (e.g. speech and language therapists, health visitors, educational psychologists)
- Supports staff with strategies and training
- Ensures records are accurate, up to date, and confidential

We make reasonable adjustments to ensure all children can access the environment, activities, and curriculum. This may include:

- Adapted resources
- Visual supports and communication aids
- Modified routines or environments

We are committed to inclusive practice and ensuring that children with SEND are fully included in all aspects of nursery life.

Supporting Trans and Gender Diverse People

We are committed to creating an inclusive setting for trans and gender-diverse staff, children, and families. In practice, this includes:

- Using a person's chosen name and pronouns.
- Updating records sensitively and in line with data protection rules.

- Providing gender-neutral or appropriate toilet/changing facilities where possible.
- Respecting confidentiality and avoiding unnecessary disclosure.
- Seeking specialist advice as needed regarding:
 - Recruitment and promotion processes.
 - Use of facilities.
 - Absence management during medical or social transition.
 - Recording gender identity accurately.
 - Supporting other employees or parents sensitively if concerns are raised.

We aim to create a safe culture where identity is affirmed and where questions or misunderstandings are addressed respectfully.

Anti-Discriminatory Practice

We actively promote anti-discriminatory practice and challenge all forms of bias, prejudice, and stereotyping.

In practice, this includes:

- Regularly reviewing resources to ensure they reflect diversity and avoid stereotypes
- Challenging discriminatory language or behaviour immediately in an age-appropriate way
- Supporting children to understand differences through discussion, stories, and play
- Ensuring all children see themselves positively represented in the environment
- Using real-life experiences and meaningful opportunities to explore diversity

Staff are expected to:

- Reflect on their own biases and practice
- Model inclusive language and behaviour
- Intervene appropriately when discrimination occurs

We do not tolerate discrimination from staff, children, or parents. Any concerns are addressed in line with our safeguarding, behaviour, and complaints procedures.

Our approach supports children to develop respect, empathy, and a strong sense of belonging.

Partnership with Families

- Parents are welcomed and their perspectives, cultures, and values are respected.
- Information is shared openly, accessibly, and inclusively.
- Families are encouraged to contribute to the life of the nursery and celebrate their backgrounds with us.

5. Employment and Staffing

Inclusive Employment Practices

- We are an equal opportunities employer and do not tolerate discrimination in recruitment, promotion, or staff management.
- Recruitment panels are trained to assess candidates fairly.
- Reasonable adjustments are made for disabled applicants or staff members.

Redundancy

- Redundancy selection will take account of the legal protections from discrimination under the Equality Act 2010, including those relating to disability, gender reassignment, pregnancy, and family leave.

Staff Training

- All staff receive induction and ongoing training in equality, diversity, inclusion, and anti-discriminatory practice.
- The leadership team and SENCO keep up to date with legal obligations and recommended practice.

Pregnancy

- We recognise that employees on maternity leave, adoption leave and shared parental leave must be given priority over other employees in being offered any suitable alternative employment should their existing role be made redundant. While these do not prevent the employee being selected for redundancy, it ensures that they have priority under these circumstances.
- Under maternity leave regulations, the protection against redundancy is from the point the employer is made aware of the pregnancy and up to 18 months after the birth of the child.
- For those on adoption leave, the redundancy protection is extended to 18 months from the date of the placement of the adopted child(ren).
- For employees taking less than 6 weeks shared parental leave, they are protected during their period of leave. Employees taking more than 6 continuous weeks of shared parental leave are protected for 18 months from the birth of the child or placement of the adopted child/ren.
- If the pregnancy ends and the employee is not entitled to statutory maternity leave then the protected period will end two weeks after the pregnancy.

6. Responding to Discrimination or Bias

- Discriminatory behaviour, remarks, or attitudes are challenged immediately and appropriately.
- Concerns about equality are taken seriously and handled in line with our Complaints and Grievance Procedures.

- Incidents involving children are dealt with using developmentally appropriate strategies.
- Staff and families are supported to raise concerns without fear of negative treatment.

7. Monitoring and Evaluation

- Our provision is regularly reviewed to ensure it meets the needs of all children and families.
- Equality objectives are reviewed annually.
- We welcome feedback from staff, families, and outside professionals to inform future development.
- This policy is reviewed annually or in response to significant legislative or practice changes.

8. Responsibilities

- All staff are responsible for promoting inclusive practice and upholding this policy.
- The SENCO and Manager ensure procedures are followed and reviewed.
- The Leadership Team monitors compliance with legal duties and leads ongoing improvements.

This policy was adopted on	Reviewed
24/01/2022	4th May 2026