

Little VIPs Inclusion and Equality Policy



LOWTHER ENDOWED SCHOOL

& LITTLE VIPs DAY CARE



Policy Statement

At Little VIPs Day Care we believe that every child belongs and deserves to feel valued, respected and supported to achieve their full potential.

Inclusion is at the heart of our nursery ethos. We provide a warm, welcoming and nurturing environment where all children, regardless of background, ability, culture, language, or need, are supported to participate fully in nursery life.

We recognise that children develop and learn in different ways and at different rates. Our role as practitioners is to remove barriers to learning, provide the right support at the right time, and ensure that every child has access to a broad, balanced and aspirational early years curriculum.

Little VIPs is committed to promoting equality of opportunity for all children and families. In line with the Equality Act 2010, we ensure that no child or family is disadvantaged because of disability, race, religion or belief, gender, language, culture or family background.

We recognise that equality does not mean treating every child the same. Instead, we make reasonable adjustments and provide additional support where needed so that every child can access the nursery environment, curriculum and experiences.

Our inclusive practice ensures that all children feel valued, respected and able to participate fully in nursery life.

Inclusion at Little VIPs means:

- valuing every child as an individual
- recognising and supporting different needs
- celebrating diversity
- promoting belonging and respect
- ensuring fair access to learning and opportunities

Our approach reflects the EYFS Statutory Framework (2025), SEND Code of Practice (2015) and Equality Act (2010).

Inclusive Ethos and Environment

Little VIPs is committed to creating a culture where inclusion is embedded in everyday practice.

We do this by:

- Creating a safe, nurturing and predictable environment where children feel secure and valued
- Ensuring the nursery environment reflects diversity and positive role models
- Promoting respect, kindness and empathy through our behaviour curriculum
- Ensuring children feel a strong sense of belonging within their key group and the wider nursery community
- Adapting activities and environments so that all children can access learning experiences. Visual supports, symbols and widgets are used across the nursery to support communication, routines and expectations. These help children understand the day, regulate behaviour and access learning, particularly supporting children with additional needs or emerging language
- Supporting children to understand and celebrate differences between people

Children are encouraged to:

- value themselves and others
- develop empathy and respect
- learn that everyone has different strengths and needs

Behaviour Curriculum and Inclusion

Our behaviour curriculum plays a key role in promoting inclusion across the setting.

Children are supported to:

- understand expectations and boundaries
- develop emotional regulation
- build positive relationships with peers and adults
- learn how to resolve conflicts respectfully
- show kindness, respect and cooperation

Staff model positive behaviour and use consistent, calm and supportive approaches to help children understand feelings and manage behaviour.

Through this approach we aim to ensure that all children feel safe, respected and included within the nursery community.

SEND and Additional Needs

We recognise that some children may require additional support to access learning and participate fully in nursery life.

We follow the SEND Code of Practice (2015) and use a graduated approach to identify and support children with additional needs.

Support may include:

- adapting activities or environments
- additional adult support
- targeted interventions
- specialist advice from external professionals

The setting has a designated Special Educational Needs and Disabilities Coordinator (SENCo) Hayley Fassam who works closely with staff, parents and external professionals to ensure children receive appropriate support.

All staff share responsibility for supporting children with SEND and ensuring inclusive practice.

Early Identification and Support

At Little VIPs we prioritise early identification of emerging needs.

Staff:

- monitor children's progress through ongoing observation and assessment
- track development across the EYFS prime and specific areas of learning
- discuss any concerns with parents at the earliest opportunity
- work collaboratively with external professionals where needed

Where additional support is required we follow the Assess – Plan – Do – Review cycle to ensure support is effective and responsive.

Partnership with Parents and Families

We believe parents are the most important partners in supporting children's development.

We work closely with families to:

- share information about children's development
- discuss any concerns about progress or wellbeing
- develop support strategies together
- involve parents in planning next steps for their child

We also signpost families to the Westmorland and Furness Local Offer, which provides information about services and support available for children with additional needs.

Staff Responsibilities

Inclusive practice is the responsibility of all staff at Little VIPs.

Practitioners are expected to:

- create inclusive learning environments
- build strong, trusting relationships with children
- recognise and respond to children's individual needs
- adapt activities to ensure all children can participate
- promote respect and positive attitudes towards difference
- monitor children's progress and share concerns appropriately
- work collaboratively with parents and colleagues

Staff receive ongoing professional development and training in areas including:

- SEND and inclusive practice
- behaviour support
- early identification of needs
- supporting emotional wellbeing

Equality and Diversity

Little VIPs celebrates and respects diversity within our nursery community.

We ensure that:

- children see themselves and their families represented positively
- cultural and religious differences are respected and celebrated
- resources and activities reflect a wide range of cultures, abilities and experiences
- discriminatory language or behaviour is challenged appropriately

Our aim is for children to develop respect, curiosity and understanding of the world around them.

Monitoring Inclusion

Leaders monitor inclusion through:

- regular staff discussions and training
- monitoring children's progress and outcomes
- reviewing support plans and interventions
- feedback from parents and professionals
- reviewing practice and provision

This helps ensure that inclusion remains embedded in everyday practice across the nursery.

Policy Review

This policy will be reviewed annually to ensure it continues to reflect:

- current legislation
- best practice in early years inclusion
- the needs of children and families within our setting.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2026	Hayley Fassam – Nursery Manager	April 2027