



Inclusion and Equality Policy

At The Little Magpies Nursery, we are deeply committed to creating a safe, inclusive, and welcoming environment where every child, family, and staff member feels respected, valued, and supported. We believe that every child is unique, and we strive to ensure they have equal access to high-quality learning and care opportunities that nurture their development and wellbeing.

Our approach reflects the values set out in the **Equality Act 2010**, the **Special Educational Needs and Disabilities (SEND) Code of Practice 2015**, and the **Early Years Foundation Stage (EYFS)** statutory framework.

Our Inclusive Ethos

Inclusion is at the heart of everything we do. We provide a nurturing, child-led environment where every child is encouraged to express themselves, develop independence, and build strong social and emotional foundations—regardless of their ability, background, or circumstances.

We see diversity as a strength and aim to create a setting that reflects and celebrates the richness of our wider community.

We aim to:

- Foster a culture where **every child and family feels included, respected, and empowered**
- Actively **challenge discrimination, bias, and inequality** in all forms
- Celebrate **diversity in language, culture, ability, gender, belief, and family structure**
- Provide **accessible learning experiences** and adapt our environment to meet individual needs
- Work collaboratively with **families, external agencies, and professionals** to support inclusion

Legal and Policy Framework

This policy is informed by the following legislation and guidance:

- **Equality Act 2010**
- **Children and Families Act 2014**
- **SEND Code of Practice (2015)**
- **Early Years Foundation Stage (EYFS) statutory framework**



- **Human Rights Act 1998**
- **Public Sector Equality Duty**

How We Promote Inclusion and Equality

We actively promote equality and inclusion through the following practices:

- **Adapting environments, activities, and planning** to reflect the needs and interests of all children
- Supporting **bilingualism, home languages, and cultural identity** across the curriculum
- Using **inclusive resources, books, images, and displays** that reflect a range of backgrounds, identities, and experiences
- Creating **Individual Learning and Care Plans (ILCPs)** to support children with additional needs
- Ensuring the **SENCO (Special Educational Needs Coordinator)** works closely with families and professionals to deliver tailored support
- Providing **ongoing staff training** in inclusive practice, unconscious bias, and relevant legislation
- Promoting **positive role modelling and inclusive language** across the setting

Working in Partnership with Families

We believe inclusion starts with listening. Families are central to children's lives, and we aim to build **strong, trusting partnerships** with parents and carers. We:

- Respect and value all families, regardless of **race, gender, age, ability, sexual orientation, religion, or socioeconomic background**
- Celebrate and learn from the diverse **cultures, languages, and traditions** within our community
- Ensure all families are **welcomed, heard, and involved** in decisions that affect their child's learning and care

Monitoring and Review

This policy is reviewed **annually** or whenever there are significant changes in legislation or best practice. We welcome feedback from staff, families, and professionals to ensure our setting remains an inclusive, reflective, and equal space for all.

