



Inclusion, Anti-Discriminatory Behaviour and SEND Policy

1. Policy Statement

At Snug Nursery Schools, we are committed to providing an inclusive, nurturing and safe environment where all children and families are welcomed, valued and respected. We recognise that every child is unique and develops at their own pace. Our approach ensures equality of opportunity, positive behaviour, and effective support for children with Special Educational Needs and Disabilities (SEND) so that every child can thrive.

This policy reflects current statutory requirements and best practice and demonstrates how inclusion, behaviour and SEND are embedded in everyday practice.

This policy meets the requirements of:

- The Early Years Foundation Stage (EYFS) Statutory Framework
- The Equality Act 2010
- The SEND Code of Practice (2015)
- The Children and Families Act 2014
- The Children Act 2004

It should be read alongside our Safeguarding and Parents as Partners policies.

2. Aims

We aim to:

- Promote inclusion, equality and respect for all
 - Prevent and respond effectively to discriminatory behaviour
 - Identify and support children with SEND as early as possible
 - Work in strong partnership with parents and external professionals
 - Meet statutory duties and exceed Ofsted expectations
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3. Inclusion and Equality

Disadvantage and Equal Access

We recognise that some children may experience disadvantage, including those eligible for Early Years Pupil Premium (EYPP), children known to social care, or those facing barriers to attendance and

learning. We use targeted, evidence-informed strategies to reduce gaps in learning and wellbeing and regularly review their impact.

Our Commitment

We actively promote equality of opportunity and anti-discriminatory practice for all children, families, staff and visitors. Discrimination on the grounds of any protected characteristic is not tolerated.

Protected characteristics under the Equality Act 2010 include:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

We make reasonable adjustments informed by risk assessments and reviewed regularly to ensure all children, staff and visitors can access our provision.

Inclusive Practice

We promote inclusion by:

- Valuing each child as an individual
- Providing inclusive learning opportunities for all
- Ensuring cultural, medical and dietary needs are met
- Using positive, non-stereotypical resources and language
- Celebrating a wide range of cultures, beliefs and festivals
- Supporting children with English as an Additional Language (EAL)
- Encouraging empathy, respect and understanding

Inclusion is embedded throughout nursery life and reflected in our environment, curriculum and interactions.

4. Behaviour and Anti-Discriminatory Practice

Promoting Positive Behaviour

We believe that children flourish best when they understand expectations and are supported through caring, respectful relationships. Behaviour is understood as communication and is responded to in a developmentally appropriate, non-punitive manner.

Positive behaviour is promoted by:

- Clear, age-appropriate boundaries and routines
- Consistent expectations across the setting
- Staff acting as positive role models
- Praising positive choices, cooperation and effort
- Supporting children to understand and manage emotions
- Teaching empathy, turn-taking and conflict resolution
- Working in partnership with parents
- Making reasonable adjustments for SEND or additional needs

Physical intervention is only used as a last resort to prevent a child from harming themselves or others. Any use of physical intervention is recorded on Ovivio and parents are informed as soon as practicable on the same day.

Attendance

We recognise that regular attendance is essential for children's wellbeing, learning and development. We work in partnership with parents to promote good attendance and address any emerging concerns promptly, offering support where barriers are identified.

Expectations

We expect all children, staff, parents and visitors to treat one another with respect and kindness. Discriminatory behaviour, language or conduct will not be tolerated.

Staff must actively challenge inappropriate behaviour and model inclusive, respectful practice at all times.

Definition of Discriminatory Behaviour

Discriminatory behaviour includes, but is not limited to:

- Physical or verbal abuse
- Derogatory name-calling or jokes
- Exclusion or intimidation
- Written or visual discrimination
- Patronising or ridiculing behaviour

Discrimination may be direct, indirect, by association or perception, harassment or victimisation.

Procedures for Managing Incidents

If discriminatory behaviour occurs, we will:

- Intervene immediately and appropriately
- Record all incidents accurately
- Inform parents of both the victim and perpetrator
- Investigate thoroughly and sensitively

- Identify patterns of behaviour
- Take action in line with behaviour and disciplinary procedures

Serious incidents may be reported to external agencies including Ofsted, the local authority or police where appropriate.

Staff Conduct

Staff conduct is managed in line with the Safeguarding & Child Protection Policy and code of conduct contained in the Staff Conduct and Safer Recruitment policy. Staff must maintain professional boundaries, demonstrate professional curiosity and challenge concerns respectfully in the best interests of the child.

Extremist religious or partisan political views must not be promoted. Staff are required to promote British Values and provide balanced, age-appropriate learning experiences. Failure to comply may result in disciplinary action.

5. Special Educational Needs and Disabilities (SEND)

We have regard to the SEND Code of Practice (0–25 years) and work in partnership with the Local Authority. Information about the Local Authority Local Offer is available to parents, and we support families to access this where appropriate.

Definition of SEND

A child may be identified as having SEND if they require additional or different support to make progress compared with children of the same age. This may include needs relating to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical or sensory development

Needs may be short-term or long-term.

Early Identification

We use ongoing observation, assessment and partnership with parents to identify SEND early. This includes:

- EYFS assessments and progress tracking
- Progress Check at Age Two
- Information from parents
- Advice from professionals

6. Graduated Approach (Assess, Plan, Do, Review)

We follow the following graduated approach to support children with SEND.

- Assess: Identify needs through observation and discussion
- Plan: Agree outcomes and strategies with parents after review of behaviour records
- Do: Implement support through daily practice
- Review: Evaluate progress and adapt support

Support plans are reviewed regularly and adjusted as needed.

7. Supporting Children with SEND

Support may include:

- Differentiated activities
- Small group or one-to-one support
- Visual aids and sensory resources
- Speech and language interventions
- Environmental adaptations
- Consistent routines

Support focuses on promoting independence, confidence and self-esteem.

8. Roles and Responsibilities

SENCO

The SENCO is responsible for:

- Coordinating SEND provision
- Supporting staff and parents
- Liaising with external professionals
- Maintaining SEND records
- Monitoring progress and provision
- Supporting transitions

The named SENCO for the setting is displayed prominently in all areas.

Key Person

The key person:

- Builds strong relationships with the child and family
- Observes and supports development
- Implements agreed strategies
- Works closely with the SENCO
- Supports transitions and emotional wellbeing

All staff share responsibility for inclusive practice.

9. Working with Parents and Carers

Parents are key partners and we:

- Value parental knowledge and views
 - Share concerns sensitively
 - Involve parents in all planning and reviews
 - Celebrate progress together
 - Respect confidentiality
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10. External Agencies

With parental consent, we may work with:

- Health visitors
- Speech and language therapists
- Occupational therapists
- Educational psychologists
- Local authority inclusion teams

This ensures coordinated and effective support.

11. Transitions

We support children through transitions by:

- Planning carefully and gradually
 - Sharing information with consent
 - Preparing children through visits and routines
 - Supporting emotional wellbeing
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12. SEND Funding and EHCPs

We use SEND funding responsibly to support individual children. Where required, we work with the Local Authority on Education, Health and Care Plans (EHCPs) and contribute to reviews and assessments.

13. Safeguarding Links

Shared Safeguarding Statement

Safeguarding is everyone's responsibility. At Snug Nursery Schools, safeguarding underpins all aspects of practice, including inclusion, behaviour and SEND. All staff have a duty to act in the best interests of the child, to remain professionally curious, to recognise and respond to concerns promptly, to record and escalate concerns appropriately, and to work in partnership with parents and external agencies. Children's welfare, dignity and safety are always our highest priority.

This policy operates alongside the Safeguarding & Child Protection Policy. Staff follow safeguarding procedures for recording, reporting and escalating concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL. Where concerns about behaviour, inclusion, SEND or wellbeing indicate a risk of harm or unmet need, safeguarding procedures are followed without delay.

Safeguarding is the foundation of inclusion, behaviour and SEND practice at Snug Nursery Schools. All staff understand that safeguarding is everyone's responsibility and that children's welfare, dignity and safety underpin all decisions and actions.

Staff follow the safeguarding procedures set out in the Safeguarding & Child Protection Policy, including:

- Recognising and responding to concerns promptly
- Recording concerns factually, accurately and securely
- Escalating concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay
- Following whistleblowing procedures where appropriate
- Understanding the Prevent Duty, online safety and safer working practices
- Working with external agencies to safeguard children

Any concerns relating to a child's behaviour, inclusion, SEND or wellbeing are managed through safeguarding procedures where there is a risk of harm or unmet need.

Policy date: March 2026

Next review: March 2027

Appendix 1

Education Inspection Framework (EIF)

Intent – Implementation – Impact Summary

Intent (Why)

At Snug Nursery Schools, our intent is to provide an inclusive, respectful and nurturing environment where all children, including those with SEND, those who are disadvantaged and those facing barriers to learning or behaviour, are supported to thrive.

We aim to:

- Create a culture of inclusion, equality and belonging
- Identify and support SEND early, reducing barriers to learning and participation
- Prevent and challenge discrimination in all forms
- Work in partnership with parents, carers and professionals
- Ensure all statutory duties under EYFS, SEND and equality legislation are met

Leaders set high expectations so that inclusion, behaviour and SEND are embedded in everyday practice and decision-making.

Implementation (How)

Our intent is realised through:

- Inclusive policies, environments and curriculum planning
- Early identification of SEND through observation, assessment and partnership with parents
- Use of the graduated approach (Assess, Plan, Do, Review)
- Clear roles for the SENCO, key person and leadership team
- Reasonable adjustments to routines, environments, outings and teaching
- Targeted support for disadvantaged children, including EYPP strategies
- Strong safeguarding systems underpinning behaviour and inclusion
- Ongoing staff training, supervision and reflective practice
- Effective partnership with external agencies and the Local Authority

Leaders monitor practice, records and outcomes to ensure consistency and effectiveness.

Impact (What difference it makes)

As a result:

- Children feel safe, valued and included
- SEND is identified early and supported effectively
- Gaps in learning and wellbeing are reduced

- Discriminatory behaviour is challenged swiftly and effectively
- Parents feel listened to and confident in the support provided
- Staff are confident, skilled and accountable
- Leaders can clearly evidence impact through progress, records, staff knowledge and children's outcomes