Inclusion, Valuing Diversity and Promoting Equality Policy

Policy Statement

At Bradpole Preschool, we believe that every child is unique, valued and capable. We are committed to creating an environment where all children feel safe, respected and included, and where they can develop confidence, independence and a strong sense of belonging.

We recognise that children and families come from a wide range of backgrounds and experiences. Families differ in their culture, language, religion, beliefs, family structure, financial circumstances and individual needs. We welcome and celebrate this diversity and believe it enriches our preschool community.
We are committed to treating all children and families fairly and with respect. We do not tolerate discrimination, prejudice or harassment of any kind. We actively promote equality of opportunity and work to ensure that every child can access the experiences, learning opportunities and support they need to thrive.

We recognise that children develop at different rates and in different ways. Some children may require additional support at different stages of their development, while others may demonstrate particular strengths and talents. Through high-quality teaching, careful observation and strong partnerships with families, we aim to identify children's individual needs early and respond appropriately.
Our practice is guided by the principles of inclusion, equality and respect, as well as the requirements of the Early Years Foundation Stage (EYFS), the Equality Act 2010 and the SEND Code of Practice.

Our Aims

Our aim is to create a preschool where every child feels welcomed, valued and included. We want children to develop positive attitudes towards themselves and others and to learn that differences should be respected and celebrated.

We strive to remove barriers to participation wherever possible so that all children can access learning, play and social experiences. We work closely with parents, carers and other professionals to support children's development and wellbeing and to ensure that any additional needs are identified and addressed as early as possible.

We are committed to building positive relationships with families and creating a community where everyone feels respected, listened to and supported.

Supporting Inclusion

Inclusion is at the heart of everything we do. We believe that all children should be able to participate fully in the life of the preschool regardless of their background, abilities, needs or circumstances.
Our staff carefully observe children's development and progress and adapt activities, resources and teaching approaches to meet individual needs. Where appropriate, we may provide additional support, specialist resources, environmental adaptations or targeted interventions to help children access learning and achieve positive outcomes.

If a child requires additional support, we work closely with parents and carers to identify the most appropriate strategies. Where necessary, and with parental consent, we may seek advice and support from external professionals.
Any support provided will be regularly reviewed to ensure it continues to meet the child's needs and promotes their progress, confidence and wellbeing.

Special Educational Needs and Disabilities (SEND)
We recognise that some children may have Special Educational Needs and Disabilities (SEND) and may require additional support in order to access learning and reach their full potential.
When concerns are identified, we follow the graduated approach outlined in the SEND Code of Practice. This means we assess the child's needs, plan appropriate support, put this support into practice and regularly review its impact.
We understand that parents and carers know their children best and are central to this process. We value their views and involve them in planning, decision-making and reviewing support arrangements.
Sally Parmiter, our designated Special Educational Needs Coordinator (SENCo) works alongside staff, families and other professionals to ensure that children receive the support they need and that provision remains effective and inclusive.

Working in Partnership with Families
We believe that successful outcomes for children are achieved when families and practitioners work together.
Parents and carers are experts on their own children and play an important role in helping us understand each child's strengths, interests and needs. We encourage open communication and will always discuss any concerns regarding a child's development or wellbeing at the earliest opportunity.
We aim to build trusting relationships with families and welcome their views, contributions and feedback.
We recognise and respect the diversity of family life and are committed to ensuring that all families feel valued and included within our preschool community.
Where families speak languages other than English, we will make reasonable efforts to support communication and participation. We also seek to provide information in accessible formats wherever possible.

The Curriculum and Learning Environment
Our curriculum encourages children to develop positive attitudes towards themselves and others. Through everyday experiences, activities, books, discussions and resources, children learn about fairness, kindness, respect and the value of diversity.
We ensure that children see themselves, their families and their communities positively reflected within the preschool environment. We also provide opportunities for children to learn about people, cultures and experiences that may be different from their own.

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We carefully consider the accessibility of our environment and make reasonable adjustments where needed to support children, families, staff and visitors. We aim to create a learning environment where everyone can participate as fully as possible.
Children who speak English as an Additional Language (EAL) are supported to develop their English language skills while continuing to value and maintain their home language.

Roles and Responsibilities
Promoting inclusion, equality and diversity is the responsibility of everyone working within Bradpole Preschool.
All staff are expected to provide high-quality, inclusive care and education, to treat all children and families with respect and to challenge discriminatory attitudes or behaviour whenever they arise.
The Leads and SENCo are responsible for overseeing inclusive practice throughout the setting, supporting staff, coordinating additional support where needed and working with families and external professionals to ensure children's needs are met.
Key Persons play an important role in monitoring children's development, maintaining close relationships with families and ensuring that agreed strategies and support plans are implemented consistently.

Children's Voice
We believe that children should be listened to and that their views, feelings and preferences matter. Where appropriate, children are encouraged to express their opinions, make choices and contribute to decisions that affect their experiences within the preschool. By listening to children, we gain a better understanding of their needs and can provide support that is meaningful and effective.

Working with Other Agencies
There may be occasions when additional advice or specialist support is required to help meet a child's needs. In these situations, and with parental consent, we may work alongside professionals such as:
• Speech and Language Therapists
• Educational Psychologists
• Health Visitors and Community Nursery Nurses
• Occupational Therapists
• Best Start in Life Advisors
• Vision and Hearing Support Services
• Community Health Professionals
Working together helps us provide coordinated support and ensures that children receive the most appropriate help at the earliest opportunity. When children move on to another setting or school, we work with families and receiving providers to support a smooth and successful transition.

Monitoring and Review
We regularly review our practice to ensure that we continue to promote inclusion, equality and diversity effectively. This policy will be reviewed annually, or sooner if changes in legislation or guidance require it.

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We welcome feedback from children, families, staff and other professionals as part of our commitment to continuous improvement.

Legal Framework

This policy is underpinned by the following legislation, statutory guidance and national frameworks:

- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 Years (2015)
- Early Years Foundation Stage (EYFS) Statutory Framework (Sep 2026)
- Working Together to Safeguard Children (2026)

This policy will be implemented in accordance with current legislation, statutory requirements and guidance to ensure that all children and families are treated fairly, valued and supported.

This policy was adopted at a meeting of: The Committee of Bradpole Preschool

Held during Autumn Term 2026.

Date to be reviewed: Summer Term 2027