



Wise Owls Nursery School

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Inclusion Policy

Reviewed and updated for Brighton & Hove, February 2026

Inclusion Lead	Alison Holdsworth
Designated Safeguarding Lead	Anna Olley
Date updated	February 2026
Next review due	February 2027
Applies to	All children, families, staff, students, volunteers and visitors

1. Purpose

At Wise Owls Nursery School, we are committed to providing an inclusive, welcoming and respectful environment where all children and families feel valued, safe and able to participate fully. We actively promote equality of opportunity and celebrate diversity through our curriculum, resources, relationships, routines and everyday practice.

This policy sets out our approach to inclusion, equality, anti-discrimination, British Values, Prevent Duty, English as an Additional Language (EAL), Special Educational Needs and Disabilities (SEND), reasonable adjustments and partnership working with families and professionals.

2. Legislation and Guidance

This policy is underpinned by current legislation and guidance, including:

- The Equality Act 2010
- The Children Act 1989 and Childcare Act 2006
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015
- The Early Years Foundation Stage statutory framework
- The Prevent Duty, 2015
- Keeping Children Safe in Education, where relevant to early years safeguarding practice
- Brighton & Hove City Council guidance, including support from EALTS and BHISS

3. Our Commitment to Equality and Anti-Discrimination

- We respect and value every child and family, including their racial origin, ethnicity, religion, culture, language, gender identity, family structure, disability, ability, additional needs and socio-economic background.
- We challenge discriminatory language, behaviour, stereotypes and assumptions, and we respond promptly to incidents in line with our Safeguarding, Behaviour and Complaints policies.
- We promote positive attitudes towards diversity and difference through books, displays, resources, role play, stories, songs, celebrations and everyday conversation.
- We ensure that children are not excluded from opportunities because of disability, additional needs, language, culture, family circumstances or financial disadvantage.



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- Staff reflect on unconscious bias and use inclusive language and practice as part of supervision, training and team reflection.

4. Inclusive Environment and Curriculum

- We provide a safe, accessible and nurturing environment where children can develop confidence, independence and a strong sense of belonging.
- Learning experiences are adapted to meet children's individual needs, interests, strengths, stages of development and communication styles.
- Resources, books and displays reflect a wide range of cultures, languages, abilities, family structures and lived experiences.
- Staff use a range of strategies, including visual supports, gestures, modelling, simplified language, Makaton or key signs where appropriate, sensory adaptations and home language key words.
- Children are supported to access all areas of nursery life, including routines, group times, mealtimes, outdoor play, trips, celebrations and transitions.
- Planning is flexible and responsive so that all children can make progress from their individual starting points.

5. British Values

British Values are embedded through daily routines, relationships and play in an age-appropriate way. We promote:

- Democracy: children are encouraged to make choices, share views and take turns.
- Rule of Law: children are supported to understand routines, boundaries, safety and fairness.
- Individual Liberty: children are encouraged to develop independence, confidence and self-expression.
- Mutual Respect and Tolerance: children learn to respect different faiths, beliefs, cultures, families, abilities and viewpoints.

6. Working with Parents and Carers

- We build positive partnerships with parents and carers from first contact, valuing their knowledge of their child.
- Information about each family's culture, language, beliefs, routines, communication needs and child's interests is gathered sensitively during the settling-in process and home visit where applicable.
- We use the Family app, face-to-face conversations, meetings and written information to keep families informed and involved.
- Where possible, translated information, interpreters, bilingual support or advice from EALTS and other local services will be sought to support effective communication.
- Parents are involved in decisions about additional support, reasonable adjustments, referrals and transition planning.

7. English as an Additional Language (EAL)

- We value children's home languages and recognise bilingualism and multilingualism as a strength.
- Staff gather key words and phrases in the child's home language and use these alongside visual supports, gestures and routines.
- Children are given time to listen, observe, communicate non-verbally and develop confidence in English at their own pace.



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- We work with parents and EALTS where appropriate to support communication, belonging and access to the curriculum.

8. SEND and Additional Needs

This policy works alongside the Wise Owls SEND Policy. We recognise that all children develop at their own pace and that some children may require additional support, adaptations or early intervention.

- Our SENDCo, Alison Holdsworth, works with key workers, families and outside agencies to coordinate support.
- We use the graduated approach of Assess, Plan, Do, Review to identify needs, plan support, monitor progress and adapt provision.
- Children with identified needs may have individual plans, pupil passports, risk assessments, communication supports or reasonable adjustments, reviewed regularly with parents.
- Where appropriate, we seek advice from BHISS, Speech and Language Therapy, Health Visitors, Seaside View, EALTS, Occupational Therapy, Physiotherapy, Early Help or other relevant professionals.
- For children with higher abilities, staff extend learning through differentiated, challenging and meaningful experiences.

9. Reasonable Adjustments and Accessibility

- We make reasonable adjustments to ensure that children can access the environment, curriculum, routines and social opportunities.
- Adjustments may include changes to routines, staffing support, sensory adaptations, communication methods, equipment, visual supports, group size, transition support or adapted activities.
- Accessibility is considered when planning trips, events, room layouts, resources and daily routines.
- Where barriers are identified, leaders work with staff, parents and professionals to remove or reduce them wherever possible.

10. Prevent Duty and Safeguarding

We have due regard to the Prevent Duty, 2015. All staff are aware of the signs that may indicate vulnerability to radicalisation or extremism and understand how to report concerns to the Designated Safeguarding Lead, Anna Olley.

Inclusion and safeguarding are closely linked. Any concerns about discrimination, bullying, abuse, neglect, exploitation, radicalisation or a child's welfare are recorded and responded to in line with the Wise Owls Safeguarding Policy.

11. Employment, Training and Reflective Practice

- Recruitment and selection are based on skills, qualifications, experience and suitability for the role, in line with safer recruitment procedures.
- Staff receive induction and regular training on equality, inclusion, safeguarding, SEND, EAL, behaviour, Prevent and child development.
- Leaders use supervision, team meetings, coaching and reflective discussion to ensure inclusive practice is embedded across the setting.
- Training needs are reviewed regularly, particularly where children require specific support or adaptations.



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12. Monitoring and Review

- The Inclusion Lead and nursery leaders monitor the effectiveness of inclusive practice through observations, staff discussion, parent feedback, reviews, audits and children's progress.
- Incidents of discrimination or exclusion are recorded, reviewed and acted upon.
- The policy is reviewed annually, or sooner if legislation, guidance or local procedures change.

13. Linked Policies

- Safeguarding Policy
- SEND Policy
- Behaviour Policy
- Food Policy
- Parents in Partnership Policy
- Prevent Duty Policy
- Aims, Values and Principles Policy
- Complaints Policy
- Health and Safety Policy

14. Contact Details

- Inclusion Lead: Alison Holdsworth
- Designated Safeguarding Lead: Anna Olley
- Nursery Managers: Anna Olley, Alison Holdsworth and Laura Bryson
- Telephone: 01273 232308
- Email: alison@wiseowlsnurseryschool.co.uk / info@wiseowlsnurseryschool.co.uk

15. Overview Sentence

The Wise Owls Inclusion Policy explains how the nursery promotes equality, celebrates diversity, supports children with EAL, SEND and additional needs, embeds British Values and Prevent Duty, makes reasonable adjustments, and works with families and professionals so every child can fully participate in nursery life.