

Razzy's Daycare & Nursery

Equality, Inclusion & Special Educational Needs & Disabilities (SEND) Policy



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Introduction

At Razzy's Daycare & Nursery we are committed to creating a fully inclusive, welcoming and respectful environment where all children and families are valued and treated with dignity. We recognise that every child is unique and develops at their own pace and we believe that all children have the right to access high-quality early years education that meets their individual needs and enables them to achieve their full potential.

We actively promote equality of opportunity and are committed to eliminating discrimination, harassment and victimisation in all aspects of nursery life. This policy applies to all children, parents, carers, staff, students, volunteers and visitors and supports our duties under the Equality Act 2010, the Special Educational Needs and Disability Code of Practice (2015) and the Statutory Framework for the Early Years Foundation Stage (EYFS) 2025.

Legal Framework

This policy is informed by and complies with the following legislation and statutory guidance:

- Equality Act 2010
- Children Act 1989 and 2004
- Childcare Act 2006 (amended 2018)
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Working Together to Safeguard Children 2018
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2025
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child

Equality and Inclusion Statement

Razzy's Daycare & Nursery recognises its responsibility to ensure that no child, parent or member of staff is treated less favourably on the grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation. We are committed to providing equality of access, opportunity and outcomes for all children, regardless of background or circumstance.

Inclusive practice is embedded within our curriculum, daily routines and interactions. We celebrate diversity and promote positive attitudes towards difference through play experiences, learning resources, discussions and role modelling by staff. We challenge stereotypes and discriminatory language or behaviour immediately and in a developmentally appropriate way.

Special Educational Needs and Disabilities (SEND)

A child is considered to have Special Educational Needs or a Disability (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them. At Razzy's Daycare & Nursery we recognise that children with SEND may require additional support, adaptations or specialist input in order to fully access learning opportunities.

We are committed to early identification of SEND and believe that early intervention is crucial in supporting positive outcomes for children. Our approach is child-centred and responsive, ensuring that support is tailored to the individual needs of each child rather than adopting a one-size-fits-all approach.

Identification and Assessment of SEND

Children's development is closely monitored through ongoing observations, assessments and developmental tracking. Where concerns arise, these will be discussed sensitively with parents or carers at the earliest opportunity. We recognise parents as experts on their own children and value their knowledge and insights.

We follow the graduated approach outlined in the SEND Code of Practice, which involves assessing the child's needs, planning appropriate support, implementing strategies and

reviewing progress regularly. Decisions are evidence-based and informed by observations, parental input and, where appropriate, advice from external professionals.

SENDCo Role

The Nursery manager will be the designated Special Educational Needs Coordinator (SENCo) who is responsible for overseeing SEND provision within the setting. The SENCo works closely with the Key Persons, parents and external agencies to ensure children with SEND receive appropriate and effective support.

The SENCo provides guidance and support to staff, coordinates referrals to external services where required, ensures appropriate documentation is maintained and supports applications for additional funding or resources when necessary. The SENCo undertakes relevant training and keeps up to date with local and national SEND guidance.

Partnership with Parents and Carers

We recognise the importance of working in partnership with parents and carers and believe that open, honest and respectful communication is essential. Parents are involved at every stage of the SEND process, from initial concerns through to planning and reviewing support.

We ensure parents are kept fully informed about their child's progress, the support being provided and any changes to provision. Where appropriate, we will signpost families to external support services, local authority provision or parent support groups.

Children with English as an Additional Language (EAL)

At Razzy's Daycare & Nursery we recognise that some children may be learning English as an additional language (EAL). We understand that learning more than one language is a strength and not a delay in learning. Children who speak a language other than English at home are supported to develop their communication skills in a way that values and respects their home language and cultural identity.

We work closely with parents to gather information about the child's home language, communication preferences and any key words or phrases that support the child's emotional wellbeing and understanding. Staff use a range of strategies to support children

with EAL, including visual prompts, gestures, repetition, modelling language and providing a language-rich environment. Children are never excluded from activities due to language barriers and progress is monitored carefully to ensure any language development needs are not misidentified as SEND.

Working with External Agencies

Where additional expertise is required and with parental consent, we will work closely with relevant external professionals such as health visitors, speech and language therapists, occupational therapists, educational psychologists and local authority SEND services.

Information is shared appropriately and in line with data protection and safeguarding requirements. Multi-agency working ensures a holistic approach to supporting children and families and promotes continuity of care and support.

Funding and Additional Support

Where appropriate, Razzy's Daycare & Nursery will support families in accessing additional funding or resources to meet a child's needs. This may include applying for local authority funding streams such as the Special Educational Needs Inclusion Fund (SENIF) or the Disability Access Fund (DAF), where eligibility criteria are met.

Applications for funding are completed in partnership with parents and, where necessary, with advice from external professionals. Any funding received is used to enhance provision, support inclusion and ensure children can fully access the nursery environment and learning opportunities. The use of additional funding is reviewed regularly to ensure it continues to meet the child's needs effectively.

Reasonable Adjustments

In accordance with the Equality Act 2010, Razzy's Daycare & Nursery has a duty to make reasonable adjustments to ensure that children with disabilities are not placed at a substantial disadvantage when accessing early education and care. We recognise that reasonable adjustments are anticipatory and proactive, meaning we consider potential barriers in advance rather than waiting for difficulties to arise.

Reasonable adjustments may include adapting the physical environment, routines, activities, learning resources or teaching strategies to meet individual needs. This may involve changes to room layout, visual supports, sensory considerations, flexible routines or the use of specialist equipment where appropriate. Adjustments are made in partnership with parents and, where necessary, informed by advice from external professionals to ensure they are effective and appropriate.

All adjustments are reviewed regularly to ensure they continue to meet the child's needs and support their inclusion, participation and wellbeing. We recognise that what is reasonable will vary depending on individual circumstances and decisions are made in a fair, transparent and child-centred way.

We have a zero-tolerance approach to discriminatory behaviour, language or attitudes in any form. This includes behaviour based on a child's or adult's protected characteristics, background, ability, culture, religion, language, family circumstances or any other aspect of identity.

Any discriminatory behaviour or language from children, staff, parents or visitors is challenged immediately in a calm, developmentally appropriate and educational manner. Incidents are recorded and managed in line with the nursery's Behaviour Management and Safeguarding policies. Where children are involved, staff will support them to understand the impact of their actions and promote empathy, respect and positive relationships.

Support is provided to anyone affected by discriminatory behaviour and further action is taken where necessary. Where concerns relate to adults, the matter will be addressed through appropriate management procedures and advice will be sought from external agencies if required. The nursery is committed to creating an environment where discrimination is actively challenged and where all children and families feel safe, respected and valued.

Staff Training and Awareness

All staff at Razzy's Daycare & Nursery receive training on equality, inclusion and Special Educational Needs and Disabilities (SEND) as part of their induction and through ongoing professional development. This ensures staff have a clear understanding of inclusive practice, their individual responsibilities and how to support children with additional needs effectively and sensitively.

The nursery manager has overall responsibility for ensuring inclusive practice is consistently embedded throughout the setting. The effectiveness of equality and SEND provision is monitored through a range of quality assurance processes, including regular observations

of practice, supervision meetings, staff training reviews, parent feedback and the ongoing review of children's progress and development.

Inclusion and SEND form an integral part of the nursery's self-evaluation process. Any identified gaps in provision, resources or staff training are addressed through targeted action planning, further professional development and, where appropriate, adjustments to practice or the learning environment. This approach ensures continuous improvement and ongoing compliance with statutory guidance, the EYFS framework and best practice.