



Inclusion Policy

Introduction

The Nursery has a responsibility to provide a broad and balanced curriculum for all children. The content of the pre- school curriculum is a starting point for planning a curriculum that meets the specific needs of individuals and groups of children. There are three principles which are essential to developing a more inclusive curriculum:

- 1) Setting suitable learning challenges
- 2) Responding to children's diverse learning needs
- 3) Overcoming both general and specific barriers to learning and assessment for both individuals and groups

Section 1

Setting suitable learning challenges

Staff aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible and we teach the knowledge, skills and understanding in ways that suit the child's abilities.

For children whose attainment falls significantly below the expected level, a much greater degree of differentiation may be necessary. Special needs should be identified and barriers to learning and assessment removed as much as is possible.

For children whose attainments significantly exceed the expected levels, staff will need to plan suitably challenging work by extending the breadth and depth of study.

Section 2

Responding to children's diverse learning needs.

When planning, staff set high expectations and provide a variety of opportunities within which all children can achieve some success. Planning should take account of the prior knowledge and experiences that children bring with them, e.g. cultures, languages, interests and abilities all influence the way in which children learn. Staff plan their role in teaching and learning so that all children can take part fully and effectively in learning activities. Both general and specific barriers to learning and assessment (for both individuals and groups) must be overcome if children are to be enabled to participate effectively in the curriculum and associated learning activities. When identifying and responding to an individual's learning needs we also identify and try to overcome any barriers to learning and assessment.

Staff take specific action to respond to children's diverse needs by:

- a) **creating effective learning environments by:**
 - valuing the contributions of all children;
 - making all children feel secure and able to contribute

- challenging stereotypical views/behaviour relating to race, religion, gender, ability or disability, social group, material status, etc.
- allowing children to increasingly take more responsibility for their own actions.

b) securing their motivation and concentration by:

- using organisational approaches, such as setting, grouping or individual work as appropriate;
- using a variety of teaching/learning approaches and styles during a course of study and during a lesson if possible;
- planning and monitoring the pace of work so that all children have a chance to learn and experience success;
- varying content and mode of delivery;
- planning work which builds on their existing knowledge, interests and cultural/social background;
- planning appropriately challenging work for all;
- using materials which reflect social and cultural diversity and provide positive images of race, age, gender and disability.

c) providing equality of opportunity through teaching approaches by

- using materials which reflect social and cultural diversity and provide positive images and role models from different races, ages, genders and with disabilities or medical conditions;
- ensuring that all children have entitlement to the whole curriculum by making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations;
- taking account of the interests of boys and girls and of their specific religious or cultural beliefs when designing activities and setting contexts for work. Differentiation should allow for a variety of interpretations and outcomes;
- avoiding stereotyping when organising children into groups, assigning them to activities or arranging access to equipment.

d) Using assessment techniques which are based upon sound principles

- employing a wide range of assessment methods to reflect the curriculum and learning opportunities;
- assessment is undertaken within a variety of different learning styles and children are therefore given the chance and encouragement to demonstrate their competence and attainment;

- assessment is an integral part of the teaching and learning process, a valuable formative and summative tool;
- the outcomes of assessment should modify teaching methods, provide feedback on the delivery of the curriculum as well as indicate a child's progress;
- we recognise the potential for assessment in developing a positive self image in the child from clear, positive and constructive feedback and the feeling of success which encourages further learning;
- results of assessment are reported in a way useful for staff, parents and other interested parties;
- assessment gradually builds up into a profile for each child over their time at the Nursery;
- assessment records should:
 - a) be based on an agreed set of principles and purposes;
 - b) assess a child's progress against chosen criteria;
 - c) not be administratively burdensome;
- assessment records should provide confidence between teachers across phases and enhance progression for the children.

SECTION 3 Facilitating access to learning and assessment for children with SEN

A Personal Learning Plan (PLP) is drawn up for each child and progress is reviewed regularly, at least every term. Views from parents and carers are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages. The PLP consists primarily of Targets, Actions and Outcomes. In all cases we aim to help children to:

- manage their behaviour and emotions;
- safely take part in learning and physical and practical activities;
- develop better communication, numeracy and literacy skills;
- develop better powers of observation and description by showing them how to use all of their senses and experiences

We employ resources which:

- use texts and other resources that are appropriate with respect to content;
- use a variety of materials and resources that children can access through sight, touch, sound, taste or smell

- use activities in which the child is interested, feels safe and is able to engage;
- provide support from adults or peers when needed;
- use ICT

We allow children to develop appropriate skills by:

- using positive behaviour management based upon a clear policy of rewards and sanctions;
- providing positive feedback to enhance children's self-esteem;
- allowing children to develop the skills for independent and group work;
 - teaching children to value and respect the contribution of others;
- teaching Health and safety awareness.
- using alternative and augmentative communication, including signs and symbols.

We set tasks which:

- feature short-term, easily achievable goals;
- involve children in a broad range of educational activities;
- gradually increase the range of activities and demands placed upon the child;
- set realistic explicit targets;
- adapt or provide alternative tasks/activities or environments as necessary.

We acknowledge that what is perceived as 'normal' class work can require a lot of concentration and/or physical effort and may take a long time. Such effort can contribute to subsequent tiredness and loss of concentration, e.g. when following oral work or interpreting text/graphics, particularly when using vision aids, tactile methods, residual hearing, lip reading or a signer.

- The allocation of sufficient time, opportunity and access to equipment must be planned.
- We try and understand or experience some of the problems that a child encounters
- We ensure that all children can be included and participate safely in outings. Such events give children access to stimuli, and materials and give them an opportunity to develop their vocabulary.

The Nursery stands against all forms of discrimination on the grounds of gender, race, origin, religion, or disability.

Whatever the nature of the local community, children are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media.

AIMS:

1. To promote justice, equality of opportunity and fair treatment for all and thereby allow all children, irrespective of their gender or ethnic origin, to achieve the level of success and self respect which they deserve.
2. To establish an environment where we reduce prejudice and raise self esteem.
3. To prepare children for living in a complex multicultural society.
4. To promote an understanding of a variety of cultures, valuing the positive contribution these make to the community, e.g. children should understand the differences in dress, hairstyles and diet. Parents can be fully involved themselves in cooking foods, from a variety of cultures, for children to taste.
5. To provide a safe and welcoming place for all of its members.
6. To provide an environment where sexist/racist assumptions, attitudes and behaviour are continually challenged.
7. To contribute towards imparting a sense of citizenship in the children.
8. To support the Education Authority in its anti-sexist and multicultural policies, and to take the appropriate action to deal with any form of sexism or racism within the Nursery.
9. To adopt the view that cultural diversity is a positive advantage. Children are often the most valuable multicultural resource in the classroom. Children's own experiences of festivals, food, dress, etc. should be shared.
10. To recognise that the children themselves are often the most important multicultural resource within the classroom and their experiences are valued and shared.
11. The staff will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
12. The Nursery will continually review its planning in the light of this policy with respect to content, methodology, aims and resources.

The Nursery aims to provide equal opportunities for children within a broad, balanced curriculum, which does not discriminate against them because of gender, race or ethnic origin.

1. We endeavour to ensure that our curriculum and resources:
 - a. reflect the interests of both boys and girls;
 - b. discourage either gender or any ethnic group from dominating sessions. Effective, active classroom management can reduce most of any 'domination' problem;
 - c. value equally the experiences of both girls and boys;
 - d. portray a world view as seen from male, female and different cultural perspectives and thereby communicate how it may feel to be of another gender or ethnic/cultural group;
 - e. are factually accurate and use up-to-date text, maps and illustrations which avoid caricature;
 - f. do not stereotype individuals, genders or groups;
 - g. equate either gender or any race with being dominant or subservient;
 - h. show the achievements and attributes of both genders and different cultures both past and present. The children themselves, are often the most important multicultural resource within the classroom and their experiences are valued and shared;
 - i. allow boys and girls from all cultural/ethnic groups to find characters with which they can identify and which enhance their self esteem, e.g. by the characters having important roles and positions of authority;
 - j. show characters not having to justify their race or gender by being exceptionally virtuous or brave, etc.
 - k. positively and realistically portray boys and girls from a variety of ethnic and cultural groups and class backgrounds involved in the activities described;
 - l. accurately reflect the multicultural population of Britain today.
2. We use all appropriate opportunities to challenge prejudice as it arises and a consistent approach to dealing with sexist or racist incidents, as agreed in the nursery policy.
3. We recognise in our teaching, the contributions which have been made by different cultures. We adopt the view that sees cultural diversity as a positive advantage.
4. We draw attention to ways in which language can be used negatively, to assert a point of view based on prejudice, and challenge it. Teachers can,

by careful use of language, avoid reinforcing stereotypical views of society.

5. We are prepared to contact expert external agencies, e.g. the Multicultural Centre for advice about choice of texts and resources in general.
6. We use self-evaluation by staff discussion and input from children, to assess the implementation of this policy.

Curriculum Support:

Those children whose first language is not English should have experience of developing their own home language skills within the Nursery's Curriculum. The various languages spoken in the Nursery should be given full recognition and respect by all children and staff. Any child, regardless of their ethnic origin and first language, should have the opportunity to become familiar with the various community languages spoken at their nursery. This would not only help to promote general cultural awareness, but also improve cognitive learning. Such a policy would also be of advantage when producing multi-lingual signs within the Nursery, providing translations for newsletters and information booklets, via the website and google translate etc. Children could help with the production of these resources, and feel they were contributing to the nursery community.

Curriculum support is essential if children are to develop competent skills in English language as well as having equal opportunity to improve language skills in their own mother tongue. This means that staff are committed to providing a fully integrated language support system in the Nursery Curriculum. This system should ensure that children who do not speak English at home, receive immediate and full language support on joining the Nursery, and thereby gain maximum access to the Curriculum.

This policy will be reviewed in line with the Nursery's policy review schedule.