

Inclusion Policy

Introduction

At The Willow, we are committed to giving all our children every opportunity to achieve their maximum potential. This policy helps to ensure that this happens for every child in our nursery - regardless of their age, gender, ethnicity, attainment, SEND or background.

Aims and Objectives

The Willow aims to be an inclusive nursery. This means that equality of opportunity must be a reality for our children.

We make this a reality through the attention we pay to the different groups of children within our nursery:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs and disability
- any children who are at risk of disaffection or exclusion

The Early Years Foundation Stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We do this through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning
- assessments for individuals and groups of pupils
- providing other curricular opportunities outside the EYFS to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)
- we have a strong EAL ethos and use different languages e.g. labelling around the setting, at break and the use of PECS
- we use an Emotional Intelligence programme called RULER to help children recognize their feelings and the feelings of others.

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

Teaching and learning style

At The Willow, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, Group Teachers consider the abilities of all of their children.

When the attainment of a child falls significantly below the expected level, Group Teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, Group Teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

All children's development is re-assessed termly, to ensure an appropriate level of development is being attained. This action will highlight any issues with an individual child's progress. This is done via our Arc programme and our weekly observations.

Group Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Group Teachers ensure that children:

- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.
- take responsibility for their own actions.
- participate safely in clothing that is appropriate to their religious beliefs.
- are taught in groups that allow them all to experience success.
- use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- have a common curriculum experience that allows for a range of different learning styles.
- have challenging targets that enable them to succeed.
- are encouraged to participate fully, regardless of special educational needs, disabilities or medical needs.

Disapplication and Modification

The nursery can, where necessary, modify or disapply the EYFS and its assessment arrangements. Our nursery policy is to do this only in exceptional circumstances.

The nursery makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources.

When necessary, we also support learning through appropriate external specialists. In such cases, Group Teachers work closely with these agencies to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. We would ensure that every effort had been made to provide the necessary support from within the nursery's resources before considering such action.

Summary

At The Willow the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Name of Person Reviewing Policy	Date Review Carried Out	Date to be reviewed (Yearly / when necessary)
Amanda Hunt	October 2024	When necessary