



He Whānau Manaaki o Tararua
Free Kindergarten Association Incorporated

Date Effective: January 2021

Review Date: January 2022

Inclusive Education

Responsible to:	Chief Executive Officer, Senior Teachers
Applies to:	Teachers, Head Teachers
Purpose:	<p>To ensure that:</p> <ul style="list-style-type: none">• All children attending kindergarten are respected as learners and have equitable access to support and resources for their learning irrespective of gender, ability and learning needs, age, ethnicity, religion, family structure and values and socio-economic status.• Children's, family and whānau mana is upheld at all times• There are processes for addressing any potential barriers to appropriate and safe participation for all children and for those with special learning needs and their family/whānau
Definition:	<ul style="list-style-type: none">• 'IEP' Individual Education Plan• 'EIT' Early Intervention Teacher• 'ESW' Education Support Worker• 'LS' Learning Support, section of Ministry of Education
References:	<ul style="list-style-type: none">• Ministry of Education publications:<ul style="list-style-type: none">- 'Collaboration for Success: The IEP Guidelines (Sept, 2011)- 'He Māpuna te Tamaiti. Supporting Social and Emotional Competency in Early Childhood' (2019)- 'Te Whāriki TKI' website
Associated policies	Infants and toddlers policy Tiriti o Waitangi position paper

Policy

1. Teachers will demonstrate inclusive practice at all times. This means that equitable opportunities will be provided for each child irrespective of gender, ability and learning needs, age, ethnicity, religion, family structure and values and socio-economic status or background.
2. Each child will learn in an environment where they are respected as competent learners and their mana is upheld.

3. We recognise that all children as having multiple ways of being and encouraged to participate in the curriculum with and alongside others. This is with the lens of 'ko wai au' by having an in-depth knowledge of who each child is.
4. Teachers will assess each child's needs for learning support and plan for this support with families and whānau.
5. It is acknowledged that parents/whānau are the key decision-makers regarding their child. Teachers will work with parents/whānau in order to reach shared decisions about how best to support a child's participation and learning in the kindergarten environment.
6. Teachers with parent/whānau agreement will engage appropriate external agencies, in a timely manner, that can offer specialised support and intervention as a way to continuously enhance the learning and development of children.

Procedures

In the case of a child/children with additional learning needs, the following procedures will apply:

1. When welcoming the parents/whānau of a child with additional learning needs approaches the kindergarten to register or enrol their child, the Head Teacher/Teacher will enquire as to whether there are professionals already working with the child. Whenever possible, in consultation with the parent/whānau and the professionals, a transition meeting shall be held prior to the child attending the kindergarten.
2. When an additional learning need is identified after a child is enrolled, the Head Teacher shall ensure that a range of observations are undertaken by all teachers and documented as early as possible. The Senior Teacher can provide guidance at any stage of this process.
3. Parents/whānau will be strongly encouraged and supported to share in decision-making about the support their child may need by:
 - Discussing information from the observations
 - Sharing their information about their child
 - Discussing and giving consent for referral to support agencies.
4. Where appropriate and agreed a child who has an identified additional learning needs shall have an IDP.
5. At the IEP meeting teachers, in conjunction with parents/whānau and any support groups, other professionals or organisations, will regularly review the child's progress and set further goals.
6. When a child is receiving support from an ESW they are an additional support to the kindergarten teaching team and not attached directly to the child with additional needs. The teaching team will work collaboratively alongside the ESW implementing the goals detailed in the IEP.

7. Head Teachers will discuss with Senior Teachers any barriers to children's participation in learning to support removing or adjusting any barriers.