



Inclusion Statement

We are committed to giving all our children every opportunity to achieve the highest of standards - regardless of their age, gender, ethnicity, attainment or background.

Our Aims and Objectives

Our setting aims to be an inclusive setting. 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 setting:

- 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 Disabilities
- gifted and talented children
- any children who are at risk of disaffection or exclusion

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

- efficient key person observations, record keeping and planning
- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other support to meet the needs of individuals or groups of children, which may well include accepting advice from a range of professionals

We achieve educational inclusion by continually reviewing what we do, through asking and challenging ourselves.

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach their full potential. When planning for them, we take into account their abilities. For some children we use strategies that may normally be appropriate for children of a different age group dependent of the individual needs of the child. This is done to ensure that all children are able to make progress at their own level and at different rates of development.

When the attainment of a child falls significantly below the expected level, we will enable the child to succeed by planning work that is in line with that child's individual needs. Where there are concerns these will be highlighted to our SEND Co-Ordinator.



Where the attainment of a child significantly exceeds the expected level of attainment, we may use materials designed for older children, or extend the opportunities within the area for which the child shows particular aptitude.

We are familiar with the relevant equal opportunities legislation covering race, gender and disability. The setting has an Equal Opportunities officer.

We 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 groupings 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 disabilities or medical needs

Summary

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

This policy was adapted by -

The Director, Managers and Team of Windsor Kindergarten

Date -

February 2017

Date to be reviewed -

February 2018

Name of signatory -

Tanya Webber