



Policy for inclusive practice



Review date: September 2023

Next review: September 2025

Introduction

Hirst Wood Nursery School values the individuality of all of our children. We are committed to ensuring that every child has the opportunity to achieve the highest of standards of equality of opportunity, curriculum, relationships and everything that our School has to offer. We offer a broad and balanced curriculum and have high expectations for all children which is based on viewing each child as an individual. The achievements, attitudes and well-being of all our children matter. We intend to provide education that meets the specific needs of all individuals and groups of children, with the aim to eliminate discrimination. The ultimate purpose of inclusion is to enable children to flourish at Hirst Wood Nursery School and become confident, enthusiastic life-long learners.

We ensure that our inclusive practice and teaching and learning promotes inclusion through:

- Developing a sense of belonging
- Celebrating differences, promoting tolerance and respect
- Having high expectations of ourselves, children and parents
- Genuine partnership working with parents and the wider community
- Welcoming and inclusive ethos
- Attentive and responsive adults, who foster and ensure positive and respectful relationships
- Clear routines which encourage independence
- Access to a wide range of motivating and challenging experiences
- Rich indoor and outdoor provision that is supported by a free flow curriculum
- Exploring the local and wider community, visits and visitors

What do the terms of inclusive practice mean at Hirst Wood Nursery School?

- Being intuitive, flexible and responsive to the abilities, interests and learning styles of all children
- Ensuring consistency and accessibility for all children, considering their personal interests, preferred learning styles and developmental levels
- Working collaboratively and respectfully with children, parents, colleagues and other professionals to ensure equality of opportunity
- Encouraging personalisation of the curriculum through observation, interpretation and in the moment planning
- Embracing Equality, Diversity and Inclusion

Inclusive practice involves an understanding of the following terms so that colleagues are empowered to embed inclusive teaching and learning opportunities:

Inclusion - essentially this means enabling all children with their diverse abilities, for example but not limited to:

Children who are from different countries or ethnic backgrounds

Children with different religious beliefs or none

Children with Special Educational Needs (SEN)

Children with disabilities

Children who are disadvantaged

Children with different learning styles

Children who have different abilities

Anti-discriminatory practice – is an approach that seeks to reduce, undermine or eliminate discrimination and oppression and remove the barriers that prevent people from accessing learning. Discrimination can be overt (explicit) or covert (hidden) and there is no place for either at Hirst Wood Nursery School.

Disability – The Equality Act (2010) refers to disability as impairments which can be either physical or mental that have a long-term impact upon an individual’s ability to function in day-to-day life.

Disadvantaged – This generally refers to the learner’s family’s socio-economic status and financial background and may also include vulnerable learners.

Diversity – The term diversity literally means “difference”. The recognition of diversity is the belief that there should be an overt appreciation and respect for both individual and group differences which encourages not only respect for, but acceptance of, differences between individuals and peoples.

Multiculturalism – Is a term which is used to describe accepted diversity within society in terms of religion, ethnicity, language, class, gender and sexual orientation.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- ‘Special educational needs and disability code of practice: 0 to 25 years’ 2015

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. This policy should be read in conjunction with our policy for Special Educational Needs & Disabilities, our Local Offer, Equalities objectives and Accessibility Plan.

Roles and responsibilities

The Governing Body will ensure that inclusion provision is of a high standard, and will evaluate the effectiveness of the provision and Inclusion Policy on a regular basis through visits to the schools, learning walks, reports and conversations with Headteacher/SENDCo.

The Headteacher will ensure that the management of inclusion remains consistent and effective and is reported upon to the Governing Body throughout the year.

Teaching teams will regularly evaluate children’s progress and liaise with the Special Educational Needs and Disabilities Coordinator (SENDCo)

Parents and carers will be encouraged and supported to work in partnership with the school to support the progress of their child, maintaining strong communication with the school and supporting their child at home to assist in development.

Aims and objectives

Hirst Wood Nursery Schools has a zero-tolerance approach towards prejudicial attitudes and discriminative behaviour, and we will do everything that we possibly can to ensure that all members of the school community are not discriminated against. We believe that inclusion is sometimes about more than treating everyone equally, it is about understanding that different people need different levels of support to achieve greater fairness and opportunity for all. We aim to provide equity for all learners, including parents, whatever their age, gender, ethnicity, impairment, attainment and background. We are proud to be an Enhanced Nursery with specialist places for children with special educational needs and disabilities, this adds to our School provision and we celebrate every member of our population.

What is the importance of inclusive practice?

Inclusive practice provides a better-quality education for all children and is fundamental in changing discriminatory attitudes. Schools often provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when learners of diverse abilities and backgrounds play, socialise and learn together. Learners need to feel that they can bring their whole selves to the School, and that their presence enriches our learning community. We believe that everyone should feel visible, valued, equal and able to participate and contribute fully to the social, cultural and School life. These values, when truly embodied, bring out the best in everyone.

Inclusive practice aims to minimise or remove any potential barriers to learning to facilitate the engagement of all children. The design and delivery of a curriculum can, unintentionally present a range of barriers to learning that could affect some children more than others, and this can result in individuals being unfairly disadvantaged. Through our inclusive curriculum design and delivery, we are proud to provide a highly inclusive environment for all children that meets the varied needs of learners and aims to ensure that all children have equal access to developmentally appropriate learning opportunities.

Inclusion and inclusive practice in the early years is about practices which ensure that everyone belongs - the children, their parents and/or carers, staff and any other people connected with the School. Every child is unique and will develop at their own pace, so it is not about treating all children in exactly the same way but treating each child fairly and paying attention to their individual characteristics, interests and needs. Inclusion is sometimes taken to apply specifically and only to those children identified as having special educational needs (SEN), learning in mainstream settings, however there is a much broader meaning and this applies to the practices, attitudes and, above all, the values that create communities in which everyone feels comfortable, ultimately that they belong and are an important part of that setting.

What is inclusive practice at Hirst Wood Nursery School?

At Hirst Wood Nursery School everyone works to make sure that all learners feel welcome and valued, and that they get the right support to help them develop their individual talents and interests. When education is truly inclusive it can not only benefit all children but also our colleagues, the setting and the wider community. It is essential to recognise that inclusion and inclusive practice is not purely about catering for the needs of learners who may be different or disadvantaged; an inclusive ethos is something that should include all learners, without exception, enabling each individual person in an enabling environment to reach their full potential through participation, not only in the curriculum but in wider School life.

Hirst Wood Nursery School intentionally and meaningfully actively engages all children a wide range of learning opportunities, experiences and environments so that they are able to participate in all that our School has to offer.

How does Hirst Wood Nursery support inclusive practice?

- Children are encouraged to feel safe, valued and welcomed at our School
- We aim to develop a sense of belonging within a community of learners
- Children are able to learn and develop at their own pace, developing metacognition, confidence, resilience and enthusiasm
- Children are empowered to engaged in our teaching and learning through an individualised curriculum that builds on their individual developmental levels and interests
- We will create an environment, both physical and emotional, where everyone is invited to participate as much as they want to and everyone is treated with equal respect and kindness

- We will answer children's questions with simple, straightforward honesty and encouraging open dialogue about disabilities and abilities among children and parents/carers
- We will facilitate interactions and play between children who may be different to each other, especially if a child has difficulty communicating in a way that another child can understand. We are the conduit to communication and will act as a more experienced other to facilitate communication and sustained shared thinking by whatever method the children are using
- Creating a sense of community, where every person is valued as a unique individual who has something to contribute and where everyone is responsible for caring for one another
- Giving children the freedom to explore their ideas about difference through play and conversation, whilst guiding them to be aware and respectful of the feelings and perspective of others
- Shaping children's attitudes while they are young is a tremendous responsibility and privilege that can have long-lasting effects

How do we achieve inclusive practice at Hirst Wood Nursery School?

- A welcoming and supportive ethos that places high value on every member of our community
- An inclusive teaching and learning environment is characterised by all children having the opportunity to engage with the curriculum through active participation as equal members of the School
- A School ethos that changes with each cohort of children, not children changing for the School
- Strong leadership through governance and teaching teams that places great importance on inclusion and the wide range of benefits that it offers
- A specialist team to work with a wide range of children
- Ongoing consultation with children and parents – your views shape our School and our ethos
- Effective staff training with an emphasis on continuing professional development and research to embed our high-quality inclusive practice
- Good working relationship with outside agencies to enhance our offer to children and families
- Regular review and evaluation of our provision with a focus on continuous improvement and development

How do we continue to improve our inclusive practice at Hirst Wood Nursery School?

- To reduce barriers in learning, it is important to provide appropriate, individualised support to children, making information equally accessible to all learners by presenting the same content in varying materials, media and encouraging different learning styles and preferences
- We know that children learn in lots of different ways and, depending on the area of learning, they may want to choose different methods to learn; inclusive practice provides and celebrates this
- Children will form their knowledge, beliefs and attitudes about individuals based largely on the attitudes, words and actions that they see from the adults around them; when colleagues are purposeful about how they include all children, they can be more confident that they are having a positive impact.
- Colleagues working in a truly inclusive environment have wonderful opportunities to shape children's attitudes and behaviour towards the diversity of people they will encounter throughout their life, through the celebration and promotion of mutual tolerance and respect.
- We will reflectively welcome internal and external review of our provision, outcomes for children and continue to enhance and extend our inclusive practice.
- Equity and inclusion are fundamentally different. Equality aims to provide fairness through treating everyone in the same way, regardless of need, whilst equity achieves this through treating people differently depending on their individual needs. To achieve true inclusion the emphasis should be on achieving equity and that is what Hirst Wood Nursery School is striving for. We hope you will agree that this is something unique, to be celebrated, and hope that it is a vision that you wish to be part of.