



The Early Years Centre Nursery Inclusion Policy

2022 - 23

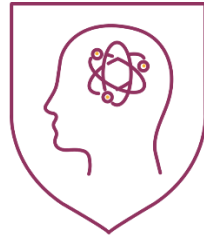
Date last reviewed | August 2022

Review period | Annually

Lead Reviewer(s) | Nursery Manager



“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”



The Science of Learning



Social Enterprise



Student Agency and Innovation

1. Introduction

At GEMS Wellington, we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential. We provide a positive and welcoming environment where all children are supported according to their individual needs and next steps, and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their individual needs.

2. Aims and Objectives

- To provide information for parents and staff around our inclusive practice
- To help staff and parents recognise that all children’s needs are unique
- To understand how staff will work in partnership with parents to support individual needs and enable all children to develop to their full potential
- To understand when and why our inclusion team may be involved in a child’s education
- To understand when and why external agencies may be recommended to support early childhood development

3. Methods

- We communicate each child’s learning journey via Seesaw and regular formal and informal meetings with parents.
- We recognise that every child is unique and will learn and develop at their own individual pace. We do not compare children, and communication with parents focuses on age-appropriate achievements and next steps for each individual child.
- We assess children against the EYFS ‘Development Matters’ check points. At parent meetings, we will report individual achievements, agree unique next steps and make personalised



recommendations around how staff and parents can work together to continue to support development.

- Where we feel that a child is not meeting the EYFS checkpoints we will share this concern with parents and work together to provide additional opportunities for the child to develop in this area of learning. Staff will offer suggestions on how parents can support at home and outside of the Nursery setting.
- Where we feel that, after both staff and parent support, a child is still not meeting age-appropriate check points, we will consult our inclusion team. An inclusion leader may meet with the child's lead teacher and parents to find out more about the child, or she may observe the child during Nursery hours before offering advice around intervention and next steps.
- Where we believe that a child has additional needs, we will work in partnership with parents to understand those needs and how we can best support the child in meeting his/her potential. The Nursery Teacher, in collaboration with the inclusion leader, may create an Individualised Education Plan (IEP) to support staff and parents in meeting the child's needs across the curriculum. The inclusion team may also make some additional recommendations.
- A child's additional needs may be either short-term or long term. Our aim is always to provide early intervention or support which removes any future barriers to learning.
- Where the Teacher and the inclusion team agree that a child would benefit from early specialist assessment or intervention we will make this recommendation to parents. We do not work directly or affiliate ourselves with any specialist companies, but we can make recommendations based on our experiences with other families.