



KINDERGARTEN INCLUSION POLICY

INTRODUCTION

Thomas's Kindergarten is committed to providing a broad and balanced curriculum for all pupils. We recognise that the needs of individuals and groups of pupils are many and varied and can be met through planning to provide opportunities for all pupils to be challenged and included.

AIM

The Kindergarten aims to make practitioners aware of the three principles for inclusion and to modify programmes of study as appropriate to allow each pupil to achieve as high a standard as possible.

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

STRATEGIES

Setting suitable learning challenges

- Knowledge, skills and understanding should be taught in ways that suit the children's abilities
- Practitioners should be flexible in planning to accommodate learning needs at earlier or later stages of the syllabus than that planned for the majority of pupils
- Pupils should be given opportunities to show what they can achieve
- Where attainment falls significantly below expected levels, a greater degree of differentiation will be necessary
- Where attainment exceeds expected levels, planning suitably challenging work can spring from higher levels of study or by exploring greater depth

Responding to children's diverse learning needs

- Practitioners should be aware of the diverse experiences, interests and strengths that the children bring to the Kindergarten which will affect their learning.

We expect practitioners to take account of children's different needs and learning styles by:

- Creating supportive and effective learning environments
- Ensuring children are motivated and attentive
- Using a range of teaching styles to ensure equality of opportunity

- Using assessment strategies that promote individual children’s progress and
- Setting targets for learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

For children who have special educational needs, a disability or who have particular needs with regard to learning English as an additional language; practitioners have a duty to take account of their difficulties and support individuals or groups so they can participate effectively in the curriculum.

Practitioners will:

- have regard for the SEND policy
- co-operate with the SENDCO, the EAL Co-ordinator and access all information regarding pupils’ needs and any advice on learning styles and classroom management
- plan differentiated work where necessary
- support the use of equipment to enable access to the curriculum and completion of tasks
- help children to manage their behaviour and emotions
- plan appropriate classroom support where appropriate
- allow extra time and opportunities for completion of tasks

Pupils who are learning English as an additional language

Children who join Thomas’s Kindergarten for whom English is an additional language will be given opportunities to develop their spoken and written English. Practitioners will take account of pupils’ age, length of time in the UK, skills in other languages or previous educational experience. They will ensure that:

- opportunities for speaking and listening in English are effective and relevant in supporting development across a range of subjects, including technical and idiomatic vocabulary.
- children should be given opportunities to use home language in their socio-dramatic play as it enables them to use richer language.
- arrangements are in place, through differentiation, specific resources, using the children’s first language, where appropriate, to ensure full access to the curriculum and to assessment procedures.

REFERENCES

This policy has been informed by:

HM Gov The Equality Act (April 2010)

DfE statutory guidance ‘SEND Code of Practice: 0 – 25 years’ (January 2015)

See also: [Admissions Policy](#), [EAL Policy](#), [Equal Opportunities Policy](#), [SEND Policy](#), [Teaching and Learning Policy](#),

This policy will be reviewed annually		
Created: March 2012	By:	Tamara Spierenburg, Pimlico Head
Latest Review: May 2017	By:	Kathy Ballantine, Acting Head Changes made
Next Review: May 2018	By:	Kindergarten Head