

INCLUSION STATEMENT

1. Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. This statement helps to ensure that this happens for all the children at our setting regardless of their age, gender, attainment or background.

2. Aims and objectives

2.1 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
- * gifted and talented children
- * any children who are at risk of disaffection or exclusion

2.2 “The Practice Guidance for the Early Years Foundation Stage” documents and the Steiner Waldorf Early Years pedagogy are our starting points for planning in ways that meet the specific needs of individuals and groups of children. We do this through:

- * setting suitable challenges for children
- * responding to children’s diverse needs
- * overcoming potential barriers to the access to and development of individuals and groups of children within the setting
- * providing other support to meet the needs of individuals or groups of children. (This may include accepting advice from a range of professionals)

2.3 We achieve inclusion by continually reviewing what we do, through asking ourselves these key questions:

- * do all our children achieve as much as they can?
- * are there differences in the achievement for different groups of children and if so what are the reasons for these differences?
- * what are we doing for those children who we know are not achieving their best?
- * are our actions effective?

3. Implications when working with children

3.1 We aim to give all our children the opportunity to succeed and reach their full potential. When planning for them, practitioners take into account the abilities of and differences between all of their children

- 3.2** 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 appropriate different rates of development.
- 3.3** When the attainment of a child falls significantly below the expected level, practitioners will enable the child to succeed by planning work that is in line with that child's individual needs. Where we have these concerns, they will be highlighted to our SENCO who is Regine Charriere.
- 3.4** Where the attainment of a child significantly exceeds the expected level of attainment, practitioners may extend the opportunities for work within the area or areas for which the child shows particular aptitude.
- 3.5** Practitioners are familiar with the relevant equal opportunities legislation covering race, gender and disability discrimination. The setting has an Equal Opportunities officer who is Regine Charriere.
- 3.6** All practitioners 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

4. Summary

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

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