

# Thanet Early Years Project

## Inclusion Policy

Thanet Early Years Project (TEYP) promotes inclusive values and practice. Our settings are open to all and we work hard to make them accessible for all children and families. We view inclusion as an approach to education and childcare whereby all practice and procedure is underpinned by inclusive values and where the diversity of children within their communities is fully recognised by practitioners.

### **Our aims**

- To reduce the barriers to play, learning and participation for all children.
- To increase the participation of all children and adults within the settings.
- To respond to the diversity of children in their communities.

### **Our methods**

- We acknowledge the right of children to good quality care and education in their locality.
- We believe that children learn through play, that they are capable of directing their own learning and play and are capable of supporting one another within an enabling environment which we aim to create.
- We carry out observations on all children so that we can plan for their needs and then make careful assessments to enable us to minimise barriers to play, learning and participation.
- We encourage the development of shared values within the learning community by creating an ethos of fairness, compassion and a respect for difference. We encourage our practitioners to have a broad awareness of how improving outcomes for all children will enhance their future prospects.
- We recognise that parents are the primary educators of their children and welcome them into the settings to contribute to and be part of their children's learning.
- We pay careful attention to the conditions of teaching and learning within our settings. We achieve this by regular in-house training, a culture of reflective and reflexive practice and careful systems of monitoring and review. We encourage children and practitioners to have their say in all that we do.
- We remain flexible and responsive with reference to the care and education of children. We aspire to be progressive and knowledgeable in our thinking and to make changes as and where appropriate.

- We encourage children to be independent, to make choices and to take an active role in their own learning. We engage with the children's own interests and plan individually to ensure that each child is able to reach their full potential and that barriers are minimised.
- A key person approach ensures that children feel secure and valued. TEYP recognises the importance of attachment on young children's emotional well-being and practitioners work to build positive relationships with their key children and their families.
- TEYP is fully aware and supportive of legislation relating to inclusive practice. This includes the Disability Discrimination Act (1995), the Race Relations (Amendment) Act (2006), the Sex Discrimination Act (1975) and the Employment Equality (Sexual Orientation) Regulations, (2003).
- TEYP will seek to support, as far as is practical, any child that has or is affected by a medical or health condition to ensure his or her health and safety, welfare and inclusion in school life.
- We recognise that exclusionary pressures on children with disabilities may have nothing to do with their disability and aim to avoid thinking in stereotypes. TEYP is aware of the stigma, discrimination and social isolation surrounding some disability (eg. HIV and Aids) and actively promotes awareness and inclusion to support children who are either infected or affected by the virus.
- TEYP works in partnership with a range of external agencies to support the inclusion of all children. These include Speech and Language Therapists, Advisory teachers, Behaviour Support Services, Health Visitors, Setting Improvement Partners and Area Sencos.