

Inclusion of Children with Diverse Needs Policy

Designation: Curriculum

Rationale:

Inclusive education means all tamariki are engaged and achieve through being present, participating, learning, and belonging. It means all learners are welcomed by the kindergarten, and are supported to play, learn, contribute, and participate in all aspects of life. Te Rāwhiti Kindergarten is committed to ensuring equitable opportunities are provided to tamariki with diverse learning needs and that they are positively and holistically supported in their learning journey.

Te Whāriki:

Belonging/Mana Whenua: Tamariki experiences an environment where they know they have a place.

Procedures:

1. The kaiārahi is the kindergarten SENCO (Special Educational Needs Co-ordinator) and will support kaiako in working with tamariki with diverse needs. The kaiārahi will consult with the school SENCO for tamariki on the school roll and prior to a transition to school.
2. At the time of enrolment, the kaiārahi and class kaiako will host a hui of parents/whānau and the other professionals involved in the care of the tamaiti, to discuss and identify the support needs while at kindergarten.
3. Through this meeting, Te Rāwhiti will identify the options available to meet those needs and the agencies responsible for funding or resourcing those options. This may include relevant PLD to upskill staff and specific resources needed to support the developmental needs of tamaiti.
4. Te Rāwhiti will provide clear information on what it can do to meet the needs of the tamaiti and the limitations associated with that. If the needs of the tamaiti are not met due to limited resources and/or funding, Te Rāwhiti will work collaboratively with parents/whānau to find other possible solutions.
5. A kindergarten Individual Education Plan (IEP) reflecting the above will be drawn up for the tamaiti, identifying the diverse supports the tamaiti will receive and from whom. This plan will be reviewed annually; or any time the needs of the tamaiti change.
6. Once enrolled, tamariki with diverse needs will be given equitable opportunities for learning and will not be excluded from any area of the programme unless this is the wish of their parents/whānau.
7. Staff will work collaboratively and communicate effectively with parents/whānau, Education Support Workers and outside support agencies and will attend individual education plan hui where necessary.

8. If staff do not have the expertise to support and enhance a particular child's development, or if the safety of other tamariki is being compromised, the matter will be discussed with parents/whānau regarding specialist services and learning environments that may better meet the needs of the tamaiti.
9. If, once enrolled, a tamaiti demonstrates diverse needs, kaiako will meet with parents and whānau to discuss their observations and, where necessary, work together to develop an Individual Education Plan (IEP). If more support is required with whānau permission, the kaiārahi and class kaiako will work together to seek the support of outside agencies and/or make a referral to early Intervention/Learning Support.

Links To:

- Education (ECS) Regulation 2008: 43
- He Māpuna te Tamaiti: Supporting Social and Emotional Competence in Early Learning.
- Te Whāriki online webpage [Inclusive Practice](#).

Authorised:	Tash Robertson
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