

## Inclusion of Children with Diverse Needs Policy

### **Rationale:**

Inclusive education means all tamariki are engaged and achieve through being present, participating, learning, and belonging. It means all learners are welcomed by their 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 additional learning needs and that they are positively and holistically supported in their learning journey in order to uphold Education (ECS) Regulation 2008: 43.

### **Te Whāriki:**

Belonging/Mana Whenua: Tamariki experience 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.
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 kaiako 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 tamaiti's needs are not met due to limited resources and/or funding, Te Rāwhiti will work collaboratively with parents/whānau to find other possible solutions. Parents are not responsible for financially funding any such solutions.
5. A kindergarten Individual Support Plan reflecting the above will be drawn up for the tamaiti, identifying the diverse supports the child 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. Kaiako will work collaboratively and communicate effectively with parents/whānau, Education Support Workers and outside support agencies and will attend individual development programme hui where necessary.
8. If kaiako 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 additional needs, kaiako will meet with parents and whānau to discuss their observations and, where necessary, work together to develop a kindergarten Individual Support Plan. If more support is

required and parents give permission, kaiako will seek the support of outside agencies and/or make a referral to early Intervention/Learning Support.

<b>Authorised:</b>	Shelley Wrigley
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<b>Consultation Undertaken:</b>	Yes