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MOORLANDS CENTRE NURSERY SCHOOL

POLICY FOR INCLUSIVE EARLY YEARS EDUCATION

Adopted April 2013
Reviewed May 2021

INTRODUCTION

At Moorlands Centre Nursery we believe that all children are entitled to make the most of their opportunities. In order to achieve this we must:-

- Provide a broad, balanced and stimulating curriculum which will be accessible to all children
- Ensure that all children are able to feel safe and secure
- Enable all children to feel valued and to develop high self esteem

For all staff this will involve:-

- Identifying any barriers which may prevent them from reaching their potential whilst in Nursery
- Working as a team, alongside parents, the local community and other professionals to address these barriers and ensure high expectations are maintained for all children
- A commitment to reflective practice, continuing professional development and rigorous self-assessment

DEVELOPING HEALTHY LIFESTYLES

- Curriculum planning will use the Early Years Foundation Stage (EYFS) to develop children's awareness of healthy practices with regard to hygiene, eating, exercise and sleeping
- All children will be encouraged to develop independence, so that they can manage their own personal hygiene, dressing, etc
- All children will be encouraged to play outside on most days and will have a range of challenging activities to encourage physical activity and enjoyment
- A healthy snack will be offered to children each day, along with their free milk entitlement. Children will be encouraged to try new foods, particularly fruit and vegetables, and foods from a range of cultures. Individual dietary needs will be taken into account and children will be offered alternatives
- The Nursery staff will work in conjunction with Moorlands Centre staff and other agencies to provide parents with support and information regarding children's health and to promote healthy lifestyles
- Children will be encouraged to communicate their needs and feelings (through the use of signs for feelings) and to be assertive, giving them the confidence to make their own healthy choices

SAFEGUARDING

- In line with the guidance in the Early Years Foundation Stage, children will be encouraged to express themselves confidently and to use language to deal with conflict
- Staff will treat each other, the children, parents/carers and other adults with consideration and respect, and act as role models for children
- When conflict does arise between children, staff will deal with children firmly but fairly, working with them to help them resolve their own difficulties. If necessary we will inform parents, and work with them to resolve any emotional or behavioural issues (Ref; Behaviour Policy)
- Staff will receive appropriate training in identifying and dealing with Child Protection issues, and all concerns will be reported to the member of staff responsible for safeguarding in accordance with the Nursery's Child Protection policy
- Staff will work with Moorlands Centre staff, other professionals and the local community to provide help and support to families who are experiencing difficulties, thus enabling them to be in a better position to ensure their children's safety and well being

The four themes of the EYFS underpin the principles of Moorlands Nursery school Inclusion Policy.

A Unique Child + Positive Relationships + Enabling Environments = Learning and Development

- All children will have access to high quality Early Years education in accordance with the Guidance for the EYFS
- There will be a strong emphasis on Personal, Social and Emotional Development, Communication and Language and Physical Development as these are key elements in laying down the foundations for all learning
- Curriculum planning will be at Long, Medium and Short term levels and will focus on all seven areas of learning as defined by the EYFS and informed by regular observation based assessment
- There is a strong system of observation whereby written, photographic and video observations are made in the course of adult led activities, and when spontaneous opportunities arise. Children are also targeted for more detailed observation at regular intervals. These observations are used on a week to week basis to inform short term planning, and on a termly basis to assess children's progress against the EYFS and to inform the 'next steps' for individual children
- There will be a balance of adult led and child initiated activities with children being encouraged to work independently, and to begin to take responsibility for their own learning, in a supportive and stimulating environment
- There is a commitment to the highest affordable level of staffing, and to the employment of well qualified staff. All staff are also encouraged to develop and extend their skills and knowledge through training, reflection and discussion. This ensures that all children will have regular access to well qualified staff both in small groups and as individuals
- When planning for both groups and for individual children, account will be taken of individual needs and learning styles. Staff will use observation based assessment to raise their awareness. These might include children with learning difficulties, physical disability, children for whom English is an additional language or children who are experiencing behavioural or emotional difficulties.
- Where children are experiencing difficulties, staff will work closely with parents and carers, and when appropriate, with outside agencies in order to address these
- The head teacher is the named SENCO. (Special Educational Needs Coordinator) The SENCO will work with Key workers and other Nursery staff to identify any children with additional needs and where appropriate children will have an SEN Targeted Plan put in place. These will be monitored in accordance with the SEN Code of Practice.

- Additional support from outside agencies such as SLT (speech and language therapist) will be sought as necessary
- Nursery staff will work in partnership with parents/carers to ensure all children receive the appropriate support to meet their needs
- As far as possible, no child will be excluded from any activity on the grounds of ability, race, gender or language. However, in order to ensure that children are fully included, every effort will be made to provide appropriate support
- Children will have planned activities outside the Nursery, such as trips to a farm or Safari Park, walks around the local area, or visits to see children's productions at local theatres. These will serve to extend their horizons and give them a range of enjoyable and memorable experiences.
- The Nursery has a strong behaviour management policy, based on the principle that children who have good self esteem, and who are able to communicate their needs and feelings, will be in a good position to develop self discipline, and to take account of the needs of others
- Children are encouraged to be independent in a variety of ways including managing their own personal needs, making their own choices of activity, finding their own resources and tidying up after themselves. They are also taught to resolve conflict by talking to other children, and learning the skills of negotiation
- All children have the opportunity each day to sit together, listen to each other and adults, and eat together. This encourages them to understand and respect the needs of others, to share and take turns, and to expect others to listen and respect them
- We recognise the importance of ensuring that the curriculum and the Nursery environment reflect the cultural diversity within the Nursery and this is taken into account when planning topics such as celebrations and special occasions
- Children are encouraged to be aware that everyone is different and topic planning reflects this. They are encouraged to confidently discuss the makeup of their own personal family unit
- Staff have an important role to play in ensuring that all children are listened to, and that they feel valued. This is done through individual conversations, through the celebration of children's achievements in displays, photographs, at group times, or by sticker charts, etc, to celebrate good behaviour, and takes account of children's particular strengths across all areas of learning. The ability to communicate is vital to every child's progress and where children are identified as experiencing difficulty, appropriate support will be put in place. This may involve the support of a language assistant from the EMA team, it may involve supporting parents in seeking help from the Speech and Language Therapy Service or it may be including the children in specific targeted activities to develop specific skills

- Staff also need to communicate children's successes to parents. This is done informally through day to day conversations, by sharing children's books and photographs and more formally by inviting parents/carers to 'focus' consultations. All parents are encouraged to engage in the many learning opportunities that focus on the EYFS
- We believe that having high expectations for all children in terms of behaviour and achievement, helps to lay the foundations for future success in all fields of endeavour. The curriculum is designed to give children a wide variety of experiences, to develop independence, self confidence, a disposition to learn and to challenge children intellectually
- The Nursery plays an active part in encouraging and supporting parents to use the services provided by the Moorlands Family Centre and elsewhere, including advice and training in order to improve their own circumstances. Many of these services allow families free or affordable crèche places for children
- We aim to offer volunteering opportunities that will encourage both children and their parents/carers to experience firsthand career opportunities within Early Education

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Staff and Governors of the Nursery are committed to working in close co-operation with local partners, particularly Moorlands Family Centre and all schools in Milton Keynes in order to give children and their families the opportunity to access high quality education, alongside extended facilities and support.