Inclusive Education Policy

Aligned with EYFS Framework and Dubai Inclusive Education Policy Framework

Policy Title: Inclusive Education Policy

Policy Number: WWN/INCL/2025

Date of Adoption: 01 September 2025

Date of Review: 01 September 2027

Responsible Person: Inclusion Support Coordinator (ISCO)/Inclusion Teacher

1. Policy Rationale

At Wonder Whiz Kids Nursery, we believe that all children are entitled to an education that enables them to develop a strong sense of identity, confidence, and belonging. Inclusion is at the heart of our setting, and we strive to create an environment where every child is supported to reach their full potential regardless of ability, background, or need.

This policy defines how we identify, support, and track children of determination, ensure inclusive planning and assessment, and work in close partnership with families and external agencies. It is aligned with the Dubai Inclusive Education Policy Framework, EYFS statutory guidance, and our own Teaching, Learning, and Assessment Policy.

2. Aims and Objectives

- To create an inclusive, child-centered setting where all children feel safe, valued, and respected.

- To identify developmental needs and delays early, using a range of strategies including statutory milestones and professional observation.
- To support children of determination with tailored interventions and collaborative planning.
- To ensure that inclusion is embedded in all aspects of teaching, learning, assessment, and safeguarding.
- To equip staff with knowledge, tools, and confidence to implement inclusive practices.
- To work in partnership with families, therapists, and external specialists to secure positive outcomes.

3. Routes of Identification for Children of Determination

We recognize two primary routes to identifying children of determination in our setting:

A. On Admission (Pre-existing Needs)

- During the admission process, parents are asked to share any known developmental concerns, medical conditions, or previous assessments (e.g., speech delay, diagnosis of autism, sensory needs).
- The Inclusion Support Coordinator (ISCO) conducts a pre-settling interview to gain a holistic understanding of the child's needs and liaises with any external professionals already involved.
- A Baseline Assessment is conducted during the first 4 weeks using EYFS age bands and observational records. This enables us to plan appropriately from the start.
- If significant needs are evident, an Individual Education Plan (IEP) is co-created with the family and reviewed regularly.

B. Post-Admission (Emerging Needs/Slow Progress)

- Some needs emerge later, during a child's time in the setting. Practitioners are trained to observe patterns of slow or atypical progress against EYFS development milestones.
- If a child is not progressing at the expected rate for their age despite high-quality teaching, the practitioner flags the concern to the ISCO.

- A focused observation cycle (minimum two weeks) is initiated, and progress is monitored closely in collaboration with parents.
- If needs persist, the child may be referred for an IEP, external evaluation (e.g., developmental paediatrician, SLT), or other support measures.

4. Use of EYFS Milestones, ELGs, and Two-Year Progress Check

We use statutory EYFS milestones to guide identification and support:

- Baseline Assessment: Completed within the first month of joining, referencing the Development Matters (2021) and/or Birth to 5 Matters guidance.
- Two-Year Progress Check: For children aged 24–36 months, this statutory assessment helps highlight delays in communication, physical, or PSED development.
- Ongoing Formative Assessment: Through Tapestry or a similar platform, observations are regularly recorded and compared with age-expected outcomes.
- End-of-FS2: For children in FS2, attainment is measured against the Early Learning Goals (ELGs). Where gaps remain, we prepare transition reports for school settings.

These data points support identification, IEP development, and curriculum adaptation.

5. Inclusive Support Provision

We commit to delivering high-quality differentiated provision through:

- Individual Education Plans (IEPs) or Targeted Learning Plans tailored to each child's learning profile.
- Adjustment of environment, teaching style, resources, and routines to suit individual sensory or learning needs.
- One-to-one or small group intervention delivered by a qualified practitioner or therapist.
- Use of inclusive tools: visual schedules, sensory aids, calm corners, communication books.
- Regular review of intervention strategies based on progress.

- Emotional support through wellbeing routines, circle time, and PSED-focused activities.

6. Expectations for Children with Exceptional Needs

Children with significant additional or complex needs are expected to:

- Be supported in a way that promotes dignity, independence, and full participation in daily activities.
- Receive consistent, tailored adult support where required (with shadow teacher or 1:1 if advised by medical/therapy reports).
- Access a curriculum adapted to their developmental stage rather than chronological age, ensuring meaningful engagement.
- Have frequent contact between the nursery, family, and external support team to ensure cohesion.
- Be included in group learning, play, trips, and events unless health and safety concerns necessitate adaptation.

7. Gifted and Talented Learners

For children demonstrating above-expected ability:

- We use practitioner observation and parental insights to identify strengths (e.g., early reading, strong motor skills, leadership).
- Enrichment plans are created to provide deeper challenges and independent thinking opportunities.
- Open-ended inquiry projects, expressive arts, storytelling, and problem-solving are encouraged.
- Gifted children are supported emotionally to maintain peer relationships and avoid pressure or isolation.

8. Roles and Responsibilities

All staff are responsible for promoting inclusion.

The Inclusion Support Coordinator will:

- Oversee identification and planning for all children of determination.
- Coordinate IEP meetings and referrals.
- Liaise with KHDA, parents, external specialists, and support teachers.
- Lead professional development on inclusion.
- Monitor documentation and track progress.

Lead Teachers and Practitioners will:

- Observe and record children's progress regularly.
- Use formative assessment to tailor learning.
- Implement IEP strategies and seek guidance when needed.
- Communicate with parents and collaborate during reviews.

9. Parent and Specialist Partnership

- We maintain open, respectful, and confidential communication with families at all stages.
- IEPs, support plans, and concerns are discussed transparently.
- Families are invited to termly review meetings.
- Referrals to external professionals are made in partnership with parents, with signed consent.

10. Monitoring and Review

- IEPs and progress plans are reviewed every 6–8 weeks or sooner as needed.
- Inclusion provision is monitored through progress meetings, internal audits, and staff reflections.
- The Inclusion Support Coordinator evaluates the effectiveness of provision annually and updates the SLT.

11. Alignment with Other Policies

This policy should be read alongside:

- Teaching, Learning, and Assessment Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- Behaviour Management and Wellbeing Policy

12. Glossary

- Children of Determination: Children with developmental, learning, emotional, sensory, or physical needs.
- ELGs: Early Learning Goals – expected levels of development by the end of FS2.
- IEP: Individual Education Plan.
- FS2: Foundation Stage 2 (Year before Year 1 in British curriculum).
- Two-Year Progress Check: Mandatory check of development between 24–36 months.