

Policy Title: Inclusive Education Policy

Classification: Teaching and Learning

Monitored by: Senior Teachers

Approved by: GM Professional Services

Effective Date: May 2021

Review Date: May 2023

Objective: To respect all children as competent learners who have equitable access to support and resources for their learning, irrespective of gender, ability, age, ethnicity or background.

Commitment: Teaching practices will be inclusive of all children, including those with individual needs. Teachers will use observations, assessment and planning practices that contribute to the child's learning and development.

Related Documents

- He Māpuna te Tamaiti
- Supporting Children's Social Competence Policy
- 'Application for Teacher Support' form (attached)
- Communication: Teachers – Whānau Policy

Policy Details:

1. HCK provides ongoing professional learning and development (PLD) to support teachers to work more effectively with diverse learners and children with behavioural issues. This includes but is not limited to employing specialised staff, such as a Speech Language Therapist and teachers who hold a Postgraduate Diploma in Specialist Teaching: Early Intervention.
2. Teachers meet termly through the Learning Support Network to engage in PLD and discuss diverse learners and children with behavioural issues.
3. Teachers will assess each child's strengths and needs. Where appropriate, they will develop an Individual Learning Plan (IP) that identifies the support the child requires to assist them to be a successful learner.
4. Parents/whānau are key decision-makers regarding their child. As such, teachers will work with them to reach shared decisions about how best to support their child's participation in kindergarten. They will be involved in the development and evaluation of their child's IP.
5. With the consent of parents/whānau, teachers will seek guidance and information from specialist services associated with the child and family.
6. Senior Teachers and Head Teachers will work collaboratively, identifying the type of support that is required for individual children.
7. HCK annually identifies a budget to support teachers to work more effectively with diverse learners and children with behavioural issues. Teachers will discuss with their Senior Teacher any additional support required while awaiting MoE Learning Support assistance. They will complete the 'Application for Teacher Support' form (attached).

8. The nature of the application will be discussed with whānau prior to its submission to HCK. HCK does not allow parents to employ additional staff to work with their child in our kindergartens.
9. Any additional support provided by HCK will be reassessed in the timeframe identified on the application form.
10. Any additional teacher support provided to teams from either MoE or HCK will follow the Mahi Tahī model.
11. Where extreme behaviours have been identified, and progress is not occurring despite the IP, additional expert assistance will be sourced. This will only be done after consultation with parents/whānau.

Review:

This policy will be reviewed biennially in consultation with staff.

Application for Teacher Support



Kindergarten	
Date of Application	
What is the challenge?	
How do you plan to address the challenge? What is the planned outcome?	
Has a discussion occurred with whānau re additional support?	
If reapplying for funding for same child/ren – what progress has been made?	
What funding is required?	
How long is funding required for?	
How and when will this be reviewed?	
If our application is successful, we agree that at least one member of our team will attend the termly Learning Support Network Meetings	Teacher/s attending this meeting: _____ _____ _____
Discussed and approved by ST Team	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved Comment: Signed _____ Date _____