



Inclusive Education Policy

Te Kaupapa Here mō te Mātauranga Urutomo

Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito: July 2026 | Hūrae 2026

Next Review | ā houanga arotake: July 2027 | Hūrae 2027

Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

Key Accountabilities | Ngā Takonga Tuatahi: Chief Operating Officer, Senior Teachers, Etu Ao Visiting Teacher Lead

Introduction | Tīmatanga Kōrero

The purpose of this policy is to:

- All children and families have a right to attend a kindergarten or Etu Ao, home-based services, where they feel safe and belong as their authentic self.
- All children attending kindergarten and Etu Ao, home-based services are respected as learners and have equitable access to support and resources for their learning irrespective of sex, gender identity, disability, neurodiversity, ability and support needs, age, ethnicity, religion, family structure and values and socio-economic status.
- The mana of the children and their whānau/family/caregivers is always upheld.
- There are processes for responding to any potential barriers to support participation and create safe environments for each child and their whānau/family/caregiver, including internal and external support. Eg excursions, visitors.
- Our practices are consistent and informed by current pedagogical theory and research.
- Our whānau based approach allows tamariki to be supported and learn together within their own social and cultural context.

Definition:

- 'IEP' - Individual Education Plan
- 'ITP' - Inclusive Teaching Plan
- 'AP' - Awhi Plan
- 'EIA' - Early Intervention Advisor
- 'ESW' - Education Support Worker
- 'LS' - Learning Support, section of Ministry of Education
- 'OT' – Oranga Tamariki
- 'ICAMS' – Infant Child and Adolescents Mental Health Service.

Applies To | Ko Wai Whakahāngaitia

This policy applies to all People, Teachers, relievers, Visiting Teachers, Navigators, Transport team and TONI Educators, Kaimahi, Administrators and Support Staff employed or contracted by He Whānau Manaaki o Tararua Free Kindergarten Association (Whānau Manaaki).

General Principles | Mātāpono Whānui



1. All people employed or contracted by Whānau Manaaki will always uphold inclusive practice. This means that equitable opportunities will be provided for all individuals irrespective of sex, gender identity, disability, neurodiversity, ability and support needs, age, ethnicity, religion, family structure and values and socio-economic status or background.
2. Each child will learn in an environment where they are respected as competent and confident learners, and their mana is upheld.
3. We recognise that each child comes with their own culture, language and identity - “Ko wai au” guides us here to ensure we are responsive to this.
4. All children have the right to learn with and alongside their peers.
5. Through whakawhānaungatanga, responsive, respectful and reciprocal relationships, Teachers, Visiting Teachers and TONI educators will gather information for each child through a wide range of strategies e.g. kānohi ki te kānohi (face to face) conversations with whānau/family/caregivers and notice, recognise, respond processes, email, Storypark, and learning stories.
6. Collaborative decision-making is at the heart of reaching shared understandings about how best to respond to a child’s participation and engagement with quality learning in the kindergarten environment.
7. Alongside whānau/family/caregiver (with informed consent), Teachers, Visiting Teachers and TONI educators will engage appropriate internal (such as the Whānau Manaaki Learning Support team) and external agencies and services, in a respectful and timely manner, that can offer specialised support that support holistic outcomes for children.
8. Teachers and TONI educators will ensure that all approaches support equity to ensure that children are able to engage in our services in their own ways and time.
9. Teachers will advocate with external agencies about best outcomes for children and families and uphold their language, culture and identity.
10. Teachers and TONI educators will ensure they use anti-bias and anti-discriminatory practices, upholding inclusive language and respectful interactions for all children and their families.
11. Teachers and TONI’s model and use appropriate and respectful language that upholds the culture, values, concepts, identity, and mana of the child and their family (i.e. Takiwatanga – In their own time and space; Aroreretini – attention flows to many things).

Relevant Legislation and Regulations | Whaitake Ture me Waeture

- Education (Early Childhood Centres) Regulations 2008
- Education (Home-based Education and care) Regulations 2008

Ministry of Education publications:

- ‘He Māpuna te Tamaiti. Supporting Social and Emotional Competency in Early Childhood’ (2019)
- ‘Te Whāriki TKI’ website
- Te Kōrerorero

Related Procedures or Processes and Documents | Pākanga Tukanga me Pukapuka



- Request form for Whānau Manaaki Learning Support
- Inclusive Education Guidelines
- Te Tiriti o Waitangi position paper (Tūmanako)
- Social and Emotional Competency Policy/Guidelines
- Staffing Support Policy
- Privacy Policy
- Kawa Policy

Policy Review Cycle | Kaupapa Arotake Hurihanga

This policy is to be reviewed every year. Whānau Manaaki may amend or cancel this policy or introduce a new policy, as it considers it necessary within the current cycle of the policy. Any amendments will be considered by the policy Working Group and will need to be approved by the Senior Leadership Team and the Board. The policy will continue on the same review cycle.

