



Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito: June 2024 | Hune 2024

Next Review | ā houanga arotake: June 2025 | Hune 2025

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:

To ensure that:

- All children and whānau have a right to attend a kindergarten or Etu Ao where they belong as their authentic self.
- All children attending kindergarten and Etu Ao are respected as learners and have equitable access to support and resources for their learning irrespective of gender, disability, neurodiversity, ability and learning needs, age, ethnicity, religion, family structure and values and socio-economic status.
- Children's whānau/family/caregivers' mana is always upheld.
- There are processes for responding to any potential barriers to appropriate participation for each child and their whānau/family/caregiver, including internal and external support.

Definition: [?](#)

- 'IEP' Individual Education Plan
- 'EIT' Early Intervention Teacher
- 'ESW' Education Support Worker
- 'LS' Learning Support, section of Ministry of Education

Applies To | Ko Wai Whakahāngaitia

This policy applies to all People, Teachers, Visiting Teachers, Drivers, Drivers Assistants and TONI Educators employed or contracted by He Whānau Manaaki o Tararua Free Kindergarten Association (Whānau Manaaki).

General Principles | Mātāpono Whānui

1. Teachers, Visiting Teachers and TONI Educators will always uphold inclusive practice. This means that equitable opportunities will be provided for each child irrespective of gender, disability, neurodiversity, ability and learning 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 has multiple ways of being and has a right to participate in the curriculum with and alongside their peers. We use the lens of 'ko wai au' to grow an in-depth knowledge of who each child is.
4. Teachers, Visiting Teachers and TONI educators will gather information for each child primarily through kanohi ki te kanohi (face to face) conversations with whānau/family/caregivers and use notice, recognise, respond processes to inform further plans.
5. Collaborative decision-making is at the heart of reaching shared understandings about how best to support a child's participation and learning in the kindergarten environment.
6. Teachers, Visiting Teachers and TONI educators with whānau/family/caregiver agreement, will engage appropriate internal (such as the Whānau Manaaki Learning Support team) and external agencies and services, in a timely manner, that can offer specialised support.

Relevant Legislation and Regulations | **Whaitake Ture me Waeture**

Ministry of Education publications:

- 'Collaboration for Success: The IEP Guidelines (September 2011)
- 'He Māpuna te Tamaiti. Supporting Social and Emotional Competency in Early Childhood' (2019)
- 'Te Whāriki TKI' website
- Te Korero
- National Education Learning Priorities (NELP)
- Request form for Whānau Manaaki Learning Support

Related Procedures or Processes and Documents | **Pākanga Tukanga me Pukapuka**

- Inclusive Education Procedure
- Infants and Toddlers policy
- Tiriti o Waitangi position paper (Tūmanako)
- Social Competency Policy/Criteria
- Staffing Support Policy

Policy Review Cycle | **Kaupapa Arotake Hurihanga**

This policy and its related procedure are 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 the same review cycle.



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Procedures

In the case of a child/children requiring support, the following will apply:

1. When enrolling a new child, the Head Teacher/Teacher/Visiting Teacher will enquire as to whether there are professionals or services currently working with their child. Whenever possible, Head Teachers/Visiting Teachers will gather information from whānau/family/caregivers and professionals, that will contribute to a smooth transition.
2. Head teachers/Visiting Teachers will ensure that when teachers/educators have a concern, they will document their observations to gain a better understanding of the child and to consider what practices /intentional teaching strategies may support the child's participation. The Senior Teacher can provide guidance at any stage of this process.
3. Head Teachers/Visiting Teachers will engage with Whānau/family/caregivers to:
 - Discuss information from observations,
 - Share information from home about their child,
 - Discuss possible services that could support their child and gain consent when required for referral/request to internal or external support agencies.
4. Where appropriate and agreed, a child will have an IEP.
5. At the IEP meeting, Teachers/Visiting Teachers, in collaboration with whānau/family/caregivers and any support groups, other professionals or organisations, will review the child's progression and consider plans that will support ongoing learning. The purpose of the plan is for teachers/educators/whānau/family/caregivers to be clear about the practices that will support the child's learning.
6. When a kindergarten teaching team/Etu Ao is receiving ESW support for a child, this will allow the team to work alongside the ESW implementing the practices as agreed in the IEP.
7. Head Teachers/Visiting Teachers, in consultation with their Senior Teacher, may request assistance from the Whānau Manaaki Learning Support team to guide the team when implementing strategies to support children.
8. Head Teachers/Visiting Teachers will discuss with Senior Teachers any barriers to children's participation in learning, to support removing or adjusting any barriers.
9. Each kindergarten/Etu Ao will identify their 'ko wai au' approach to inclusive education in their Te Manawa procedures.

