



Killermont Early Years Centre Including Every Learner



Rationale

Our setting is committed to providing an inclusive, welcoming, and nurturing environment where all children, families, and staff feel valued, respected, and supported. We recognise and celebrate diversity in culture, language, ability, gender, religion, and family circumstances, and ensure that every learner has equal access to high-quality early learning and childcare.

We believe that inclusion is about removing barriers to participation and learning, and actively promoting opportunities for all children to thrive.

Aims

Our service will aim to:-

- Use audit tools (Up, Up and Away) to provide an environment where every child feels safe, respected, and included.
- Recognise and celebrate individual differences, ensuring equity of access to learning and play opportunities.
- Identify and reduce barriers to learning and participation for all children.
- Work in close partnership with parents, carers, and external agencies to support children's development and wellbeing.
- Comply with the Equality Act 2010, Additional Support for Learning (Scotland) Act 2004 (and amendments), Getting It Right for Every Child (GIRFEC), and the UN Convention on the Rights of the Child and East Dunbartonshire Councils Including Every Learner Policy.

Inclusive Practice

Environment

- Provide a safe, accessible, and stimulating learning environment.
- Adapt resources, furniture, and play areas to meet individual needs (e.g., mobility, sensory needs, and communication).
- Ensure displays and materials reflect diverse cultures, languages, and family structures.

Curriculum and Learning

- Plan experiences that reflect children's interests, abilities, and backgrounds.
- Differentiate learning opportunities to ensure participation of all children, including those with additional support needs.
- Use play-based and child-centred approaches to foster inclusion and participation.

Language and Communication

- Promote the use of inclusive language and avoid stereotypes.
- Value home languages alongside English, using translation, visuals, and key words from families where possible.
- Frameworks will be used to support inclusive practices and support all children's development within language and communication.

Staff Practice

- Staff will model inclusive attitudes and behaviour.
- Training will be provided to develop knowledge of equality, diversity, and inclusion.
- Staff will reflect regularly on their practice to challenge bias and discrimination.

Supporting Every Learner

- Children with additional support needs will have individual support plans or personal plans as required.
- Support will be provided in line with GIRFEC principles, ensuring that every child's wellbeing indicators (SHANARRI – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) are met.
- Where needed, staff will work in partnership with speech and language therapists, educational psychologists, health visitors, and other professionals.
- Transitions will be planned carefully to support inclusion, both into the setting and when moving on to primary school.

Working with Families

- Families will be welcomed as equal partners in their child's learning journey.
- Cultural and religious practices will be respected and accommodated.
- We will maintain open, regular communication with families and involve them in planning and reviewing support.

Promoting Equality and Tackling Discrimination

- Discrimination, prejudice, or exclusion in any form will not be tolerated.
- Staff will challenge discriminatory behaviour and use it as a learning opportunity for children.
- Resources and experiences will be chosen to positively represent diversity and challenge stereotypes.

Monitoring and Evaluation

- Staff will use self-evaluation frameworks (e.g., Realising the Ambition and the New Quality Improvement Framework to reflect on inclusive practice.
- Continuous improvement plans will include actions to strengthen inclusion across the setting.
- The inclusion policy will be reviewed annually with input from staff, families, and children.

Policy Updated	September 25
Review Date	September 26
Reviewed By:	Patricia Ross Depute Head of Centre
Document	Document Links
Quality Improvement Framework	Nurture, Care and Support Wellbeing, Inclusion and Equity
Health and Social Care Standards	1.3,1.6, 1.9,1.2,1.19,2.7
Realising the Ambition	8.7,8.8
UNCRC	Article 3, Article 23, Article 28, Article 29