

Auchinairn Early Years Centre



Nurture and Inclusive Practice Policy

At Auchinairn Early Years Centre, we believe that every child deserves to feel safe, valued, respected and included. We are committed to providing a nurturing and inclusive environment where children are supported to achieve their full potential through positive relationships, responsive practice and high-quality play experiences. We recognise that children develop at different rates and may require different levels of support throughout their early years. Our approach focuses on identifying strengths, removing barriers to learning and providing the right support at the right time.

Inclusion is not about expecting children to fit into our environment. It is about adapting our environment, practice and teaching so every child can participate, communicate, develop and belong.

Our Aims

We aim to:

- Create a nurturing environment where every child feels they belong.
- Promote children's rights, wellbeing and inclusion.
- Build trusting relationships with children and families.
- Identify additional support needs early.
- Provide timely and appropriate support.
- Promote independence and resilience.
- Work in partnership with families and professionals.
- Celebrate every child's strengths and achievements.

Our Inclusive Practice

High-quality inclusive practice is the foundation of everything we do.

Every child benefits from:

- warm, responsive relationships
- communication-friendly environments
- high-quality play experiences
- child-centred learning
- flexible teaching approaches
- predictable routines
- opportunities to make choices
- environments adapted to individual needs

Most children's needs can be met through high-quality universal practice.

Up, Up and Away (CIRCLE)

We use the Up, Up and Away (CIRCLE) framework to help us understand how children access learning.

The framework helps practitioners consider:
the learning environment
routines
relationships
motivation
communication
participation

Rather than asking children to adapt, we adapt our environment and practice to help every child succeed.

Nurture, Play and Grow

Some children benefit from additional nurture opportunities.

Our Nurture, Play and Grow sessions provide targeted support through play to develop:
emotional wellbeing
confidence
communication
friendships
resilience
self-regulation
independence

Children remain fully included within nursery life while receiving additional support.

Enhanced Learning Resource (ELR)

Where appropriate, children may access targeted support within our Enhanced Learning Resource team. This is an early intervention programme which can be accessed through a request for assistance (RFA) and with support and guidance from our Educational Psychologist (EP)

Support is planned using:
observations
family discussions
Learning Journals
Requests for Assistance (RfAs)
Educational Psychology advice
Team Around the Child meetings
individual support plans

Support focuses on building children's confidence and helping them successfully participate within the wider nursery environment.

Assessment, Planning and Review

Support follows a continuous cycle.

Notice

Observe children's strengths and identify any barriers.

Assess

Gather information from:

- observations
- families
- Learning Journals
- professionals
- child voice

Plan

Agree:

- outcomes
- strategies
- responsibilities
- review dates

Implement

Everyone consistently uses agreed strategies.

Review

Evaluate progress and adapt support where required.
Support grows alongside the child.

Working Together

Positive outcomes are achieved through partnership.

We work closely with:

- families
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Health Visitors
- Sensory Education Service
- other professionals as appropriate

Families are equal partners in planning and reviewing support.

Transitions

Children are supported during:

- starting nursery
- moving between rooms
- moving to school
- changes in support

Transitions are carefully planned through:

- early communication
- visits
- visual supports
- transition meetings
- partnership with families

Roles and Responsibilities

Leadership Team

Promote inclusion.
Coordinate support.
Monitor practice.
Lead multi-agency working.

Practitioners

Build positive relationships.
Observe and assess.
Adapt practice.
Record and share information.
Implement agreed strategies.

Keyworkers

Know children well.
Build trusting relationships.
Support families.
Coordinate planning.
Support transitions.

Families

Share their knowledge.
Work in partnership.
Contribute to planning and reviews.

Monitoring Impact

We evaluate our practice through:
Learning Visits
Learning Journal monitoring

Child progress meetings

TAC meetings
Child and family voice
Staff reflection
Centre Improvement Planning
Standards and Quality Report

Legislation and National Guidance

Our policy is informed by:

Legislation

- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation (Scotland) Act 2024)
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)
- Equality Act 2010
- Children and Young People (Scotland) Act 2014
- Standards in Scotland's Schools etc. Act 2000

National and Local Guidance

- East Dunbartonshire Council Including Every Learner

- GIRFEC
- Curriculum for Excellence
- Realising the Ambition
- Building the Ambition
- Pre-Birth to Three
- A Quality Improvement Framework for the early learning and childcare sectors
- CIRCLE: Up, Up and Away
- SCERTS Framework

Signed..... April 2026