

Part 1

Daisy is a 2 year old girl who attends a flying start setting, she is turning 3 this month and is due to attend nursery in September. Daisy's mum and dad have recently split up and due to issues within the home. Daisy can only see her dad during supervised visits and mum is the only one we see to collect. Since the separation we have seen a decline in Daisy's behaviour, social interactions and development. The decline in her behaviour and development can now become apparent and Daisy is becoming more emotional, she is worried about missing out and not being included, she is engaging less with other children and is struggling to share and often argues with other children. She has started to seek out more attention and is becoming less independent. She has started transition sessions into the nursery setting which she is due to attend however there was worries about the regression of her development. Inclusive leadership is where schools and/or organisations use time effectively in order to listen and communicate to all relevant persons such as, pupils, families, teachers and the community. Leadership should also include effective management and communication on visions and changes. Inclusive leadership should provide high quality opportunities and experiences for all children. (Childhood education international no date)

Inclusive education was often seen as a focus on Additional learning needs education and to support children with disabilities and learning difficulties however in changes times inclusive education includes all children in education from, race, social class, gender, religion and ethnicity. Equity and equality come into factor as equality means to treat everybody the same however equity means to allow all children the support, they need so all children can access the same opportunities and experiences. Childhood education international (no date)

Inclusive leader requires qualities to allow the building and running of methods and relationships. Creating an inclusive environment requires leaders have awareness of bias and awareness, take responsivity and adaptive to other's needs. Effective leadership also requires a level on understanding in relation to. Knowledge and wisdom to challenge systems, policies and changes within the education system. Effective leadership which is inclusive can impact on the children's and staff outcomes and the nature of the school culture. Childhood education international (no date). Similarly to Siraj and Hallet (2014) which states that there is a connection

between effective inclusive leaderships and positive teacher leadership resulting in school improvement and better education outcomes in children. Placing children at the centre supports the linking of learning, staff and leadership.

According to Rodd (2013) there are often obstacles for people aspiring to become leaders due to the lack of resources of mentors and training. Leaders are often always learning on the job and will change methods and approaches to suit the environment and the people within it.

However, Gerritsen (2020) states that the different barriers that can be faced with inclusive leadership can be seen as a lack of knowledge from a leader, there can be a lack of shared vision from different leaderships. The different policies and vision and the lack of continuity and lack of training and support often results in discrepancies between leaders. Having access to training is supportive however leaders are responsible to educate themselves to create and adaptive workspace.

Education is a UNCRC right of the child and all children should have access to an education. The UN sustainable development goal has an aim to ensure an inclusive and equal education for all children that will support their learning opportunities by 2030. (Childhood education international no date)

Ferdman (2021) suggests that Inclusion is important as it supports a sense of belonging in children and allows them to be able to participate. Ferdman states that inclusive leadership can be seen as leadership for inclusion. Inclusive leadership can support all people within a community or area to support the differences and individual values and opinions. An inclusive leader should inspire and challenge individuals to support a vision of inclusion. An inclusive leader should be prepared to challenge and manage tensions to work towards producing a more effective process and outcome.

According to Murray (2019) children's voices are often seen as one and their overall views and experiences however children are their individual and children's interests and needs provide adults with a bank of information to support and respond, from this adults can develop tailored support, such as educational provision based on their needs and interests which supports a child with their engagement and participation within lessons as it becomes more meaningful for the child, which can also have positive impacts on the child's mental health. However, if a child's voice is not actively responded to it will portray to the child that adults do not value or

understand the child's perspective. This will then teach a child that individual opinions and views do not matter and result in children losing a sense of their belonging. This can then result in an impact on the child's learning and development as it will reduce their willingness and motivation to engage and learn which could then impact the mental health of a child. Article 12 of the UNCRC rights of the child states that children must be capable of forming his or her own views. UNICEF (No date).

According to Hughes and Davies (2019) child poverty has significantly increased, childhood poverty can have serious and long lasting if not permanent impacts on the lives of children. Children that are raised in poverty are more exposed to poor housing, poor housing, malnutrition and tension within the family. Poverty in a child can also have effect on their social development. As well as the effects on their social development, poverty can also result in children having difficulty with friendships and social interactions, often resulting in children experiencing bullying and not being included. Children on free school meals and from lower income families tend to achieve significantly less than those who are not on free school meals. Families that are in poverty tend to have more difficulties in literacy and numeracy and language and often don't participate in after-school clubs. Reducing the attainment gap is important to support the children, early start settings are supportive for families who experience poverty. Along with other initiatives, these can support reducing the attainment gap and can have a result in positive student participation along with their engagement.

According to Rodd (2013) having a strong connection and relationship with families and the community is essential in providing an excellent learning environment for children. When families are integrated in a positive way with the children's learning, children tend to show a greater level of achievement within their education as well as having a more positive attitude and behaviour towards their education. As well as families who receive more updates and involvement in the child's education often results in families offering more support to the school and the children's education. Scanlan and Johnson (2020) suggests that the leadership role within school is responsible for engaging families and the local community in building a school community that is inclusive for all. The leadership within the school is at the front of these relationships and building partnerships. School leadership should be seen to

be inclusive of all parents and community members from all different backgrounds and race.

According to the Welsh government (2017) the flying start scheme offers free childcare for children aged 2 to 3 which supports the family and child with in-depth health visitor services, parental support and speech, language and communication support. Parents have an active role when it comes to the outcomes of the children. Positive outcomes for children are increased when there was more positive support from parents and families. Practitioner will also play a role in supporting and guiding parents and children through meetings, engagement and parenting classes. It's vital that parents are happy in the quality of interventions that are being provided.

Traumatic and stressful experiences in a child's life can result in problems in a child's life. Adverse childhood experiences such as separation of the parents or alcohol use health issues and domestic violence can have an impact on a child and their development and well-being. Separation of parents can put children in risk of developing negative outcomes, to prevent this support such as social support, increased parent and child attention and time and structure within the household can help to reduce the impact. Parental support can increase their knowledge and parenting style when it comes to the child's development.

According to Estyn (2020) a strong partnership between practitioners and families is important to a setting. For children to have the best outcomes in life parent involvement is important, this is where practitioners should inform parents in the planning and sharing of what children learn and experience. sharing of information can be done through an online platform or simply by being available before or after a child's session to answer or discuss and feedback any relevant information.

Parent involvement can also take form in questionnaires and then acting on that feedback to them make improvements. Logging the relevant information on a child's development can also support practitioners and families to see change over time. This can also support an outside agency to see the child's development over time if support or interventions are needed.

O'Sullivan (2015) states that leader with reenforced effective communication results in staff being more consistent in their setting and having a shared vision. Warren bennis (1992) created a concept of leadership competency. He has 4 different competence which comprised of, management of attention, management of

meaning, management of self and management of trust. This competence would support a leader with their communication and attention. Communicate via technology can be challenges as messages can be perceived in a different way when body language isn't involved. Meeting can be an important tool to share information with other and allow staff to interrupt their ideas and opinions on a matter. It also allows leader and staff to discuss concerns, methods and changes. However sometimes meeting can contain information not relevant to all staff and can sometime result in a loss of engagement from staff. Effective meetings will contain information that's relevant and concise will cover any changes and also allow for questions and opportunities for other to speak up and try to keep to an agenda, so a structure is in place to ensure everything is covered.

Chemanaïs (2009) suggests that multi agency working can support partnership working. It can support the outcomes of children.

Multi agency working can support children's long-term outcomes as working gather with other people can support children and give multiple opinions producing more positive outcomes. Practitioners having support and training on what services and support is about out there available for them can help them to sign post families and parents to where they could get advice and support. Multi agency approach Will offer a more increased trusting relationship between partnerships. The different agencies have more input in planning and problem-solving resulting in more opinions and collaboration to resolve and produce outcomes for families. The challenges faced with multiagency working can include problems with funding such as lack of funding and training, time and waiting lists poses of barrier of support not being immediate. Lack of communication between the different agencies can result in miscommunication of information. Another barrier can be the time management between different agencies such as schools, hospitals or councils having different working hours. Bruce Tuckman's theory of behaviour and development can support multi agency workers in being an effective collaboration. Four stages include forming which is identifying the roles and creating relationships, storming which is working through any tensions or problems within the team. Norming which is starting to build relationships within the team and performing is when the multi-agency approach team share the same vision in the outcomes and goals.

Supportive inclusion within a community is a process of continuous development and adaptation to cater to the specific needs of the school and the community.

Communication is important to make communities aware of the continuous adaptive needs. Childhood education international (no date)

According to Welsh government (2015) schools are part of a community network by developing relationships and partnerships within a community it can be an important tool to help support and strengthen the school. Schools can partnership up with businesses, organisations, local counsellors and volunteers. Working with the local community can support schools with funding, resources, and projects. Community partnerships can support school with engagement from families. I could support the school in teaching the curriculum as communities can support schools by volunteering offering support about and careers for children. Developing a partnership within the community is important and ways to support building a partnership can include hosting an event or an activity that invites local businesses shops, sports clubs and different community groups to the school to partake in an activity to start building up a partnership. Reina et al. (2013) suggests that every community involved school has different approaches and partnerships depending on the context of the local community. Each community has different views and opinions on local issues. Positive outcomes of community partnerships with schools can be that children gain a more positive outcome in school when engaged in school community activities, families can feel more involved with the school and can feel more involved and responsible for children's education. Having a positive relationship with the community can read more rewards for the school and for the community and it builds up a good rapport for the school and shows the children in a positive light.

According to Gibson and Blandford (2005) leaders should be inclusive in reaching out and supporting a partnership within a local community school bounce positively off the community and supports both social aspects as well as educational aspects. Having the partnership with parents in the community could also support the smooth transition of the school. The school environment is important to support children's education having community involvement can support schools in maintenance of building work and maintaining a high-quality environment, this could be supported through the maintenance of spaces, facilities, resources, and displays. Create a relationship with a community can result in outcomes of being inclusive and

supporting a shared vision. Having a shared vision and values can support the school along with the community in achieving positive outcomes and goals in the long-term.

Part 2

Baldock et al. (2013) suggests that practitioners are in a demanding role supporting children and could be why less time is spend discussing policy. Policies have a reason and serve a purpose. In order to effectively implement a policy practitioners need to have more awareness and understanding around what they are implementing. Policy has 4 different meaning, the first being a stated intention, second being, an action taken this is a result of an issue and is addressed by those who have responsibility. The third meaning is a policy from an organisation or set up for administrative such as eligibility. Finally, the last meaning is a formal outcome from an action. Inclusive policies should include aspects of belonging, status, commitment, and be specific.

Ferdman (2020) states that inclusion is a layered process with multiple levels to the system. The system shows the micro and the macro levels of inclusion and the numerous layers that are involved. It shows the different levels such as, experience of inclusion, individuals and builds up into teamwork, leadership, organisation and society. Having individual experience of inclusion is vital in ensuring the foundations of the system. Leadership for inclusion is important in to support and model for others.

According to Pennar Community School (2021) The Additional learning needs policy for the school follows the different legislation acts and the new ALN reform. The ALN policy sets out the definition of ALN and a background of the school. The aims of the policy include ensuring the needs of the child are met and parents and families are kept informed along the way. The policy also ensures that staff are responsible for ensuring the equality and opportunities for the children are met. The policy has been written follow all government policies, legislations and guidance, which does not show signs of child input into the written policy. The policy shows all families and professionals will work collaboratively together to support a child. The policy covers inclusion and where appropriate the responsibility lies upon the teacher to refer children and ensure all supportive measures are put into place, as well as working in

co-operation with other staff such as headteacher, governors and other outside agencies. The additional learning needs coordinator - ALNco has a responsibility to work in partnership with teaching staff to support and identify children with ALN. With the statement of educational needs would be reviewed annually along with the school parents and with multi agency participation which would work together in ensuring the provisions of extra support are met with the children's specific needs. The school recognises that partnership with parents and families are important as parents play critical role in a child's education and with shared views of Ways to best support the individual child. The policy includes the importance of involving the child in the decision-making as in the articles of the UNCRC children have the right to be involved and make decisions on things involving them. Penner community school state that their policy is to include children as much as they can when implementing changes to support that child and allow them to input their opinions and make their own decision where they are involved. It also shows that the child is capable in being independent. The school also makes the best use of outside agencies and take some board support from all the outdoor agencies to best support the child and has regular meetings from different professionals about the best support available for certain children. The school make sure that the ALN policy is available for everybody which can be found on the school website or hardcopies can be requested.

The Welsh government (2023) released an anti-racist policy – Anti racist Wales. Welsh government (2023) states that Wales as a country is not equal to its residents, Wales is home to many different communities of different ethnic minorities. People experienced discrimination and racism within Wales because of their backgrounds. The anti-racism policy sets out about raising a awareness to stop the negativity and different stereotypes that are brought about with different ethnic communities. The plans to support an anti-racist Wales were soon stopped by COVID-19. Evidence has been gathered from a variety of different communities to support making a plan to stop racism in Wales. The Welsh government states views of belief on what changes they would like to bring into action, the policy offers more opinions on their beliefs than research. However, the policy allows the public to submit their feedback form to contribute any opinions. Knight and Criock (2021) suggest that policies and documents should have clear and uniform messages. Everyone should be able to work from the same policies and all have the same understanding. Poorly communicated policies mean that it results in miscommunication and non-consistent

policies. When Policies are inclusive and diverse it is important that the same information and messages are being shared across the board. The changes in Wales recently with the new ALN reform and the new curriculum practice and policies have been changing to move along with the times the impact and miscommunication has seen a lack in consistency. Inclusion should be child centred and allowing the children to make decisions and opinions for their education. The environment in which children learning should be adapted to suit their specific needs and allowing all children have the same opportunities within education despite any additional these they may have.

Part 3

Creating an environment that is inclusive of all is important in ensuring everyone's needs are met. Inclusion is not just people with additional learning needs or a disability it goes beyond such as staff, leaders, children, families and community its important to build relationships and partnerships to create the links between everyone to support an inclusive environment. As a leader it is important for them to have certain qualities to create a welcoming and safe environment that is supportive. Having a shared vision with all staff, children and family is important, and communication between allows for people to share opinions and thoughts in creating an inclusive setting. A leader needs to be open to adapting and changing things and also be an active listener and encourage communication. All staff teach and learn differently so being inclusive of all different teaching strategies and methods is important as it allows teachers to be adaptive of their lining styles and to consider all the different abilities and needs within their class as well as different backgrounds and ethnicities when planning lessons. Staff training is also important as it allows staff to gain awareness and understanding from numerous perspectives on children's needs and different ethnicities and backgrounds and it allows teachers to promote inclusion within school and the classroom. Teacher should also be supportive of different backgrounds and ethnicities when celebrating different religions and traditions within the classroom, celebration of all different cultures and traditions should be included to support inclusion of all children within the school. All staff and leaders as well as parents and the community should be seen to be supporting children with their additional needs, disabilities, backgrounds, and ethnicity. UNICEF

(No date) suggests that as part of the UNCRC all children's needs should be met and adhered to, this is to make sure that all children are able to access the same opportunities, regardless of their extra support or needs. Encouraging the children within a setting as well as educating them in being inclusive and supportive to others can be done through the celebration of different cultures and traditions as well as through dress up days, storybooks, also career days and circle time allows children to learn and engage in different conversations and celebrations that support inclusion. Policies within the early years should also be seen to be supportive of inclusive leadership and practice. Policy should be seen to be adapted to suit the specific needs of a certain setting, as the children, staff parents and community needs should be seen to be included. A policy should also be a working document that is constantly reviewed and not written once and not re-addressed as the children, staff and families are ever changing so a policy should be reviewed regularly to be suitable for the needs within a setting.

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