

Section 1

Inclusive education has typically focused on special education to ensure that children with disabilities have the support they need to learn and grow while including them in regular classroom settings. Ashman and Elkins (2005) believe that setting should dispute that inclusion is not only policy and practice, but attitude towards individuals. By changing attitudes inclusion would enable access, engagement and success for all learners. However it is important to remember that inclusion is not only disability, however Nutbrown 2011 believes that to understand inclusion practitioners need to understand families, culture, individuals, settings, practitioners and society while eliminating discriminatory practices in a respectful setting. On the other hand, to participate in active inclusion practitioners must not only look at the child within school however, the whole child in and out of school, family background and understanding and culture differences to the individual (Polat, 2011). Fisher 2023 agrees by stating that it is the responsibility of the practitioner to expose the interests, strengths and how each learner learns. By doing this we are following the principle of the unique child and allowing children to find their learning motivating and meaningful. Nutbrown and Clough 2006 believe that the principle of the whole child within the early years is only significant if settings put into action practices that are appropriate to every child.

To be an inclusive practitioner the setting follows a policy in order to be as acceptable for all as possible. One policy that goes in line with inclusion is the UN convention of the rights of the child however the international monitors believe that there is lateness to full inclusion within Wales. Nevertheless the UNCRC is evident in many characteristics of legislation that affect children mainly the voice of the child and overseeing the dilemma of differences within the setting (Georgesonn et al 2023).

Scenario

Olivia, a 5 year old female, has joined the school. He is a care experienced child who has not attended school for three years, she struggles with social skills and does not understand why she can not walk around like a horse, her learning development is behind others for her age. Olivia travels to the school everyday by car as her new guardians are not from the area. Making new friends is challenging for the pupil due to her lack of social skills. The new guardians are also struggling with making new friends as they do not have the opportunity to socially interact with other parents at the school as the child goes to school and comes home in a taxi each day.

The child:

In line with the NSPCC 2019 there are a number of multi-agency workers involved in the wellbeing and safety of Olivia's care due to the fact Olivia has moved home a number of times and has not attended school for three years as well as this being her third school. In keeping with this, Bowlby attachment theory states that children can become very detached and looking for someone to fill the primary care role. Ainsworth 1999 supports this theory by stating if a child does not develop an attachment a child could suffer irreversible developmental consequences. Lekh (2021) explains that the practitioners need to ensure they are listening to each child, they are approachable in doing this. Practitioners show inclusive leaders with so much movement with the girls life within this scenario it is vital that all practitioners are approachable.

This allows time for the child to express how they are feeling and and start to build those fundamentals of relationship building. According to the UNCRC 1998, every learner deserves time to be listened to, and express their feelings and views in a non judgemental way. The practitioners within the setting are giving the girl in this scenario time to be listened to. Bortini et al 2018 agrees by identifying that relationships are being built when inclusive leadership is being used correctly.

Due to the child moving homes and guardians as well as school a lot by Rouse 2012 believes that by collaborating and engaging with learners, this can support learner to gain a feeling of empowered rather than powerless, along with given children the feeling of empowerment the child's outcomes will improve due to partnerships and relationship with professionals, families and the children being built. Similarly, Brown, 2020 claims that when power is shared with all involved the ability becomes limitless, with improvements developed and the voices of all are heard creating an environment of inclusion and equality, belonging and value. On the other hand there are barriers to share and nurture power Douglass 2019 believe in order to structure and apply power for all effective practitioners need to have development and preparation with further training. Further to the barrier according to Lia 2016 and Wabule 2016 believe in order to allow all to have power there needs to be greater understanding of professional development including time and funding without these power for all is non existent. The aim for Olivia is to feel able and comfortable to talk about anything she feels is important with staff allowing for practitioners to get to know the child on a more personal level. Therefore One practitioner also known as one to one has been assigned to give Olivia a chance to build a relationship with. Groom 2006, Murray 2019 and CDC 2019 all believe without time and listening to how a child feels and what they want to express, practitioners are not valuing the child and what they believe, leading to a child feeling disrespected, unvalued and an adult who does not care. Allowing Olivia to have a

one to one in order to help her feel safe and secure while allowing her the time to be able to express herself noting any concern the child has. Ferdman (2021) affirms Groom 2006, Murray 2019 and CDC 2019 theory if practitioners that are inclusive leaders become aware of any concerns they must voice and work out the concerns in order to keep equality at the heart of the setting. By taking these first steps it is a good start to understanding the child and guardians and how best to support them.

The guardians:

The guardians seem to have good communication with the class teacher and are happy to pass on any information that might help the child progress Reppa et al 2010 states that communication between guardian and school settings are vital for children understanding that everyone is on the same page and only wants what's best for pupil with 8 in the scenario. However this has all been done over the phone or dojo as they do not bring the child to school, this can be a barrier because sometimes face to face is the only way to build the blocks needed (Ozmen et al 2016). The guardians are struggling with making friends and talking to other parents within the pupils' classroom because the pupils in the scenario come to school in a taxi. Schneider 1993 and Kloosterman 2011 believe that guardians who do not come to school makes the child feel insecure and struggles to make friends. However Elliot et al 2013 believe that some children benefit from guardians not coming into school as they see school and home separate and struggle when the two combine. One way that the school is using inclusivity within this scenario is by arranging an open days where there are activities set out on the table for parents and pupils to do together, during playtime the pupils go out to play as normal and the parents have a coffee and cake where they can interact and communicate with other parents. This allows according to Johnson and Swain 1997 parents time to interact with other members of staff as well as other parents allowing them to feel a sense of belonging to the class. On the other hand Day and Shapson 1996 believes that for some pupils it works very well, however for the pupils where parents work full time and struggle to get to the immersion day it can become upsetting and distant because their friends have their guardians there however they do not. Another way that the school used inclusivity was by arranging a coffee morning for parents and guardians, this follows the open door policy (Gibson and Blanford 2005). To collaborate and work in an open door approach links with working in partnerships with families (Ocean et al., 2021). This gives guardians the comfort that should they need to discuss a matter they can do so in a safe, calm environment where their voices will be heard and understood. In line with the family first approach, allowing parents into the school setting helps to empower and emphasise on ownership of the development and growth of the child (Welsh government 2017).

The professional:

The practitioner has shown a great inclusive leader in this scenario by enabling one adult to be the pupil one to one enables the pupil to feel safe and secure. White 2023 believes that learning relationships by one to ones helps children to assume responsibility over the learner's learning experience, allowing for confidence in communication and receiving individual attendance seeing them come to success. In line Gerritsen (2020) states in order for inclusive leadership to be effective all must collaborate together and to share the making of decisions with all members of staff, however, Groom 2006 believes that not the decisions of the class are all discussed and concluded together as a team. Therefore an inclusive leader is not being met and the teachers need to look to gather information from the whole team in order to have an inclusive setting, where all feel involved. This allows the pupil to grow within the setting while knowing that the adult one to one is near if needed. Due to the child learning development being below for her ages the setting has put into place a number of intervention to complete in order to aid bridging the gap between the girl in the scenario and her peers Knight-Agard (2020) explains the importance of why it is important to create an environment that takes into account the diversity and ability of all within the setting, by creating an environment where all can access freely and independently the setting is creating an inclusive area for all.

As a result of doing this not only does it build the relationship between peers it also allows the child in this scenario to work with her peers in a smaller group enabling relationship building to occur. The practitioner of this setting has provided a number of different methods to promote inclusivity with allowing contributions for development of social families (Lumby 2013), on the other hand O'Sullivan 2015 believes that if practitioners have a negative attitude creating an inclusive setting can become challenging. Another reason that the setting showed good inclusivity in this scenario was allowing a quiet area for pupils to work on their intervention. The inclusive leader within the setting has given a number of opportunities to include all involved within this scenario and helped the guardians and learner become happy within the setting.

Allowing pupils time and calm to do the interventions help pupils stay engaged and interested according to Sansosti et al 2019 calm and plenty of time allows for children to reach their full potential. On the other hand Ramey and Ramey 1992 believe that by taking children out of class makes the children feel isolated and upset about being pulled out to do work. The setting worked hard to make sure no one felt isolated by creating a work area within the class setting so that all pupils go to the work area, this helps with pupils feeling they are being pulled out because they are not good enough.

The community:

The setting has a family engagement officer according to BCBC no date the role of the family engagement officer is to build the bridge between families and school, by carrying out interventions such as playgroups for families and young children. As well as preventing disengagement and relapse through doing reviews regularly. The family engagement officer carries out action plans when needed, this allows for the bridge between families schools to be greater than ever allowing for communication and support for all. The family engagement officer works alongside the community schools focus manager the role of the community school focus manager according to RCT no date is to support schools as well as working with cluster schools to create and improve reports on how the schools and community can come together to collaborate with resources in order to provide to best support for all learner of all levels, by collaborating on how is the best way in supporting children and their families for all in the community. The role also includes working with and supporting children in inclusive services for education making sure the community and council are all consistent in the education of the learner. This unique service helps to bridge gaps between cluster schools as well as communities and the council.

However, the Welsh Government 2016 follows these roles by stating that communities and the schools within should not be separate and clear support for both with communities responding to the needs of the school and the school working with the needs of the community and families around them. However Polat 2011 argues that there are barriers to inclusivity by not having the culture knowledge or lack of participation from other members of the community, without these inclusiveness can not be obtained leaving many feeling excluded from the community. Essentially Block 2018 alleged that by understanding the needs and individual families that are within the communities and with community engagements individuals have a sense of belonging in this world. Therefore the school offers evening classes for guardians to learn something new and engage with the community.

Ryan 2018 agrees that community lessons for adults helps parents feel confident and able to aid the learners with their education, helping Olivia to practise welsh at home, therefore helping in the process of inclusion. A parent from the coffee morning spoke to the guardians of the child in this scenario and explained they were doing a welsh course in order to help their child asking if they wanted to join, this is proof of a good inclusive leader as without the coffee morning there would be no communication about the course. Hadfield, Jopling, and Needham (2015) believe that by working collaboratively with professionals, families and the learners as well as the others within the community, sharing a voice with other professionals creates a greater outcome for both families and learners of the community and beyond.

Although for this to become effective each practitioner within the setting needs to have the understanding and capability in what is inclusive and how to apply inclusive leadership within the setting in order for the best inclusive practice (Bourke and Titus 2019).

Section 2:

A policy according to Baldcock, Fitzgerald and Kay 2013 is how day to day operates and what people need to follow which can make a tremendous difference to the citizens. These policies are attained by people in power. Levin 1997 believes that a policy is a way for an organisation to show what they are trying to do in a coherent way. However Sansosti, Niltmeyer and Goss 2019 believes that a policy is in place in order to form the culture of the organisation by ensuring that staff understand what is expected of them guiding on specific topics with guidelines on how the procedures should be followed. On the other hand Levin 1997 believes that it is crucial for policies to have a sense of belonging, status, specificity and commitment, Liddicoat 2014 agrees by stating that policies has an intention, Baldcock, Fitzgerald and Kay 2013 also believes that policies come in form of action or an issue and indicates a formal response to an action. Policies are important because Besic (2020) believes in clear competence and provides clear guidance for professionals on how the company operates, it also gives families and communities a better understanding of the policies and procedure of the setting. Policies allow for the setting to prove competence and assurance for staff, families and learners. However Ferdman, 2021 believes that for a policy to be in place there is a reason why and therefore to fully understand the policy and the meaning behind we need to understand why the policy or procedure was brought into place. Baldcock, P Fitzgerald, D and Kay, J 2013 consider that leaders do not usually do something unless it is needed, this is the same for staff who do policies,, policies are a way to bring the setting to together in order to get everyone on the same page on the outcomes of what the setting is trying to achieve. Policies are a positive way to incorporate inclusiveness within the setting Torii, Fox and Cloney 2017 and UNCRC no date state to support children in building positive uniqueness, develop a sense of belonging and aid them in reaching their full potential in the early years. This is fundamental in the high quality early years within the setting. Support children in a positive way and build individual identities while understanding the rights of the child. Therefore this section will critically evaluate focusing on the New Curriculum for Wales enables inclusive leadership to take place through policies and procedures.

The new curriculum for Wales according to Welsh Government 2018 believes that the curriculum provides learners the support to become capable, well-rounded healthy individuals who are able to problem-solve and thrive in a world that is unknown. Welsh Government, 2020; Donaldson 2015 agrees by stating how important the Welsh Government see each unique child as an individual and that each person should benefit from the curriculum and the assessment process while meeting the needs of these individuals as well as preparing them for the future. However Hillman and Lapham 2016 believes that the idea that each child should benefit from the curriculum however the actuality of planning a curriculum for each individual for each individual need with only one member of staff to plan create and carry out each individual task for all six areas of the curriculum when there are 30 children in a class. Moya, molonia and Cara 2020 agrees by suggesting that the size of the classroom along with little to no extra support is doing education and the curriculum injustice to the New Curriculum for Wales and hindering the inclusivity within the setting because there is not enough staff to cater for all the unique children within the class. The new curriculum for Wales believes that according to the Welsh Government 2018 the curriculum is all about how it uses the unique child to support all pupils with their learning. Welsh Government 2017 and OECD 2017 agrees by stating the first steps to an inclusive setting with all practising is to ensure reflection on the whole child is looked at. Malaguzzi 1994 agrees that the image of the child from the point of view of the practitioner is crucial in how the practitioner talks, listens and interacts with the child. The image of the child is fundamental, by being engaged with the world around them, learners develop a complex system of belonging, strategies, organising relationships as well as abilities (Rinaldi, 2013). However Fleer 2003 argues that development pathways are now more complex with the different diversities enabling different ways for children to develop. Therefore practitioners need to understand more of the background and parents rather than just the child. The approaches about a child's development and how to parent traditionally in the early years are now being challenged because of the change of diversity (Fleer 2003). The Bronfenbrenner's approach to social ecology assists with how a child's develops in a world that is forever changing because the approach to the circumstances of the developing learner is followed by the facts that can impact on the development of humans and the education (Odam et al., 2004). Furthermore Turner and Morgan no date believes with the diversity changing it is more important than ever to embed the child's uniqueness and diversity to allow for children to gain strong personal growth and create a world of lifelong learning. Therefore allowing children to develop the conditions that support inclusion and manage their own needs within diversity, and organising multicultural events with support is bridging the gap between society and diversity in the early childhood settings. The new curriculum for Wales states that the curriculum can be changed depending on the needs of

the area and local needs, this allows for the environment to play a crucial part within the learning structure of day to day. Queensland studies authority 2010 believes that by having an environment that is engaged and enabling for children to be able to build deep understanding and construct individual learning. The connection between the image of the child and the environment is great, by creating an environment that supports not only the able however the disabled and diversity of each child promotes inclusion enabling all pupils to thrive and build valuing and respecting diversity as normal. By using an education that is of high quality with characteristics of the environment scaffolding children learning and growth by structured interactions and environments that support diversity. Supporting an environment that has the characteristics of child-care involves emotional, social and intellectual development of the child, by allowing adaptation to outdoor and indoor activities which increase a child's activity supports peer interaction (Diamond & Hong 2010). Making sure that the environment is a safe, secure place for all pupils to freely access, Queensland Government Department of Education, 2018 believes that inclusive environments provide the space for children to be who they want to be regardless of sex, gender, back or culture.

Section 3:

According to the statutory framework for EYFS 2014 every child deserves to reach their full potential by obtaining a great start to life with plenty of support. Within the early years mainstream classroom inclusive education was typically provisioned for children with special educational needs, and children from disadvantaged or at risk (Petriwskyj, 2010). However, Petriwskyj's 2010 also states that with society changing that inclusive education needs to change and therefore considerations such as political, social, culture trauma-related, economic background and English as a second language needs to be made. In line with this the rights of the child needs to be met focusing on article 28 and 29 developing the ability for children to reach their full potential while preparing children for the future and respecting their family and culture as well as giving children the right to education.

However (Forlin et al 2013 and Nakamura et al 2020) believes that the level of inclusiveness within the setting depends on the leader being empathetic, open minded, acting on situations to improve the well-being of children and families in the area, and considerate. Moore, 2008 agrees by stating that by understanding the importance of an inclusive environment and by acknowledging the needs and diversity of all. However Grace et al 2017 believes that this can lead to barriers of overwhelming with limited results.

I believe that to embed inclusivity within the setting all practitioners need to have an understanding of what the meaning unique child is and how settings can adapt in order to be inclusive. The State of Queensland Department of Education and Training 2017 agrees by identifying how inclusiveness work through all children participating in everyday tasks, interaction with others and experiences, regardless of diversity or needs. Another way for practitioners to embed inclusive leadership across the setting is that Inclusive practitioners understand the different cultures within the setting and those needs. (Nishii et al 2022). Allen et al. (2021) supports the enhanced knowledge that practitioners need as long with the ability to talk to others to gain understanding of what the family and learner needs in order to remain a diverse inclusive setting, this is especially necessary when there is something that the practitioner has not got experience in. With the population becoming more and more multicultural Moore, et al 2009 and Arber, 2005 believes with diverse populations on the increase, creating a diverse country is getting more and more of a priority which many countries are trying to bridge that gap between different diversities. Emerging from the idea of a more and more multicultural world, all countries have their own unique cultural framework (Gonzalez-Mena 2004). Therefore listening and understanding knowledge of different cultures can enhance a practitioner's inclusivity. According to Owens 2012 one of the most powerful ways for practitioners to learn and understand the different cultures are to listen to the families and children from those cultures, enabling the practitioner to gain a greater understanding of the individual needs this is inclusion. Contrastingly for better understanding of the different cultures within the community, practitioners could according to Gocłowska et al. (2018) for the early years setting to promote inclusive leaders throughout the setting. The setting needs to diversify the resources available to staff, having toys that are from different cultures and backgrounds enables pupils to feel inclusive and proud. Brown et al 2006 claims that children from different diverse backgrounds learn in a different way and by encouraging this with the setting helps children feel a sense of belonging.

To conclude

Within the early years mainstream classroom inclusive education was typically provisioned for children with special educational needs, and children from disadvantaged or at risk (Petriwskyj, 2010). However, Petriwskyj's 2010 also states that with society changing that inclusive education needs to change and therefore considerations such as political, social, culture trauma-related, economic background and English as a second language needs to be made..in order to embed inclusive leaders within the setting practitioners can However (Forlin 2013 and Nakamura et al 2020) believes that the level of inclusiveness within the setting depends on the leader being believes that the level of inclusiveness within the setting depends on the leader being empathetic, open minded, acting on situations to improve the well-being of children and families in the area, and considerate. Another way for

practitioners to embed inclusive leadership across the setting is that Inclusive leadership needs all staff to understand and knowledge each individuals background and culture (Ryan 2014) Contrastingly for better understanding of the different cultures within the community, practitioners could diversify the learning resources available by using resources from different countries and abilities

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