**WINDMILL PRESCHOOL TWIN POLICY**

Considering the needs of multiple birth children is an important part of ensuring that ‘Every Child Matters’. Windmill preschool is aware of the potential needs of multiple birth children and their families.

* Parents and children’s views with regard to separation are taken into consideration.
* The children are assessed to consider whether separation is appropriate when they start the Pre-School.
* Arrangements can be changed according to the needs of the children.
* The multiple birth relationship is acknowledged and celebrated as well as enabling children to develop as individuals.
* The children are recognised and called by name.
* Individual achievements are recognised and celebrated.
* Parental consultations are arranged for each child. Each child is compared against the peer group or against typical developmental benchmarks.
* The children are comfortable selecting the same or similar subjects/activities understanding that being an individual may mean doing the same

Windmill Pre-School will, where there is no option of separating multiple birth children into separate sessions; ensure they are still able to meet the needs of multiples. Children will be given opportunities to develop independence in separate groups and a positive staff attitude will ensure that the children are called by name and encouraged to develop both as multiples and as individuals. When entering Pre-School, multiple birth children may need special consideration. They should not be labeled as taking up more than one place. They may particularly need a Pre-School place as they may have had little or no opportunity to socialise with other children, and to make friends on an individual basis.

Always refer to each child by his or her own name. This helps to identify each child, develops individuality and sets a good example for their peers to also address them individually

Look for differences in the multiples, not sameness, e.g. voice differences, left/right handed, birthmarks, hair growth. Being able to address each multiple by his or her individual name, assists teachers, peers and friends in recognising that they are individuals.

Avoid insensitive comparisons, this sets up both multiples to have poor self-esteem. Instead, get to know each child’s preferences, interests, or hobbies. This may be as simple as knowing each child’s favourite colours, types of books, games. Expect difference and behaviour but don’t be surprised if they are very similar especially if the children are identical; if one is markedly behind the other investigate the reasons (don’t rule out a learning disability in one of the multiples).

REF TAMBA Professor Pat Preedy

**This policy was reviewed on 06.09.23**

**Bryony Smith – Chair of Windmill Pre-School Management Committee**

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**Claire Baker – Manager of Windmill Pre-School**

