



Inclusion Policy

NQS

QA3	3.1.1	Outdoor and Indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access for every child.
-----	-------	--

QA5	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	The dignity and rights of every child are maintained.
	5.2.1	Children are supported to collaborate, learn from and help each other

QA6	6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	6.2.2	Effective partnerships support children's access, inclusion and participation in the program.

National Regulations

Regs	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

EYLF

LO1	Children feel safe, secure, and supported
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
	Children develop knowledgeable and confident self identities
	Children learn to interact in relation to others with care, empathy and respect

Aim

To provide each child regardless of their additional needs and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at the service. Educators will remain positive, open-minded and honest at all times when working with families and external support professionals to most positively meet the additional needs of each child being educated and cared for at our service.



Related Policies

Child Protection Policy
Continuity of Education and Care Policy
Enrolment Policy
Orientation for Children Policy
Relationships with Children Policy
Health, Hygiene and Safe Food Policy
HIV AIDS Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy

Implementation

As per the National Quality Standard, our service positively responds to and welcomes children with additional needs who -

- are Aboriginals or Torres Strait Islanders
- are recent arrivals in Australia
- have a culturally and linguistically diverse background
- live in isolated geographic locations
- are experiencing difficult family circumstances or stress
- are at risk of abuse or neglect
- are experiencing language and communication difficulties
- have a diagnosed disability, or are undergoing assessment —physical, sensory, intellectual or autism spectrum disorder
- have a medical or health condition
- demonstrate challenging behaviours and behavioural or psychological disorders
- have developmental delays
- have learning difficulties
- are gifted or have special talents
- have other extra support needs.

We understand that additional needs arise from different causes, and that causes require different responses any child may have additional needs from time to time.

We recognise that additional needs may be temporary or for a lifetime.



Learning Environments

- Our environment and equipment will be designed or adapted to ensure access and participation by every child in the service to support the inclusion of children with additional needs.
- Our indoor and the outdoor environment will be suitable for children with additional needs.
- Our educators will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion and children with additional needs in the community.
- Our educators will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process. And where appropriate, the service will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children may have sensory sensitivities to pressure, texture, smell, noise, visual expectation of the environment or colour which may need to be considered in our environment.
- Children will be encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children and the community.

Positively Promoting Each Child's Personal Ability

Our service wants children to develop to the best of their personal ability. Our philosophy highlights our commitment to equity and fairness for all children. Every child in our service is an individual and we aim to promote and encourage this by:

- Our commitment to ensuring each child is able to fully participate in their education and care at the service.
- Helping children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Enabling children to develop autonomy, independence, competency, confidence and pride.
- To provide all children with accurate and appropriate material that provides information about the additional needs of others.
- Providing educators of a high calibre who encourage children to experience active and energetic play in order to develop their physical potential.
- Presenting children with a wide range of male and female work roles, both within the home and the workplace, including nurturing roles.
- Encouraging children to develop friendships with each other based on mutual trust and respect.
- Including in our program and curriculum, and the physical environment, an awareness of cross-cultural and non-discriminatory practices.
- Using a program that is based on a child's development and that is also relevant to the children's life experiences, interests and social skills.
- Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.



- Making it clear to children through all educators that it is not acceptable for a child to say or do an unfair thing to another person and that if this does occur a staff member will firmly step in.
- Educators will familiarise themselves with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. Where applicable, this may include things such as sign language and or learning key words in the child's home language.

Professional Support Services for Children

- Our service will not hesitate to access external professional support services for children with additional needs.
- Educators will liaise with the Nominated Supervisor to ensure the needs of each child are met throughout their education and care at the service.
- Our service will use the Enrolment Form to gather information about children with additional needs. Educators will encourage families to update this information throughout the year and families are responsible for passing on information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
- Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services and where appropriate the child's local school if known by the family.
- Our service will work with local schools to help children with additional needs transition. We are open to sharing information about the additional needs of children to promote continuity of learning.
- Educators will remain positive, open-minded and honest at all times.
- The Inclusion Agency (IA) is funded by the Australian Government, Department of Education and training. The service can lodge an application for funding for additional support workers through the IDF. Funding will be granted when the child meets specific criteria. IA workers will help the service with the integration of children with additional needs and will assist staff in putting together an individual program for each child. Australian government funding is necessary in continuing the availability of support through IA's and individual workers. Information is available from the Department at the following website – www.education.gov.au/inclusion-support-programme

Professional Development for Educators

- Our service will access professional development for educators to help the service meet the needs of each child with additional needs.



Sources

Education and Care Services National Regulations 2011
National Quality Standard
Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: July 19 Date for next review: July 20