

INCLUSION

Reviewed May 2023

AIM

Alstonville Community Preschool has a commitment to equality, fairness and inclusion for all children. We believe that each person is unique and acknowledge the importance of working in partnership with families and other professionals involved with children in our care to provide the support each child needs to reach their full potential. We aim to provide each child, regardless of their background, learning support needs or abilities with an inclusive environment that allows them to fully participate in the educational program of the preschool.

GOALS

- To provide developmentally appropriate early learning experiences that support the full access and participation of every child.
- To provide specific adaptations and strategies to ensure all children are able to participate fully within the preschool environment.

STRATEGIES

This preschool positively responds to and welcomes children who are:

- Aboriginal or Torres Strait Islanders
- from a culturally and linguistically diverse background
- experiencing difficult family circumstances or stress
- at risk of abuse or neglect
- experiencing language and communication difficulties
- diagnosed with a disability—physical, sensory, cognitive or developmental disorder
- neuro-diverse
- diagnosed with a medical or health condition
- demonstrating challenging behaviours or have behavioural or psychological disorders
- developmentally delayed, have learning difficulties or are gifted.
- requiring other additional support needs.

The Approved Provider will

- Ensure the preschool environment and equipment both indoors and outdoors, is designed or adapted to ensure access and participation by every child in the preschool,
- Ensure the program and curriculum meets the needs of children with additional needs, through collaboration with their families and other professionals or services working with each child.
- Ensure that appropriate funding for the inclusion of children with additional needs is sought and that this funding is administered efficiently within the preschool budget;
- Make provision for the inclusion of children with additional needs within the preschool budget, utilizing available Disability Inclusion Program (DIP) funds and any other funding sources available to provide support staff and resources to enable individual programs for these children which promote their full participation in the preschool environment.
- Provide professional development, training and support for educators to ensure that all educators are comfortable, confident and competent to meet the developmental, cultural and educational needs of all children.
- Employ an Inclusion Support Leader within the preschool who is allocated weekly non-contact time to ensure Individual Education Plans are in place, monitor the program for each child for whom the

preschool receives Disability Inclusion Program (DIP) funding and where possible, to attend meetings with families and services working with the child.

Educators will

Provide a learning environment which:

- enables all children to develop autonomy, independence, competency, confidence and pride;
- ensures each child is able to fully participate in the educational program and access all environments of the preschool;
- is relevant to each child's life experiences, strengths and interests;
- include learning materials and equipment such as books and games which reflect positive inclusion of all people in the community.

Display professional work practices whereby they:

- work collaboratively with the child, families, external professionals and services to ensure that learning environments are most suited to each child.
- seek support from the ACP Inclusion Support leader, families and other professionals to ensure the environment is inclusive for individual children.
- ensure schedules, routines and activities are flexible and work with therapists, key workers, DoE Itinerant staff and other professionals to integrate individual needs, modifications and strategies into classroom routines and activities.
- ensure flexible staff rosters in each room foster all childrens' ability to develop relationships with all educators, with regard to shared care, supervision and programming;
- are positive, open-minded and honest at all times when working with families and external support professionals, to most positively meet the individual needs of each child;
- acknowledge and respect the priorities each family has for their child. Families are encouraged and supported to collaborate with preschool educators, and be fully involved in the development of programs, including the development of Individual Education Programs for their child;
- encourage all children to have respect for physical, developmental, racial, religious and cultural difference;
- present children with a wide range of anti bias perspectives through the educational program, including an awareness of cross cultural and non-discriminatory practices.
- encourage children to develop relationships with each other based on mutual trust and respect.
- encourage parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.
- access an interpreter if needed

Families will

- provide relevant information to the preschool about their child and their strengths, interests and needs to enable educators to engage fully with their child and arrange a program suitable to their needs;
- promptly inform the preschool of any changes to their child's needs within the program,
- ***for staffing purposes inform the preschool promptly if their child is unable to attend preschool on a preschool day, or if they know ahead of time their child will be absent from preschool.***

EVALUATION

The preschool provides a quality, inclusive program and environment to best meet and support the needs of any child identified with additional learning needs.

Relevant Links to the National Quality Standard (NQS):

NATIONAL QUALITY STANDARD		
	Concept	Descriptor
QA1		
Educational program and practice		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QA3		
Physical environment		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QA5		
Relationships with children		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the	The dignity and rights of every child are maintained.
QA6		
Collaborative partnerships with families and communities		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

Education and Care Services National Regulations:

73	Educational Program
74	Documenting of child assessments or evaluations for the delivery of educational program
168	Education and care service must have policies and procedures
254	Declared approved learning frameworks

Key resources

- The National Quality Framework 2011 – The National Quality Standard
- The Early Years Learning Framework 2009
- ECIA – Focus on Early Childhood Inclusion: Strengthening Inclusive Practices in Early Childhood Intervention Services, Best Practice Guide. May 2014
- Disability Discrimination Act 1992