

Gumnut Kindergarten

INCLUSION POLICY

2018

Purpose

Inclusion recognises the right of every child to participate meaningfully in all aspects of community life. Inclusion happens when children are viewed as capable and valued contributors.

Australia is a pluralistic society regardless of specific regional variations in cultural profiles. In order to reduce bias and ensure that no child is excluded our service will abide by the following practices outlined in this policy.

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

Strategies

Learning Environments:

- The service 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.
- The indoor and the outdoor environment will be suitable for children with additional needs.
- The service 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.
- The service 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 or visual expectation of the environment or colour which may need to be considered in the 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.

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.
- The 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.
- The 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.
- KU Children's Services, Include Me and Gowrie NSW, are proud to deliver the NSW/ACT Inclusion Agency as part of the Inclusion Support Programme which is funded by the Australian Government of Education and Training.

Responsibilities of the Approved Provider

- Ensure that the inclusion policy is read and adhered to at all times
- Assist the Nominated Supervisor in applying for funding for any children who require it

Responsibilities of the Nominated Supervisor

- Ensure that all educators have read and understood the Inclusion Policy.
- The Nominated Supervisor and educators will collaborate with schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. These will be kept in the individual child's file.
- Our service will promote and value cultural diversity and equity for all children, families and educators from diverse cultural and linguistic backgrounds.
- Our service will recognise that children and adults from all cultures have similar needs and that each person is unique and valuable.
- Our service will develop a positive self-concept for each child and adult in the group by exploring the cultural backgrounds of each family and child.
- Our service will provide all children with accurate, developmentally appropriate information about their own and other's disability and culture.
- All children will be presented with a wide range of male and female work roles, both within and out of the home including nurturing roles.
- Our service will endeavour to provide a foundation that instils in each child a sense of self identity, dignity and tolerance for all people.
- Our service will increase the knowledge and understanding each child has about his or her own cultural ethnic heritage in partnership with their family, educators and community and other children in the Service.
- Our service will explore family compositions, customs and lifestyles of children and families in many cultures.
- Our service will assist, in partnership with parents, extended family and the community in exploring their own "roots" as they involve children in the culturally diverse environment of the Service.
- Our service will provide support for fostered or adopted children to develop a sense of heritage and belonging.
- Our service will avoid common stereotypes and recognise individual differences within a cultural or ethnic group.
- Our service will assist wherever possible families who are new to Australia with a transition to a new and different culture.

- Our service will encourage children to bring in real objects and artefacts used by their families that may be historical or typical of that child's/family's cultural group including food.
- Our service will help children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Our service will encourage children to develop autonomy, independence, interdependence, competency, confidence and pride.
- Our service will provide all children with accurate and appropriate material that provides information about their own and other's disabilities and cultures.
- Our service will not isolate a child for any reason other than illness, accident or a prearranged appointment with parental consent.

Responsibilities of the Educators

- Our educators will discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- When faced with any concerns for a child or their behaviour or abilities, please make sure to speak to the Nominated Supervisor or other responsible person.
- Our educators will become aware of their own beliefs, attitudes, cultural backgrounds, their relationship with the larger society and their attitudes to people.
- Our educators will acknowledge that they too have been influenced by their own background prejudices and their points of view.
- Our educators will accept that all children can learn and that differences in lifestyles and languages does not mean ignorance.
- Our educators will broaden their own cultural and ethnic group awareness and help children to understand themselves in relation to their family, community and other cultures.
- Our educators will be actively involved in the development of appropriate resources, support and implement an anti-bias, cross cultural program throughout the Service environment which is reflective of all families/children and the diversity present in Australian society and network with community agencies involved with cross cultural issues wherever possible.
- Our educators will be actively involved with children, showing respect, sharing ideas and experiences and asking questions.
- Our educators will access and make available resources and information supporting the delivery of anti-bias concepts in the program and attend regular training courses as required. Such resources will be integrated into the daily program and be made available to families.
- Our educators will reflect on the service's philosophy and ensure that practices and attitude concur with the philosophy.
- Our educators will work with families to encourage positive attitudes to diversity and an ant-bias ethos.
- Our educators will ensure that casual workers or visitors to the service are aware of these practices and respect these values.

Responsibilities of the Families

- Inform management upon enrolment at the service if your child has any additional needs that will require support services to be sought. The earliest intervention has the best outcome for the child and family.

Definitions, Terms & Abbreviations

Term	Meaning
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Related Statutory Obligations & Considerations

Australian Children's Education and Care Quality Authority (ACECQA)

<http://www.acecqa.gov.au/>

Department of Education - <http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care>

Early Years Learning Framework (EYLF) - [http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

[Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

Education and Care Services National Regulations (Children (Education and Care Services)

National Law (NSW) <http://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

National Quality Framework (NQF) - <http://acecqa.gov.au/national-quality-framework/>

United Nations Convention on the rights of the child - <https://www.unicef.org.au/>

Related Telephone Numbers

- Early Childhood Directorate – 1800 619 113

Amendment History

Amendment History

Version	Amendment	Short Description
1	Updated	New Policy to comply with legislation.

This policy will be updated to ensure compliance with all relevant legal requirements every year. Appropriate consultation of all stakeholders (including staff and families) will be conducted on a timely basis. In accordance with Regulation 172 of the *Education and Care Services National Regulation*, families of children enrolled will be notified at least 14 days and their input considered prior to any amendment of policies and procedures that have any impact on their children or family.

Date: 7 August 2018

Version: 1

Last Amended By: Patricia Appleby

Next Review: 2019



Inclusion Is

Inclusion is...

BEING ALLOWED TO BE INDEPENDENT

How might this look?

Children having open access to their belongings, playing without continual adult shadowing, being able to make mistakes, opportunities to make real choices.

What might we see?

Educators knowing when to help and when to let children have a go by themselves.

Extra supports (like visuals) available to enable all children to make choices.

Children growing in confidence and agency.

Inclusion is...

BEING HEARD AND HAVING A VOICE

How might this look?

Teaching all children sign language (not just the child with additional needs).

What might we see?

Children using signs with each other during play.

Inclusion is...

MAKING CHOICES

How might this look?

Children are supported to make choices of what activities they participate in, who they play with and who they go to for support.

What might we see?

- ▶ Children being supported to access pictures of activities and using these to communicate to educators / friends what they want to do next.
- ▶ Educators honouring children's choices about who they play with and when.

Inclusion is...

REFLECTION & ACTION

How might this look?

Educators **make time** to participate in meaningful reflection by themselves and with other team members. This will help educators to identify children's strengths and interests so that programs and teaching practices are reflective of individual children and acknowledge all children's contributions to the group.

What might we see?

- ▶ Children learning new skills as they confidently participate in activities that match their strengths and interests.
- ▶ Educators being responsive to children's changing interests and capabilities.
- ▶ Planned times for educator teams to meet together to discuss children's learning.

Inclusion is...

BEING RESPECTFUL & RESPONSIVE TO CULTURE

How might this look?

Educators have reflected on their own attitudes, values and beliefs and are aware of the impact these have on others.

What might we see?

Significant events of all families are celebrated in the centre, not just Christmas and Easter or events chosen by educators.

The Inclusion Support Programme is funded by the Australian Government Department of Education and Training. Proudly a not for profit organisation

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