

▲ STATEMENT OF INCLUSION

▲ NQS

Element 1.1.2: Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

Element 1.1.3: The program, including routines, is organised in ways that maximise opportunities for each child's learning.

Element 1.1.5: Every child is supported to participate in the program.

Element 1.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Element 4.1: Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.

Element 5.1: Respectful and equitable relationships are developed and maintained with each child.

Element 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element 6.1.1: There is an effective enrolment and orientation process for families.

Element 6.3.3: Access to inclusion and support assistance is facilitated.

Education and Care Services National Regulations: 160(3) (h)

▲ VISION

FROEBEL believes that an inclusive education environment is one which embraces everyone's unique strengths and abilities. We want every child to have the opportunity to experience an empowered childhood.

We aim to provide an environment where educators are skilled in supporting and including all children to participate. This means the focus is on what educators can do or change in their practices to support each individual child. It is not about 'fixing' a child, rather, it is how educators are meeting a child where they are at and supporting their unique individual strengths and abilities. This occurs through the following commitments and partnerships with families to fulfill this vision.

▲ Commitment to inclusion

It is the vision of FROEBEL to protect and foster the dignity of all children. Ensuring educators treat each child as an individual, valuing their unique attributes and the

qualities that they possess. FROEBEL has a strong commitment to the inclusion of children with additional needs. Children with additional needs may include children with physical impairments, intellectual delays, medical conditions, behavioral challenges, diagnosed conditions or conditions undergoing assessment by a medical practitioner. The commitment to inclusion of all children is based on an ethos of best practice and a duty of care

COMMITMENT TO INCLUSION

I. ENROLMENT

As per the National Quality Standard, FROEBEL positively responds to and welcomes

- Aboriginal children
- Torres Strait Islander children
- Children from culturally and linguistically diverse backgrounds
- Refugees
- Gender Diverse or gender – fluid children and children Lesbian, Gay, Bisexual, Trans, Intersex, Queer, Asexual (LGBTIQA+) families
- children who experience language and communication difficulties
- those who live in isolated geographic locations
- those who experiencing difficult family circumstances or stress
- children at risk of abuse, neglect, family violence
- children with a diagnosed disability or developmental delay (physical, sensory, intellectual or autism spectrum disorder)
- children who have physical medical or mental health conditions
- children with complex social, emotional or behavioral needs
- Children who are gifted
- Children who may have other extra support needs.

We understand that additional needs arise for different reasons, and these reasons require different responses. We also acknowledge that any child may have additional needs from time to time.

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

Parents/guardians are required to complete an enrolment form to advise FROEBEL of their intention to enroll their child.

There are numerous pathway's to support and facilitate the inclusion of a child with additional needs in the Centre.

At the time of enrollment the following information may be required to assist the process

- An onsite orientation with the Centre Director or person in-charge,
- An action plan developed in conjunction with the child's medical practitioner and

/or other specialists.

In some circumstances Inclusion Development Funding (IDF) may be applied for to facilitate the inclusion of the child in the Centre. This funding may assist the Centre by providing additional educators, training of existing educators and/or equipment and resources.

II. FACILITATING INCLUSION

Learning Environments

- FROEBEL environments and equipment will be designed or adapted to ensure access and participation by every child in the Centre
- FROEBEL will ensure curriculum meets the needs of all children. Learning materials and equipment such as books and games will reflect positive inclusion of all children and reflect a range of ages, abilities and circumstances.
- FROEBEL will work with external professionals and families to ensure that learning environments are most suited to each child's abilities and culturally diverse backgrounds. We will also involve children in this process. Where appropriate, FROEBEL will keep a copy of any specific plans or instructions provided by external resource providers and professionals.
- By establishing trusting relationships with children, families and community, educators will be able to support children to feel safe and secure during their time at FROEBEL.

Positively Promoting Each Child's Personal Ability

FROEBEL 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 at FROEBEL is an individual and we aim to promote and encourage this by:

- Our commitment to ensuring each child can fully participate in their education and care at the Centre.
- Helping children to develop ease with and have a respect for differences, including but not limited to physical, racial, religious, and cultural.
- Enabling children to develop autonomy, independence, competency, confidence, and pride.
- To provide all children with accurate and appropriate material that provides information about the needs of others.
- Providing educators of a high caliber who encourage children to experience active and energetic play to develop their physical potential.
- Presenting children with a wide range of work and community roles, encouraging exploration, inquiry and understanding for inclusion in all aspects of life.
- Encouraging children to develop friendships based on mutual trust and respect.
- Including in our program, and the physical environment, an awareness of cross-

cultural and non-discriminatory practices.

- Using a program that is based on a child's development, 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 Centre to enhance the program.
- To actively promote an anti-bias curriculum supporting children to learn about fairness and equity and diversity.
- 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

- FROEBEL encourages Centre Directors to access external professional support services for children.
- Educators will liaise with the Centre Director to ensure the needs of each child are met throughout their education and care at the Centre.
- The Centre will use the Enrolment Form to gather information about children and their individual 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 Centre. This will promote the continuity of learning for each child.
- Information gathered about children will be used to develop an individual support plan that will be kept on file at the Centre 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 Centre will work with local schools to support children transition. We are open to sharing information about of children's individual needs to promote continuity of learning.
- Educators will remain positive, open-minded, and honest at all times.
- The Inclusion Support Agency (ISA) is funded by the Australian Government. The Centre can lodge an application for Special Needs Subsidy Support (SNSS) funding for additional support workers through the ISA. Funding will be granted when the child meets specific criteria. SNSS workers will help the Centre with the integration of children with additional needs and will assist educators in putting together an individual program for each child. Australian government funding is necessary in continuing the availability of support through ISA's and SNSS Workers. Information is available from DSS at the following website:
- <https://www.education.gov.au/child-care-provider-handbook/inclusion-support-program-0>

Professional Development for Educators

Our Centre will access professional development for educators to support them in

providing education and care programs which value diversity and belonging for all children.

▲ SOURCES AND FURTHER READING

- Education and Care Services National Regulations
- National Quality Standard
- Early Years Learning Framework
- Early Childhood Australia & Early Childhood Intervention Australia
<https://www.ecia-nsw.org.au/documents/item/355>
- Early Childhood Australia
<http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/01/Statement-of-Inclusion-2016.pdf>
- Cologon, K. (2014) Inclusive education in the early years, right from the start, Oxford University Press, Victoria.
- Giant Steps Sydney; www.giantsteps.net.au
- Prior/Roberts; Early Intervention for Children with Autism Spectrum Disorders: Guidelines for Best Practice, 2012:
https://www.dss.gov.au/sites/default/files/documents/08_2014/6006_-_accessible_-_early_intervention_practice_guidelines_0.pdf
- Shaw; Managing challenging behaviours with children who have additional needs; Putting Children First, June 2010, p. 21: http://ncac.acecqa.gov.au/educator-resources/pcf-articles/managing_challenging_behaviours_chn_addtl_needsJune2010.pdf

▲ ASSOCIATED POLICIES

- Child Protection / Child Protection Risk Management Strategy
- Educational Program
- Enrolment and Orientation
- Equity and Diversity Principles
- FROEBEL Philosophy
- Transitions

▲ REVIEW

- The Centre (together with educators/carers) will review this policy every 12 months.
- The Approved Provider and Centre Director ensure that at all times all educators maintain and implement this policy and its procedures.
- Families are encouraged to collaborate with the Centre to review the policy and procedures.
- **Last review: in review:** 10 May 2023
- **Next review due:** 10 May 2024