

# INCLUSION POLICY

<b>Document Title</b>	<b>NQA 5.38 Inclusion policy</b>	<b>Document Number</b>	<b>NQS5.38</b>
<b>Version</b>	<b>1</b>	<b>Superseded policy</b>	Relationships and interactions with children
<b>Date Approved</b>	<b>September 2018</b>	<b>Date for Review</b>	<b>September 2020</b>
<b>Warning- Ensure you are using the latest version of this policy. You can find it and the location listed</b>			
<b>Document location in network</b>		\\10.0.0.90\Deniliquin_Childrens_Centre\DCC Policies\Quality Area 5-Relationships with children	

**POLICY STATEMENT** - At Deniliquin Children's centre advocates for every child's right to be valued as an individual and as a contributing member of their family, centre, community and society. Our centre will ensure that every child has access to, and participates meaningfully in, high quality early childhood education that is aligned with the UN Convention on the Rights of the Child; the UN Declaration on the Rights of Indigenous Peoples; and the UN Convention on the Rights of Persons with Disabilities.

## RATIONALE-

We believe that all children have the right to experience high quality education and care. Our staff will:

1. Understand the needs, interests and abilities of all children that attend our organisation.
2. Promote a sense of value and belonging for every child and family at the service.
3. Continue to review and develop strategies to support the inclusion of children with complex needs.
4. Overcome barriers to inclusion for individual children to enable them to participate meaningfully in, and experience positive outcomes from, the program.
5. Create a learning environment that is safe and secure and enables children to interact in relation to others with care, empathy and respect.
6. Work in partnership with families to create learning opportunities that recognise children's needs, unique abilities and emerging capabilities.
7. Engage in ongoing professional learning to develop inclusive practices.
8. Access professional expertise to support children and families to participate in all programs.
9. Access relevant funding and support services to assist in the delivery of inclusive programs.

## PROCEDURE

Deniliquin Children's centre will demonstrate:

- Leadership and planning to support staff to live the centre values.
- The commitment to review, identify and respond to inclusion barriers.
- Leadership capacity to support collaborative approaches in building strong and reciprocal relationships with families and professionals to plan for the individual child and family.
- Support for services to provide the opportunity for all children to be active members of the centre community.
- A commitment to the principles of equity and access where every child can experience high quality early childhood education and feel safe, nurtured, valued and heard.
- Responsive and adaptable service environments that will be inclusive for all children.
- Concepts of belonging, being and becoming, where children and families are welcomed, accepted, valued and respected as members of a learning community.
- An expectation that decision making, with regard to the care and education of every child, is a shared responsibility between families, Deniliquin Children's Centre and other professionals.

- A commitment to building and maintaining collaborative relationships with community agencies and other early childhood professionals to support the inclusion of all children.
- Engagement in critical reflection and professional learning about cultural competence, inclusive beliefs and practices.
- A commitment to building and maintaining professional networks to facilitate capacity building across the organisation.
- Responsive programming strategies that:
  - Honour an inclusive culture and value diversity;
  - Involve partnership with children, families and support agencies;
  - Acknowledge community and cultural strengths;
  - Represent the complex nature of inclusive practices;
  - Are intentional, purposeful and represent the individuality of each child;
  - Provide access to resources that will support inclusion; and
  - Promote diverse ways of connecting and engaging with each child.

### **Children with additional needs**

Children with additional needs and their families are valued and including as members of the community at Deniliquin Childrens Centre.

Children with additional needs include those who:

- Have a disability
- Have challenging behaviours
- Have specific medical needs
- Are gifted or talented

For any child with an identified need, the service will endeavour to meet the child/s needs, or which the service becomes aware, unless in the service opinion is not reasonably practicable. Within funding limitations, the service must ensure it is able to cater for all the children in its care.

In order to provide appropriate education and care for all children, the service must have access to relevant information about the child with additional needs. This may include reports from paediatricians, speech pathologists, occupational therapists or early intervention providers. This will be provided as part of the enrolment process.

Furthermore, if the child develops additional needs during the service attendance, the care giver must:

- Notify the nominated supervisor
- Describe the needs
- Seek and provide any written assessments
- Cooperate in all ways to assist the service in seeking additional funding to support the child

Deniliquin Childrens Centre will undertake the following actions if there is a child with an additional need:

1. Have a one on one meeting with the care giver at enrolment or when an additional need is identified.
2. Be proactive and communicate with the care giver regarding behaviour or additional needs
3. Refer the child to an Early Intervention provider (currently Intereach) following permission from the care giver. The referral form can be found here: <http://www.intereach.com.au/service/early-childhood-early-intervention-ecei-loddon/>.
4. Advocate for quarterly team meetings with all relevant practitioner/s who may work with the child and care givers. This enhances collaboration.
5. Ensure that all children with additional needs have an *Individual Learning Plan* which has been developed in conjunction with the care giver and relevant practitioner/s. This may involve other practitioners visiting the service whilst the child is in service. A copy of the *Individual Learning Plan* is located in Story Park and can be found in Appendix two.

During the child's attendance, a need may be identified for the service to access additional Commonwealth or State inclusion funding. The educator will not work on a one on one basis with the

child, however, will increase the number of educators in the staff team to support the inclusion of all children.

### Request for families to engage therapists

Deniliquin Childrens Service values collaboration. When there are early intervention educators or external professionals (e.g. private practitioners or those employed through the National Disability Insurance Scheme) working with children or commence working with children during a time when they are attending Deniliquin Childrens Service, and the caregiver requests the professional to attend the service to provide therapy or support the child, it will remain the right of the DCC service to determine suitability for this to occur. If this situation should arise, the care giver must:

- Complete a request outlining details of the request for a therapist or additional carer to attend the DCC service
- This can not be put in place without the approval of the Nominated Supervisor
- The therapist will complete a 'Memorandum of Understanding' that sets out the parameters of the arrangement- in that they will adhere to all relevant policies and procedures. The therapist will also need to have a Working with Children check sighted by the service.

### EVALUATION

We will continue to advocate for a strong culture of inclusion throughout the organisation. We will regularly review its capacity to demonstrate inclusive values, collaborative and respectful relationships with children, families and support agencies and a commitment to relevant and innovative professional learning.

### LEGISLATIVE REQUIREMENTS

**This policy relates to the National Quality Standard's Quality Area 1: Educational program and practice, 5: Relationships with children**

Standard 1.3	Educators and coordinators take a planned and reflective approach to implementing the program for each child	
	1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning and implementation and reflection
Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	5.1.2	The dignity and rights of every child are maintained
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	5.2.1	Children are supported to collaborate, learn from and help each other
	5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

**This policy relates to the following National Law and National Regulations**

Standard/ element	National Law (section) and National Regulations (regulations)
1.3	Regulation 74 Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	Regulation 155 Interactions with children
5.2	Regulation 156 Relationships in groups
	Related requirements
5.1, 5.2	Regulations 73 Educational program
5.1, 5.2	Regulations 74 Documenting of child assessments or evaluations for delivery of educational program
5.1, 5.2	Regulations 160 3 (h) any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs;
	181 Confidentiality of records kept by approved provider

## RESOURCES AND REFERENCES

- Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments (2009), *Belonging, Being and Becoming: The Early Years Learning Framework*.
- Early Childhood Australia (2016), *Code of Ethics*.  
Retrieved from: [www.earlychildhoodaustralia.org.au/publications/eca-code-ethics](http://www.earlychildhoodaustralia.org.au/publications/eca-code-ethics)
- Early Childhood Australia and Early Childhood Intervention Australia (2012), *Position statement on the inclusion of children with disability in early childhood education and care*.  
[www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA\\_Position\\_statement\\_Disability\\_Inclusion\\_web.pdf](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf)
- Human Rights Commission and Early Childhood Australia (2015), *Supporting young children's rights: Statement of intent (2015–2018)*.
- United Nations (2006), *United Nations Convention on the Rights of Persons with Disabilities*.
- Retrieved 2016, from: [www.hreoc.gov.au/disabilityrights/convention.htm](http://www.hreoc.gov.au/disabilityrights/convention.htm)
- United Nations International Children's Emergency Fund (1990), *United Nations Convention on the Rights of the Child*
- United Nations Convention on the Rights of the Child (1989)
- United Nations Convention on the Rights of Persons with Disabilities (2006) United Nations Declaration on the Rights of Indigenous Peoples (2008)  
Retrieved 2016, from: [www.unicef.org/crc](http://www.unicef.org/crc)

## RELEVANT POLICIES

Code of Conduct

Interactions with children

Guiding Children's Behaviour- to be developed

## Appendix 1 Early Childhood Early Intervention Referral form

### Early Childhood Early Intervention Referral form

\*\* for most current copy please refer to the following link.

<http://www.intereach.com.au/service/early-childhood-early-intervention-ecei-loddon/>

## Appendix two Individual Learning Plan



### Individual Learning Plan

**INSERT CHILD  
PHOTO**

**Service:**

**Name:**

**D.O.B:**

**Attendance:**

**Diagnosis/Assessment:**

**Current Agencies involved with the child:**

**Roles and Responsibilities:**

**Childs's Strengths:**

**Child's Interests:**

**Child's Needs:**

**Long Term Goals and Outcomes:**

**Specific Short-Term Objectives Term One:**

Teaching Strategies:

Evaluation:

**Specific Short Term Objectives Term Two:**

Teaching Strategies:

Evaluation:

## Appendix two Individual Learning Plan

### Specific Short-Term Objectives Term Three:

Teaching Strategies:

Evaluation:

### Specific Short-Term Objectives Term Four:

Teaching Strategies:

Evaluation:

### Communication

This plan is to be displayed in an area accessible by staff who are responsible for your child's education and care.

This information will be used to support your child's specific learning requirements to enable them to participate in the educational program.

I agree to the above Individual Learning Plan. This Plan will be reviewed a minimum of six monthly.

I/we agree to these strategies outlined in this Individual Learning Plan.

Name: .....Signature:.....

Nominated Supervisor .....

Date\_\_\_\_\_ -