



Bangalow Community Children's Centre
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Inclusion Policy

Reviewed October 2017

Legislation:	Education and Care Services National Law 2011 Education and Care Services national Regulations 2011 Anti-discrimination Act 1991
Reference:	National Quality Framework Resource Kit, 2011 Early Childhood Australia Sample Policies, 2009 Handle with Care: A Guide to Early Childhood Administration, 1996

Introduction

Australia is a diverse society composed of people with different abilities, languages, beliefs and values. All deserve to be respected and valued within the education and care environment and the wider community. The Bangalow Community Children's Centre is committed to ensuring that our service is offered fairly to families across the community and to develop an education and care environment that is inclusive and responsive to the unique needs of individual families.

Goals

- To treat all children and families attending the centre and within the community equitably and without bias, regardless of ability, sex, colour, race, religious beliefs and/or parenting practice.
- To ensure all children and families are respected for their uniqueness.
- Educators to be sensitive to the unique needs of individual families and the barriers that limit their inclusion in mainstream settings

Practices

- Families are invited to provide information about their beliefs/values/needs via the enrolment form, interviews, emails and ongoing communication.
- Families are encouraged to participate in the service curriculum to share their skills and to advise educators of appropriate practices relevant to their family.
- The Service provides a positive and comfortable environment for all the children, families, staff and community attending the Service, and nurtures respectful, trusting relationships between each other, supporting all to feel they are important as individuals and as part of a group.
- Educators enrich the environment with a variety of resources such as books, music, materials and visual aids that reflect the diversity of families utilising the service and within the community.
- The curriculum is relevant to the children's life experiences, interests and skills.
- The curriculum supports positive messages about inclusive practice including identifying similarities and commonalities as well as celebrating differences.
- Educators are encouraged to participate in professional learning opportunities that increase their understanding of inclusive practices.
- The Service supports families in accessing, external support services and allied professionals for appropriate assistance/information where beneficial.
- The service welcomes representatives from external support agencies to provide OT sessions inclusively in our group environments.
- Educators endeavour to provide experiences that aim to reduce the inequalities of socio-economic circumstances, gender, age, geographic location, culture and ability.

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- Educators are sensitive to the unique histories, experiences and values of the families they are working with and ensure the language and communication they use is respectful and culturally sensitive.
- Educators look for ways that ensure children are fully able to participate in the program with respect to cultural preferences and factors that may limit their participation.
- The service is sensitive to the challenges some families face when accessing a new service. A smooth transition for the child and family will be assisted through
 - open communication between all parties.
 - building trusting relationships between educators and the family and child/ren.
 - allowing time for flexibility in orientation.

National Regulations

1.2 Documenting of child assessments or evaluations for delivery of educational program

155 Interactions with children

156 Relationships in Groups

162(2)(j) Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

NQF

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

1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

5.1 Respectful and equitable relationships are maintained with each child..

5.2 Each child is supported to build and maintain sensitive and responsive relationships.

6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.

6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.

EYLF

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected to and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Evaluation and Review

This policy will be reviewed based on regulatory requirements or earlier if the need arises.

Family and staff feedback will be considered in the review process. Changes in legislation, regulations, NQF and standards will be considered.

Any changes to this policy will be communicated to families and staff.

Related Policies

Additional Needs Policy

Interactions with Children Policy

Bangalow Community Children's Centre

The **Inclusion Policy** has been read, understood and reviewed by:

[illegible]

Bangalow Community Children's Centre

Comments on Inclusion Policy

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