

Quality Area: 1.1.2 Child directed learning  
Quality Area: 3.2.1 Inclusive environment  
Quality Area: 6.2 Collaborative Partnerships



## Inclusion Policy

### Next Policy Review: April 2025

**Aim:** Inclusion is a right and every child has a right to be included and to participate in their community, irrespective of their race, religion and abilities (UNICEF, 2006). Inclusion happens when children are viewed as capable and valued contributors as opposed to having deficits that need to be fixed. Inclusion is about embracing our diversity as a strength and viewing each child at our preschool for their unique qualities.

We believe that every child has the right to participate meaningfully while learning and interacting in our program and routines of the day. We will acknowledge each child's abilities, strengths and interests, so that they are supported to be active members of the preschool environment and to experience positive learning outcomes.

#### **Implementation:**

We will continuously reflect on our practice and the environment to ensure barriers are overcome or minimised to enable inclusive access.

We will establish strong partnerships with families and community to empower supportive outcomes for all children.

We will liaise with each child's family and other stakeholders at enrolment and throughout the year to develop a good understanding of the 'whole child'.

Therapists visiting children at preschool will be made aware of our therapy expectations.

Visiting therapists and professionals will not remove the child from the environment to deliver therapy. We will collaborate with all visiting therapists and families at the commencement of the year to ensure they understand our services expectations and practices in relation to inclusive practice. A copy of the inclusion philosophy will be provided to therapist to communicate expectations. If necessary, we will ask families and therapists to sign a Working Together Agreement which communicates expectations and agreements.

We will use an inclusive program in which children's interests and strengths are used to support their growth and development. Every child will be recognised as an active agent in their own learning. Every child's sense of identity will be respected and upheld. Our program and practices empower every child to experience a sense of belonging at preschool. Educators will use a holistic approach to teaching and learning.

We will use a positive approach to guiding children's behaviour. Every child, irrespective of their needs will experience positive learning outcomes in the areas identified in the EYLF, namely that they have a strong sense of identity; are connected with and contribute to their world; have a strong sense of wellbeing; are confident and involved learners; and are effective communicators.

Educators will build on and foster diversity. We will do this through building on each child's strengths and recognising and responding to any barriers to learning. We will liaise with the Sector Capacity Building team to build on our inclusive knowledge and confidence to support children enrolled with additional needs.

Cultural diversity including Aboriginal and Torres Strait Islander culture will be embedded in our program. Educators will liaise with community members to build on our cultural responsiveness. Cultural responsiveness enables individuals and organisations to be respectful of everyone's backgrounds, beliefs, values, customs, knowledges, lifestyles and social behaviours. Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families.

We will endeavour to create a culturally safe environment. Children will explore the diversity of different cultures, backgrounds and traditions and form an understanding that diversity presents opportunities for choices and new understandings.

**Sources:**

The Early Years Learning Framework for Australia

Early Childhood Australia - Statement on the inclusion of children in early childhood  
education and care.

UNICEF – The Convention on the Rights of the Child.