

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



## Inclusion Policy

Reviewed: May 2026  
Next Policy Review: June 2027

**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 citizens and 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 with reference to best practice articles, UN Convention of the Rights of the Child and Early Childhood Intervention literature to ensure barriers are overcome or minimised to enable inclusive access.

We will establish strong partnerships with families and community to improve 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'.

Educators will view children as citizens, actively consulting with them, listening to and embracing their ideas. Educators will create environments where children feel safe, valued and empowered to express themselves through various means of expression.

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 delivery 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 policy and information for visiting professionals fact sheet 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 funds of knowledge, 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 remove barriers, build on our inclusive knowledge and confidence to support children enrolled with additional needs.

Culturally responsive curriculum and practices, including Aboriginal and Torres Strait Islander perspectives, will be embedded throughout our program to uphold our vision of creating a culturally safe environment. In partnership with families and the wider community, we will work collaboratively to ensure our practices remain respectful, inclusive, and culturally responsive to the diverse identities and experiences of all children. We use strategies from the Cultural Safety Framework to further strengthen our Indigenous cultural competency and support the safety, wellbeing, and sense of belonging of all children and families.

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.

### **How do children feel at preschool?**

**Each year, we consult with children to identify their views on our preschool's inclusive practices and how they feel it contributes to their sense of being, becoming and belonging.**

### **Children's right to play and explore within indoor and outdoor environments**

*"There are so many toys"*

*"I like play outside, butterflies"*

*"Happy I like playing outside"*

*"I like to play in sand with ca"*

*"I can choose inside or outside play"*

### **Children's right to express themselves through the creative arts, dance, make-believe play ...**

*"I like playdough and drawing"*

*"I like drawing"*

*"Lot's of activities, it's fun!"*

### **Children's right to build sustained friendships and partnerships with children and educators**

*"I like it when my teachers are near me because I feel safe"*

*"I like play with my best friend Amy"*

*"Happy to see my friends"*

*"Happy to see friends. Bella helps me and I can help Bella"*

*"I like to play with friends"*

*"I like play outside with my friend, slide and sand"*

*"Happy because I play with my friends and my friends make me happy"*

*"I get excited because of seeing teacher"*

*"Playing game hide and seek everyone, I like it"*

*"I have a lot of friends at preschool. I like the trucks, and we have fun"*

### **Children's right to revisit interest-based learning**

*"I like puzzles"*

*"I feel happy to come and read the books and puzzles"*

*"I like when I come to school, I do colouring and cut it out and I put it in my bag"*

*"I feel happy because I learn lots of soccer cricket"*

### **Children's rights to explore natural environments**

*"I like to water the garden to grow healthy food"*

*"I like the sandpit and collect leaves"*

*"My favourite thing is to plant the garden"*

### **Children's right to make choices**

*The United Nations Convention on the Rights of the Child states children have a right to be active participants in all matters affecting their lives. We support children's agency by recognising and encouraging their right to make decisions and choices, and by viewing them as capable learners.*

*We display the 'I want to play with...' visual indoors and outdoors which communicates the resources available to children. Each day, we consult with children, inviting them to make choices about the resources they want to play and explore with. We use floorbooks to support children to revisit their learning and capture their voice through imagery and open-ended questions. Educators consult with children to develop agreed rules, policies treaties and risk-assessments, ensuring everyone feels safe and to support agency and shared decision making.*

#### **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.

KU Sector Capacity Building Program and children's voice