

Inclusion

Purpose

The purpose of this policy is to ensure that the children’s programs operating at ECMS value and acknowledge the diversity of children as individuals in their own right and that children have significant contributions to make to their community both inside and outside the service.

Principles

ECMS is committed to inclusion and the provision of appropriate and focused programs for children with additional needs and vulnerable children.

Care and education for children with additional needs will be undertaken and incorporated within the existing service provisions

In consultation with parents and any other service providers involved in the care and well-being of the child and family, all children will be encouraged to maximise their full potential.

General Managers	Accountable for: <ul style="list-style-type: none"> Ensuring implementation
Area Managers	Responsible for: <ul style="list-style-type: none"> Supporting the implementation Ensure professional development is undertaken with educators working with children with additional needs
Centre Directors & Nominated Supervisors Educators	<ul style="list-style-type: none"> work in consultation with parents/guardians and/or other professionals and agencies (such as Noah’s Ark and ISF’s, KISS) involved in working with the family to determine additional resources required. Each individual child’s needs will be assessed in partnership with parents and specialist children’s services and additional supports, equipment and staff training will be sought and implemented as is required. Educators will constantly monitor and support children’s progress and

Procedure

The following procedure assumes shared understanding about issues of gender bias and equality. To further the aims of ECMS, we will endeavour to:

- Ensure that all children of all abilities are equally encouraged to participate in all activities with due consideration for individual needs and interests.
- Provide a variety of resources and materials that will be accessible to all children which give a balance of gender roles, attitudes and expectation.
- Encourage non-biased behaviour by children and educators through modelling appropriate behaviours and direct teaching strategies, use of appropriate language and avoiding stereotypes.
- Purchase materials which avoid bias and present a range of experiences such as people with a disability or different family make ups.
- Develop programs that incorporate an anti-bias all inclusive approach to education.
- Encourage all children to express emotions and display affection e.g., “it is alright for boys to cry”.
- Encourage all children to be both initiators and nurturers.
- Involve all educators, parents and children, believing each has an important role
- Work together as a team to support children’s rights and promote an inclusive environment for all children.
- Encourage the employment of both male and female educators and ensure that the jobs carried out by educators are not gender related.
- Consult with appropriate agencies for support, information and advice
- Seek out extra funding or support, if and when appropriate
- Find out as much as possible about the child’s special/specific needs before their first day
- Network with other agencies, professionals and organisations

Policy Created Date	February 2015, Reviewed September 2016
Policy Review Date	September 2018
Sources and Further Reading	Federal Disability Act 2006 Education and Care National Regulations 2011 Reg 155,156 Noah’s Ark Centre for Community Child Health www.rch.org.au Health Insite www.healthinsite.gov.au Commonwealth Government Eligibility Criteria for inclusion support Disability Discrimination Act 1992 UN Convention on the Rights of the Child
Related to NQS Q.A	1.1.2, 1.1.3, 1.1.5, 5.1.2, 5.1.3, 5.2.1, 5.2.2,5.2.3,