

Document Name	Document Version Number	Review Date
Inclusion Policy	1.0.0	December 2024
Date Adopted	Minute Number	Status
1 December 2021	6081	New

Purpose

This policy will provide guidelines to ensure and children at Greater Hume Children Services are treated equitably and with respect, regardless of their background, ethnicity, culture, language, beliefs, gender, age, and socio-economic status, level of ability, additional needs, family structure or lifestyle. As per the United Nations Rights of the Childhood, 1990, Greater Hume Children Services commits to providing an inclusive environment without discrimination of any kind, irrespective of the child's or his/her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, nationality, ethnic or social origin, property, disability, birth or other status. Greater Hume Children Services will consult with families to create appropriate developmental plans to meet the needs of children.

Scope

Approved Provider, Nominated Supervisor, Centre Directors, Early Childhood educators, casual staff and families

Definitions

Inclusion - means children of all abilities have equal access to and participate meaningfully in child care programs. When children are together as part of the group, their development is enhanced and positive social attitudes are fostered.

'A round table' discussion - is a regular (quarterly/6 monthly) meeting involving the child's educator and other relevant staff, the child's parents/guardians, allied health professionals, therapist or others who are deemed to be appropriate contributors.

An Individual Learning Plan (ILP) is a document developed by the above listed participants and will support the implementation and evaluation of the educational programme.

Policy Content

Educational staff at Greater Hume Children Services will provide programmes that reflect the interests, strengths, abilities of all children. Some children may require or benefit from additional supports or adaptations to participate fully in the education and care programmes.

Children requiring additional support may include children with disability or developmental delay; children experiencing physical, medical or mental health conditions; Aboriginal children; Torres Strait Islander children; children from culturally and linguistically diverse backgrounds; refugees; gender-diverse or gender-fluid children, and children from lesbian, gay, bisexual, transgender or intersex (LGBTI) families; children with complex social; emotional or behavioural needs; children who are gifted; children experiencing social; economic or geographic disadvantage; children at risk of abuse; neglect or family violence.

Communication with parents/guardians, and professionals working with the child is crucial in establishing individual needs, goal setting and the implementation and evaluation of programmes. Greater Hume Children Services staff will work alongside families to create developmental plans ILP. Allied health professionals, therapists and any other professional working with the child and family will contribute to the ILP which will be reviewed evaluated as documented in the ILP.

Links to Policy

Interactions with Children Policy

Links to Procedure

Educational Programme and Practice – Consultation and Individual Plan Procedure

Links to Forms

Individual Learning Plan

References

Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/>

KU Inclusion Support <https://www.ku.com.au/childcare/about/inclusion>

Responsibility

Nominated Supervisor, Centre Directors, Early Childhood Educators, families

Document Author

Nominated Supervisor

Relevant Legislation

Education and care Services National Regulations, 2011

Disability Discrimination Act, 1992

Disability Inclusion Act 2014 and the Disability Inclusion Regulation 2014

Associated Records

An Individual Learning Plan (ILP)