

Inclusion happens when educators:

- ▶ Are supported in their practice by strong leadership
- ▶ Work together as a team to think about how inclusive their practices are
- ▶ Work collaboratively with families sharing information about how children learn in social settings
- ▶ Support children to communicate with, and learn from each other
- ▶ Value and view all children as capable and competent
- ▶ Recognise that every child is different, and plan programs in response to this
- ▶ Build relationships with all children and families
- ▶ Support children to make choices about their play and learning
- ▶ Encourage children to develop confidence and be independent

Parent consent forms

There are two parent consent forms that you may be asked to complete. Each of them has a different purpose.

1. NSW/ACT Inclusion Agency (IA) Consent – Permission to Share Personal Information

This form gives permission for educators in your child's service to discuss and share information about your child with an Inclusion Professional.

2. Department of Education, Skills and Employment (DESE) Consent – Permission to share personal information for the purposes of the Inclusion Support Program

This form gives permission for information about your child to be linked to a service's application to access Inclusion Development Funding on the Australian Government Department of Education, Skills and Employment Inclusion Support Portal.

The Australian Government funded NSW/ACT Inclusion Agency is managed by KU Children's Services, in partnership with Include Me and Gowrie NSW.

Contact us for further information

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Inclusion Support Program

NSW/ACT Inclusion Agency

Information for families

Providing inclusion support to early childhood education and care services in NSW and the ACT



Inclusion benefits all children both now and for the future



In partnership with





Inclusion is important – everyone benefits

All children have the right to be included in children's services. We know from research that all children benefit from belonging to, and participating in, quality inclusive child care.

An inclusive children's service provides a unique opportunity for children to play, develop and learn together with children of their own age. These relationships are the foundations for learning and provide a powerful way of belonging to a group and developing a sense of self.

When children are included you will see them:

- ▶ Being encouraged to do things on their own
- ▶ Being supported to contribute
- ▶ Making their own choices
- ▶ Playing with their friends
- ▶ Having opportunities to learn new things
- ▶ Participating in the program alongside their same age peers
- ▶ Feeling safe and valued

What is the role of an Inclusion Professional?

Inclusion Professionals (IPs) support educators to develop a Strategic Inclusion Plan that takes into consideration the whole room your child is part of. The plan is not focussed on your child alone, or any one child specifically. Instead, the plan identifies what is needed to support educators to include all children.

IPs provide free support to eligible early childhood education and care services, including Centre-based Day Care, Outside School Hours Care and Family Day Care services. Support is provided when requested by the service. This could include support to:

- ▶ Identify relevant professional learning opportunities
- ▶ Facilitate team meetings to discuss inclusion
- ▶ Reflect on policies, practices and procedures
- ▶ Provide networking opportunities for educators
- ▶ Access the Inclusion Agency website and other resources such as newsletters and sector updates
- ▶ Apply for an additional educator for the environment (if required)

Facilitating access to funding support for services is not the primary role of an IP. A diagnosis of a disability alone does not mean that funding for an additional educator is the best type of support for educators and services.

What Inclusion Professionals do:

- ▶ Support educators to reflect on how they think and work so that all children are included
- ▶ Work with educators to identify any changes that need to be made to ensure all children are included and can participate with their friends
- ▶ Support educators to identify and access any resources they require to meet the needs of all children
- ▶ Provide access to specialist equipment to support a child's inclusion at the early childhood education and care service
- ▶ Provide tailored support that is informed by the capacity and capability of the team of educators

What Inclusion Professionals don't do:

- ▶ Assess or work with individual children
- ▶ Provide funding for one to one support for individual children
- ▶ Tell educators what to do or what resources they should use
- ▶ Provide access to specialist equipment for ongoing therapy needs
- ▶ Complete planning and/or funding applications on behalf of a service