

## P5-03: Early Intervention and Inclusion Policy

Supporting children with additional needs requires educators to extend upon the strategies they already use in providing quality education and care for children. It is imperative for educators to develop a comprehensive understanding of each child’s interests and abilities and implement an inclusive and equitable learning environment that supports their individual needs.

Inclusion is stipulated in the Early Years Learning Framework as *‘taking into account all children’s, social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographical location) in curriculum decision making processes.’* Belonging, Being and Becoming (V2.0, 2022, p.66).

QDPA will work in partnership with families and other professionals to ensure specific consideration and adaptations/adjustments allow children with additional needs access and participation and achieve positive learning outcomes.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.



5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
<b>QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES</b>		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

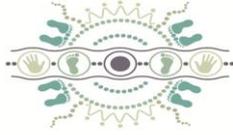
<b>EDUCATION AND CARE SERVICES NATIONAL REGULATIONS</b>	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

#### RELATED POLICIES

Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct Policy Educational Curriculum Policy Health and Safety Policy	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Student, Volunteer and Visitors Policy Supervision Policy Transition to School Policy
---	--

#### RELATED LEGISLATION

Disability Discrimination Act 1992
------------------------------------



## PURPOSE

Queanbeyan & District Preschool Association is committed to fostering an inclusive environment where all children, regardless of ability, cultural background, or individual needs, have equitable access to quality early childhood education and care. This policy aims to support children with additional needs through early intervention strategies, collaborative partnerships, and tailored support to promote meaningful participation and positive learning outcomes.

## SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of QDPA.

## IMPLEMENTATION

Our *Early Intervention and Inclusion Policy* underpin the philosophy of QDPA. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the Service.

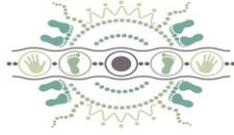
Our Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

*“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.” (EYLF, V2.02, 2022, p.65)*

## DEFINITIONS

According to the [Inclusion Support Program Guidelines](#) (Australian Department of Education September 2023), there is no national definition of ‘*additional needs*.’ This term is used within the policy to describe children who may need or require specific considerations or adaptations to participate fully in our Early Childhood Education service.

Additional needs may include children with physical, sensory, intellectual disabilities, autism spectrum disorder, trauma-related behaviours, serious medical conditions, or children from culturally and linguistically diverse backgrounds requiring specific adaptations.



Additionally, recognising and meeting the needs and support requirements of:

- Aboriginal or Torres Strait Islander children
- children from refugee or humanitarian backgrounds
- children from culturally and linguistically diverse background
- may also require specific considerations, such as cultural support, to ensure that these children are able to participate fully in ECEC services and experience positive outcomes

[source: Inclusion Support Program Guidelines. 2023. p. 6]

**Early Intervention:** The process of identifying and providing targeted support to children with additional needs at the earliest possible stage to optimize their development.

**Inclusion:** Ensuring all children have access to meaningful participation and are provided with resources, strategies, and support to succeed in their learning environment.

**Reasonable Adjustments:** Changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in the service on the same basis as others. [ACECQA: The Disability Discrimination Act 2022].

**Disability:** is defined broadly in the Disability Discrimination Act (DDA) and does not rely on formal diagnosis of disability. Disability can be visible or non-visible. Disability in relation to the DDA includes physical; intellectual; psychiatric; sensory; neurological and learning disabilities as well as physical disfigurement.

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to have equitable access to resources and participation. This can lead to stronger skills in literacy and numeracy, social and emotional development and understanding of diversity. Strategies for supporting children with additional needs can differ significantly because every child is unique.

## COLLABORATIVE PARTNERSHIPS

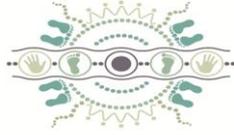
We strongly encourage families to provide as much information as possible about their child's needs, strengths, and any necessary supports prior to enrolment, or as any changes occur throughout their enrolment. Sharing this information does not jeopardise a child's enrolment at QDPA; rather, it enables QDPA to make informed decisions that best support the child's inclusion and participation.



By understanding each child's unique circumstances in advance, we can ensure they are placed in an environment that aligns with their developmental needs and maximises available resources. This proactive approach also allows us to coordinate with specialists and allocate appropriate support across the association, fostering a smoother transition and a more positive experience for both the child and their family.

#### APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

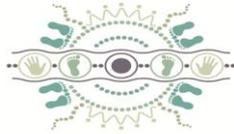
- create an environment that is welcoming to all families
- respect family lifestyle choices
- treat all families respectfully regardless of socioeconomic background
- show respect and a commitment to reconciliation by developing and maintaining a Reconciliation Action Plan (RAP)
- Compliance with the Education and Care Services National Law and Regulations
- Obligations under the Disability Discrimination Act 1992 are met
- all staff, educators, students and visitors have knowledge of and adhere to this policy; understand and comply with the (DDA) including making reasonable adjustments to the program, practices and environment in collaboration with families and children
- all new employees are provided with a copy of this policy as part of their induction process
- Staff are trained in inclusive practices and early intervention strategies.
- Reasonable adjustments are made to ensure access and participation for children with additional needs.
- Information from enrolment forms is used to identify necessary supports.
- Families are engaged in planning and decision-making for their child's inclusion.
- equitable access is provided to support children with additional needs
- they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence
- Partnerships with specialists, allied health professionals, and support agencies are maintained.
- that any barriers preventing a child's inclusion are identified and strategies to make improvements implemented
- Applications for additional support through programs such as the High Learning Support Needs program are submitted when required.
- educators are meeting the needs of each individual child, by providing educators with targeted professional development and opportunities to network with professional agencies



- the privacy and confidentiality for children and families is maintained
- the indoor and outdoor environment and equipment is designed or adapted/adjusted to ensure access and participation for all children, supporting the inclusion of children with additional needs. This may include the use of:
  - portable ramps
  - use of standing frames and support swings
  - specialised inclusion toys such as sensory resources
  - specialised furniture such as chairs, tables and positioning equipment
  - communication visuals and Auslan/Key Word Sign resources
  - resources and books in languages other than English to support Aboriginal and Torres Strait Islander children and children from linguistically diverse backgrounds
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions

#### EDUCATORS WILL:

- treat children equally and fairly and with respect
- Provide an inclusive and equitable environment that supports diverse learning styles and needs.
- implement experiences that are inclusive for all children to access, explore and participate
- Implement individual learning plans and collaborative support plans where needed.
- conduct observations on the individual child, outlining their interests, strengths, and developmental needs to support programming including open ended learning opportunities
- Engage in professional development on inclusion and early intervention practices.
- Collaborate with families and specialists to support children's development.
- Use strengths-based approaches to foster children's confidence and independence.
- create a flexible environment, which can be adapted to each child's needs within the Service to support the inclusion of children with additional needs
- Advocate for children's rights and equitable access to learning experiences.
- act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention, or assistance
- not judge or compare one child's development with another



### FAMILIES WILL:

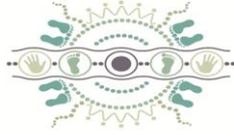
- work collaboratively with our Service
- Share information about their child's needs, strengths, and support strategies.
- Provide accurate documentation required for funding applications and service referrals.
- Participate in meetings and discussions regarding their child's progress and inclusion.
- Understand that providing accurate and thorough information does not impact placement but helps ensure the most suitable support and resources are available for their child.
- help to identify possible barriers for inclusion and reasonable adjustments that may be required
- collaborate with external professional support agencies and educators to implement plans to support inclusion
- Be aware of QDPA policies in relation to the compromised safety of other children and staff, enrolment may be reviewed with reduction in days/times, temporary cessation of enrolment or a potential termination of enrolment in extreme circumstances where the QDPA environment may be determined to not be suitable.

### SUPPORT STRATEGIES:

- Collaboration with External Professionals: Early childhood intervention specialists, therapists, and inclusion support agencies will be engaged as needed.
- Individual Learning Plans (ILPs): Developed for children requiring targeted interventions.
- Environmental Adaptations: Modifications to physical spaces, equipment, and resources to facilitate participation.
- Enhanced Transition to School Support: Assistance with transitioning to formal schooling, including communication with schools and development of Transition to School Statements.
- Disability and Inclusion Program: This provides funding under the High Learning Support Needs. This is accessed where applicable to provide additional staffing for increased staff to child ratios.

### CONTINUOUS IMPROVEMENT/REFLECTION

This policy will be reviewed annually in consultation with educators, families, and relevant professionals to ensure its continued effectiveness and alignment with best practices in early childhood education and inclusion.



## SOURCES

- Australian Children’s Education & Care Quality Authority. (2022). [Disability Discrimination Act 1992 \(DDA\) resources](#).
- Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#).
- Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0](#).
- Australian Government Department of Education (2014) *Continuity of Learning: A resource to support effective transition to school and school aged care*.
- Australian Government Department of Education. (2022) [Inclusion Support Program \(ISP\) Guidelines](#). Version 2.5 July 2023.
- Catholic Education Office Melbourne (2013) *Gifted and Talented Students A Resource Guide for Teachers in Victorian Catholic Schools*
- Early Childhood Australia Code of Ethics. (2016).
- Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). [Position statement on the inclusion of children with disability in early childhood education and care](#).
- Early Childhood Intervention Australia *National Guidelines for Best Practice in Early Childhood Intervention*
- Education and Care Services National Law Act 2010. (Amended 2025).
- [Education and Care Services National Regulations](#). (Amended 2025).

## REVIEW

Version Control	Date	Author	Description of Change
1.0	2018	QDPA	<ul style="list-style-type: none"> <li>Original document</li> </ul>
2.0	February 2025	QDPA	<ul style="list-style-type: none"> <li>Policy overhaul – anti-bias &amp; inclusion and Additional needs policy merged</li> <li>Inclusion of Child Safe Standards</li> <li>EYLF references amended to V2.0</li> <li>Amended wording from culturally competent to <i>culturally responsive</i></li> <li>continuous improvement/reflection section added</li> </ul>
3.0	February 2026	QDPA	<ul style="list-style-type: none"> <li>Annual policy review</li> <li>Removal of <i>Early Intervention Co-Ordinator</i></li> <li>Grammatical amendments</li> <li>Updated sources</li> </ul>