

# Inclusion Policy

### **Guiding principles:** ( NS Department of Community Services)

1. Research Based or Value Based.
  - practices, strategies and techniques are supported by empirical research
2. Family Centered
  - practice designed with the child and family acknowledging the child as part of a dynamic family system
3. Bias Free
  - recognizes and respects the different needs and value systems of children and their families
4. Trans-disciplinary Approach to Programming
  - team members share expertise in their own discipline
5. Developmentally/Chronologically Age Appropriate
  - the individual child within a chronologically age appropriate environment
6. Full Participation
  - all families have the same range of activities and programs available

### **Section 1: Policy Statement**

We include support staff to assist children to fully integrate and benefit from our programs. Collaboration with various outside service providers is very important in order to respond to the needs of French language child care services in our community.

### **Section 2: Definitions**

1. **"Inclusion"** as a value, supports the right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities. A natural setting is one in which the child would spend time had he or she not had a disability. (Division for Early Childhood on the Council for Exceptional Children).
2. **"Inclusive child care programming"** refers to programming that incorporates the values and principles of inclusion as described in this policy.(NS Department of Community Services)
3. **"Routine Based Planning"** is a program planning process where goals and strategies identified for children with special needs are embedded directly into the daily routines of the child care facility. (NS Department of Community Services)
4. **"Special Needs"** refers to a child's developmental disability, delay, health disorder, or behavioral concern that may significantly impact his/her ability to fully participate in a licensed child care facility's daily program or routines. (NS Department of Community Services)

5. **Outside service providers:** refer to professional that offers program, services or resources for children and their family.

### **Section 3: Procedures**

Human resources:

- All our staff must understand and agree to our inclusion policy practice.
- Staff must review and sign our inclusion policy annually.

Training:

- Professional development is highly supported to all staff that wishes to attend special needs-focused training opportunities on effective inclusion practices.

Programming:

- Staff will adapt environment and routine as necessary to meet the needs of children enrolled.
- Children with program adaptations will be reviewed with parents, teachers and support staff and/or outside service providers as needed.

Confidentiality:

- Staff will receive and access to confidential information about children and families. They agree to keep this information in the strictest confidence.
- All staff will sign confidentiality agreement upon hiring.
- Before sharing information about a child with outside agencies or schools, the child care program will get parental consent.
- Documentation of consent to share information will be kept locked on-site in child's file.

Partnerships:

- The collaboration with the families and outside service providers is essential in order to meet the children's needs.
- The centre will support the families by sharing resources, information and regular follow-ups to maintain a good communication between home and the center.
- The centre may refer families to outside service providers when we feel or the parents feel that a child may require additional support.

Admission/Registration:

- All families interested in registering to our centre must be on our waiting list. When spaces become available we communicate with parents to offer them a position. The parents will be invited to the centre to meet with us and will discuss if we can meet their child needs.
- Enrolment for children with special need will be allocated based on the natural proportion of the population (approximately 10% of enrolment). If the total of children enrolled exceeds the natural proportion, the admission committee will review the application and will be approved on a case-by-case basis.

Transitions:

- All children may require additional transitioning period when arriving to the centre or move to next age group. The period of integration may be shorter or longer depending on the child's ability to cope with in the program. All children will be integrated with children of the same age group.

Withdrawal: If the centre is having difficulty meeting the child's need we will ensure that:

- All families asked to withdraw are dealt with in a fair and equitable manner.
- The notice of withdrawal is consistent with the Withdrawal Policy of the Centre and is the same for all families. It should include written notice of withdrawal; documentation of meetings and discussions with special needs support staff when appropriate.
- Reasonable care has been taken in assessing the child's needs and the program's ability to support those needs.
- Special needs resources and outside services providers have been exhausted prior to the Notice of Withdrawal.
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**Section 4: Related Documentation/policies** (see attached document)

- Behavior guidance policy
- Parent Handbook
- Criteria for prioritization of support requests regarding the needs of children
- Checklist for record keeping
- Consent forms
- Authorization form for transmitting information to others (outside service providers and school)

**Section 5: Accountability**

- The centre will include Inclusion Policy in its Parent Handbook.
- We will review its Inclusion Policy and procedures regularly to ensure it is current with respect to language and legislation.
- The policy will be reviewed regularly with the board

