

**Assess your practice first.**

Read the below description and evaluate it in relation to your practices.

Meeting – A child in our service came from a family undergoing separation, which affected their behaviour and engagement. To support their inclusion, we created a calm, predictable routine to offer stability, provided extra emotional support, and worked closely with the family. We adjusted activities to ensure the child could participate comfortably and communicated frequently with the family to ensure consistency between home and the centre, promoting the child's sense of belonging.

A child with a keen interest in construction and hands-on learning often disengaged in structured group activities. Using this knowledge, we integrated more building-based activities and STEM projects into the program, allowing the child to participate actively. We adapted tasks to suit their kinaesthetic learning style, creating opportunities for them to lead peer activities, fostering confidence, and supporting their inclusion and participation in the program.

We recently adapted the environment for a child with Sensory Processing Disorder (SPD). After consulting with an occupational therapist, we introduced sensory-friendly materials and a quiet space to help the child regulate during transitions. We also adjusted group activities to allow more choice and flexibility, ensuring the child could fully participate without becoming overwhelmed. These changes supported the child's inclusion and improved overall engagement.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)

Please give an example of the way you adapted the environment, activities, routines or transitions to facilitate the inclusion and participation of all children. Include details of any input from other professionals/ therapists.

Please give an example of the way you promote equity, inclusion, diversity and challenge stereotypes in your curriculum and interactions with children.

Please give an example showing where you or your team have reflected and identified barriers to a child's participation and made appropriate changes.