# 6.2.2 Access and participation

Effective partnerships support children's access, inclusion, and participation in the program.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give a recent example of how you used your knowledge of a child’s family circumstances to support their access, inclusion, and participation in the program.*  | *Please give an example of how you and your team consistently maintain ongoing collaborative community partnerships and link with community support agencies to enhance children’s access, inclusion, and participation in the program.* |
| *A child in our program 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.* | *Our team consistently partners with local community groups, including a refugee support agency, to enhance children's participation. We have regular meetings and phone catch-ups, and the agency helps us adjust the program for children from diverse backgrounds. This ongoing collaboration ensures cultural sensitivity and offers tailored support for children and families, promoting inclusion and participation across our service.* |
| *Please give an example of how you used your knowledge of a child’s interests, learning style, strengths and abilities to support their access, inclusion, and participation in the program.*  | *Please give an example of how you and your team purposefully consider opportunities to enhance children’s inclusion, learning, and wellbeing, including looking for new links or partnerships that enhance children’s and families’ outcomes.* |
| *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 partnered with a local Indigenous cultural group to enhance children’s learning and well-being. This partnership provides cultural learning opportunities, supporting children’s sense of belonging. We also incorporated a quiet space for children needing downtime and used the children’s strengths and interests to shape their participation in new activities, ensuring their overall inclusion and engagement.* |
| *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 discuss how community partnerships contribute to a culture of inclusiveness and sense of belonging at the service.* |
| *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.* | Our partnership with a nearby community health service has fostered a culture of inclusion and belonging. The service provides regular health check-ups and well-being sessions for children and families, addressing equity issues and supporting all children, especially those from diverse backgrounds. This partnership enables us to offer more resources and connections to support every child's development and inclusion. |
| *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 where you or your team have reflected on personal biases that may impact a child’s access, participation, and inclusion in the program.* |
| *To promote equity and inclusion, we actively challenge stereotypes in the program by showcasing diverse family structures and cultural backgrounds. For example, we planned activities that celebrated various cultural traditions and discussed how different jobs are not limited by gender. This approach ensures that children learn to respect diversity, see themselves represented in the curriculum, and break down stereotypes related to gender, race, and ability.* | *Our team reflected on personal biases when a child from a single-parent home was initially overlooked in group activities. We realised that unconscious assumptions about family structure impacted how we engaged with the child. After reflection, we adjusted our approach to ensure that all children, regardless of family circumstances, felt equally included and supported in group activities.* |
| *Give an example showing where you or your team have reflected and identified barriers to a child’s participation and made appropriate changes.* | *Please discuss how the service approach to inclusion support aligns with the EYLF/MTOP and service policies and procedures.* |
| *A child struggled to communicate in group settings, creating barriers to participation. After reflecting, we introduced visual aids and used simple, clear language to support understanding. We also engaged the family, learning more about the child's preferences and integrating them into the program. By making these adjustments, the child became more comfortable, confident, and engaged in social activities, improving overall participation.* | *Our service approach to inclusion aligns with EYLF principles such as partnerships with families and high expectations for all children. We actively engage with families and support professionals to ensure the learning environment reflects each child’s strengths and needs. This is supported by policies like our Additional Needs Policy, ensuring we cater to diverse learning capacities while respecting cultural differences.* |