

WHAT DEFINES *early childhood inclusion?*



Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, **regardless of ability**, to participate in a broad range of activities and contexts as full members of families, communities, and society.



The desired results of inclusive experiences for children with and without additional needs and their families include a

sense of belonging and membership, positive social relationships and friendships,



and development and learning to reach their full potential.

01 access

to a wide range of learning opportunities, activities, settings and environments

through

Universal Design
for Learning
(UDL)



Learn more about differentiated instructions through this [Inclusive Classroom toolkit!](#)



UDL provides multiple and varied formats for instruction and learning, for every young child.



02 participation

Implementing inclusion involves a range of approaches, from embedded, routines-based teaching to more explicit interventions, to scaffold learning and participation for all children.

Ever thought of creating a Calming Corner in your classroom or at home? Pick up some useful tips [here!](#)



03 supports

An infrastructure of systems-level supports is needed to undergird the efforts of individuals and organisations providing inclusive services to children and families.

The key ingredients of implementing high quality early childhood inclusion



Click [here](#) to find out more about fostering positive home-school partnerships!