Information on inclusion support

This resource provides information on inclusion support for long day care services, kindergarten services as well as all early childhood care providers. The children who are most likely to benefit from targeted inclusion support are children:

- from culturally and linguistically diverse (CALD) backgrounds, including children from a refugee or humanitarian intervention background
- with ongoing high-support needs, including children with a disability
- from Aboriginal or Torres Strait Islander backgrounds.

All hyperlinks were correct at publication.

Long day care services

Long day care services can access:


Kindergarten services

Kindergarten services can access:

- support for children with suspected or diagnosed disability in one of six identified disability categories, through the Education Adjustment Program: http://education.qld.gov.au/students/disabilities/adjustment/index.html
  - Physical Impairment (PI) http://education.qld.gov.au/students/disabilities/adjustment/verification/pi.html
- Speech-Language Impairment (SLI)
- Vision Impairment (VI)

- interpreting support for such things as completing enrolments, parent–teacher interviews, discussing educational assessments, and advising parents on programs, activities, and the transition from kindergarten to school at http://deta.qld.gov.au/earlychildhood/service/access-kindy/interpreting-support.html.

All services

All services can access behaviour support services, including:

- Schoolwide positive behaviour support network at
- Video segments on intensive, targeted, and universal behaviour support strategies at

More information and resources

Please visit www.qcaa.qld.edu.au/12974.html and explore the resources under the headings ‘Inclusion and diversity’ and ‘Intentional teaching’.