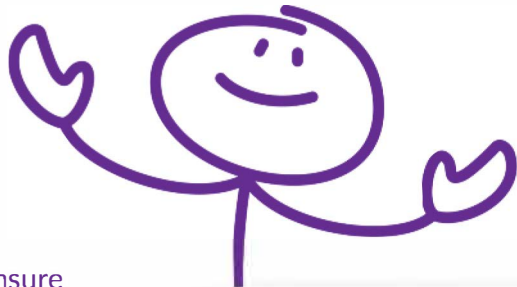


The Role of INclusion COordinator (INCO)

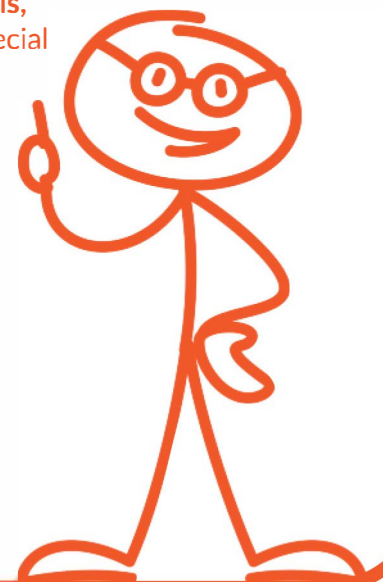
Leading Inclusive Practice and Pedagogy

- **Leading inclusive practice, inclusive pedagogy** and an inclusive culture within the setting and providing support and information to staff and parents on inclusion of all children, with reference to the Diversity, Equality and Inclusion Charter and Guidelines.
- **Cascading learning** throughout the staff in the setting so as to foster an inclusive culture.
- **Supporting staff** in the implementation of inclusive practices in curriculum planning and assessment which supports the regular reviewing of the learning environment, daily routines, activities and social interactions to enable children of all abilities and backgrounds to participate at an appropriate level in both individual and common tasks.
- **Sharing learning and good practice** regarding observations, documentation and curriculum planning and development, modelling good practice and utilising different strategies for collaborating with the team regarding effective communication with children, with reference to Aistear and Siolta principles and guidelines.
- **Engaging with national and local developments** related to inclusion in order to continue to lead the implementation of good practice in the setting.
- **Engaging with ongoing CPD** to ensure adherence to good practice in relation to developments within the disability sector and in relation to the inclusion of children with additional needs.



Access and Inclusion Model (AIM)

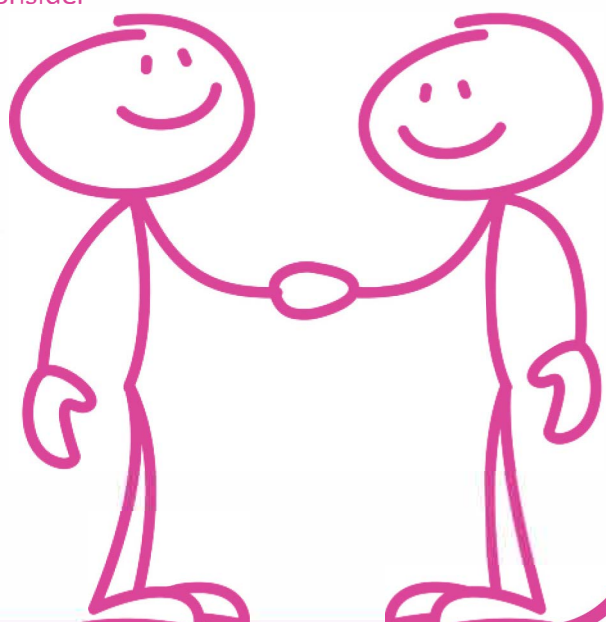
- **Disseminating information on AIM**, as well as on inclusion more generally, to parents and staff.
- **Assisting with applications for supports under AIM** and liaising, where necessary, with the Early Years Specialists and other professionals working with the child. This could include meeting with parents through to using the Hive portal for the AIM application.
- **Liaising with Early Years Specialists** to develop strategies to support participation to ensure all children and their families are supported.
- **Working closely with parents and other professionals**, including the Early Years Specialists in cases where a child has complex additional needs which require more targeted supports and/ or additional assistance.
- **Liaising with parents and other professionals**, including the Early Years Specialists and Special Education Needs Organisers (SENOs) as appropriate, to support the transition of children to primary school.
- **Participating in any relevant evaluation or AIM review** to inform future practice and policy developments.



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LEADERSHIP FOR INCLUSION
IN THE EARLY YEARS
CEANNAIREACTH DO CHUIMSIÚ
SNA LUATHBHLIANTA

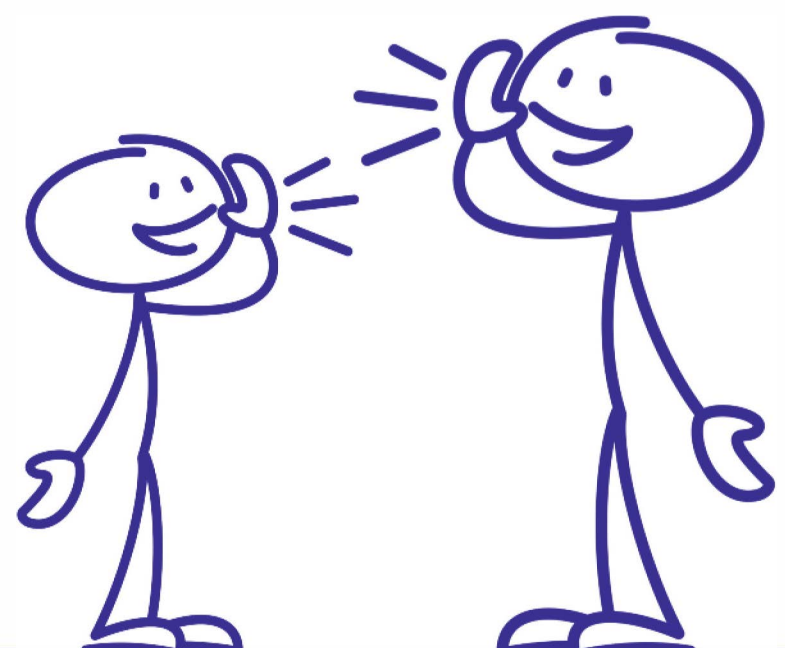
Diversity, Equality & Inclusion Charter and Guidelines

- **Promoting the National Inclusion Charter** and supporting staff to engage with the revised Diversity, Equality and Inclusion Charter and Guidelines 2016. This may involve the Inclusion Co-ordinator using relevant sections of the Diversity, Equality and Inclusion Guidelines (exercises, critical questions and pointers) to stimulate discussion with staff and as a prompt to consider ideas for practice in facilitating an inclusive programme.
- **Supporting the setting** to complete and regularly review its Inclusion Policy.



Views of Children and Parents

- **Advocating on behalf of children** and engaging in regular consultation with children to allow their ideas, feelings and thoughts to contribute to service provision and delivery. Using feedback from children and their parents to inform the settings inclusion procedures, evaluation and to input into wider policy developments, as appropriate.



Free to participate | Early years settings that employ an INclusion COordinator (INCO) who has graduated from LINC will receive an additional €2 per week in capitation per ECCE child | Students receive a €200 contribution towards costs.