



**Bowen
Children's
Centre**

Bowen Children's Centre

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BCC Inclusion & Accessibility Policy

All BCC Policies are based on Inclusion, and this is how we view inclusion.

Policy

We are committed to continuing to build an inclusive, welcoming, and equitable learning environment for all children from birth to age twelve. Inclusion means that every child in our community belongs, participates, and grows in the daily life of BCC, and every child has the right to belong, the right to opportunity, and the right to participate and grow within the daily life of our community in their individual way.

This policy outlines our commitment to accessibility, neurodiverse affirming and responsive practice, child-centred, family-informed practice, family partnerships, and equitable learning opportunities.

BCC fosters belonging and participation by presuming competence, applying Universal Design for Learning (UDL), and implementing family-centred practices. We are committed to equity, collaboration, and the use of anti-bias curriculum to support the diverse strengths, identities, and experiences of all children and families.

Resources

These commitments align with the BC Early Learning Framework (2019), the BC First Peoples Principles of Learning (FPPL), the BC Human Rights Code, and recognized best practices in early childhood inclusion.

Terms to Know and Use

Inclusion: Ensuring all children can participate meaningfully and feel a sense of belonging in all aspects of the early learning environment.

Accessibility: Designing environments, materials, and routines so that diverse learners can engage without barriers.

Equitable Participation: The design necessary for all children to participate in shared early learning experiences with each other

Universal Design for Learning: A research based framework that proactively provides accessible learning experiences for all children.

Individualized Support: Child-specific supports or strategies developed in collaboration with families, educators and specialists. Supports can be universal, targeted, or individualized depending on need.

Supports: tools, resources, or environmental adjustments that increase a child's agency, independence, and ability to participate meaningfully.

Strategies: actions, interactions, or teaching approaches that increase a child's agency by helping them learn new skills, access routines, regulate emotions, or communicate effectively. Strategies are relational, intentional, and can be universal, targeted, or individualized depending on need.

Philosophies

Belonging and Participation:

We believe every child has the right to belong, the right to opportunity, and the right to be included in all aspects of daily routines, play, and learning, regardless of ability, identity, language, culture, or developmental profile. We recognize that children participate, engage, and grow in their own individual ways.

Presuming Competence: We recognize each child as capable, curious, and full of potential. Educators respond to children's strengths, interests, and ways of communicating.

Universal Design for Learning (UDL): We design environments, routines, and learning experiences to be accessible for all children from the outset through multiple ways of engagement, representation, and action/expression.

Family Partnerships: Families are respected as children's first and most important teachers. Their knowledge, culture, languages, and goals guide planning and decision-making through child-centred, family-informed practice and meaningful family partnerships.

Equity and Anti-Bias Practice: We actively work to remove barriers caused by ableism, racism, colonialism, linguistic bias, and socioeconomic inequities. Practices reflect cultural safety, anti-ableism and accessibility, and trauma-informed care.

Collaboration: We collaborate with children and families, educators, Supported Child Development (SCD) consultants, Infant Development Program (IDP) consultants, therapists, and community partners to support child development and inclusive participation.