



Alliance Insight

Inclusive practice in early years libraries

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Welcome



Image source: Pexels.com

Session overview

- Exploring what inclusion looks and *feels* like
- Hearing the voice of the child
- Celebrating the unique child and families
- Building positive relationships
- Creating enabling environments
- Supporting learning and development

What does the chicken say?

Match the animals to the sound

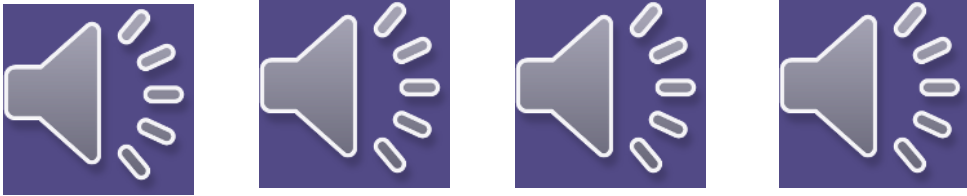


Image source:pexels.com

What does inclusion look and feel like?

"Understanding what families in my locality are experiencing – recognising all the factors that potentially make them vulnerable"

"Tailoring what we do and making adaptations to ensure equity of opportunity and access for everyone"

Ensuring that every child regardless of their background or needs has the opportunity to thrive"

"Developing collaborative partnerships and discussions with children, families and other professionals where their voice is heard"

"Everyone knowing that they belong and that they are welcome and safe in our shared space"

"Recognising my own knowledge and confidence and where I may need to access extra training and support to build these"

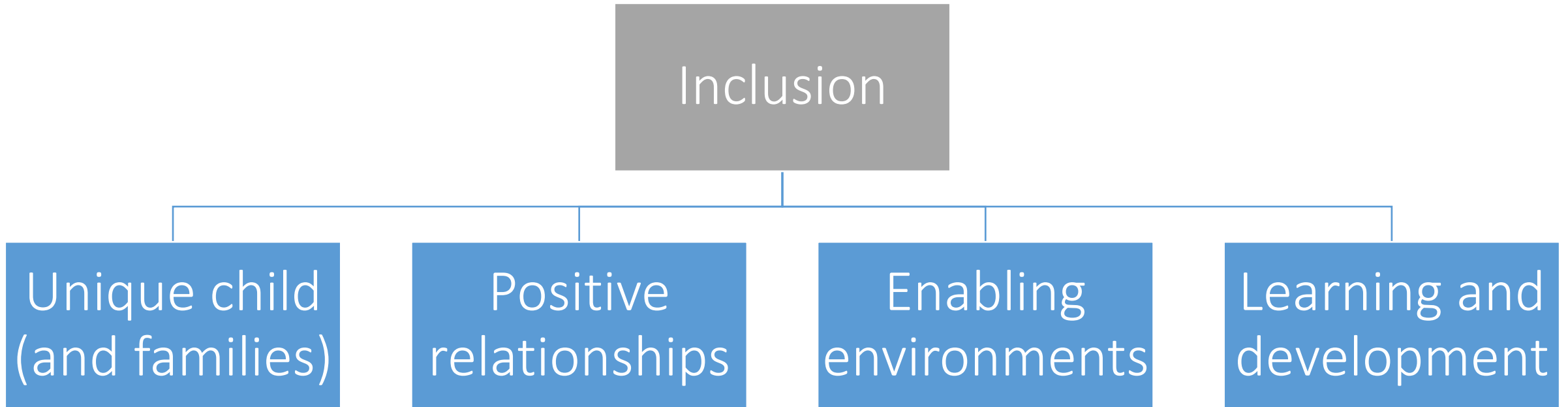
Hearing the voice of the child - RAMPS

The UN Convention on the Rights of the Child (Article 12)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.



The Early Years Foundation Stage



Celebrating the unique child and families

Do you have knowledge of your local context – not just the issues your children and families may be facing but also their strengths?

Who else could you connect with to understand and celebrate your children and families?

- Local Family Hubs, early years settings and community-based toddler groups
- Other support organisations such as faith groups, council services, health visitors, refugee support groups
- Other libraries



Building positive relationships

How do you build your library "family"?

- Taking the library to the families
- Making every connection count
- Developing library champions and peer support
- Identifying the "gatekeepers"
- Seeking out the hard-to-reach families
- Finding time and space for empathetic engagement



Image source: Adobe Stock

Enabling environments

Does your library invite curiosity and support children's awe and wonder for the world around them?

How could you make this more inviting?



Image source: Early Years Alliance

Enabling environments - families



Image source: early years alliance

Children need to see themselves and their lives in the books and stories that they experience

Enabling environments – sensory take 5 and add 3

- Vestibular
- Proprioception
- Interoception



Source- [bigstock.com](https://www.bigstock.com)

Enabling environments - SEND children and families

- Around 13% of children in Early Years have a SEND
- The average reading age of an adult in England is 9-11 years old
- 18% of adults report they have a very low or poor reading comprehension level



Source pexels.com

Learning and development

Children learn and develop in different ways and at different rates – how do you ensure that everyone is included in the opportunities you offer?

- The benefits of reading
- Being part of a community
- Shared learning experiences
- Social skills
- Empathy
- The vocabulary gap



Image source: Adobe stock

Learning and development – what do you think?

It is responsibility for children to
develop a love of reading

Inclusion - other routes in with singing

- Significant impact on both musicality and language development when caregivers singing to their infants.
- Researchers found those exposed to higher levels of singing interactions showed larger receptive vocabularies at 14 months.
- Singing is part of the repertoire of parenting and infant-directed singing has remarkably similar characteristics across many different cultures.
- Children benefit from hearing well-loved songs, nursery rhymes, finger rhymes and stories as often as possible and with associated props.

And finally...

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Dr Seuss (1904-1991)



Image source: [Unsplash.com](https://unsplash.com)

Useful links

- [Home | Family Corner](#)
- [Tiny Happy People](#)
- [Parent and Child Groups and Support | Pen Green Children's Centre](#)
- [Reading with your child 3-4 years | BookTrust](#)
- [Mama Lisa's World - international music and culture](#)
- [Ofsted: explore an area](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

Stay in touch



Find out more: www.eyalliance.org.uk

Become a member: www.eyalliance.org.uk/become-a-member



Resources for families: www.familycorner.co.uk

Packed full of helpful articles on all aspects of child development to share with your families.



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