

Enhancing Inclusive Practice in the Early Years: A Framework for Action

Eucharia McCarthy & Mary Moloney, Dept of Reflective Pedagogy &
Early Childhood Studies

This national targeted research study explores the extent to which ECCE settings support the inclusion of children with special educational needs. Underpinned by qualitative and quantitative research methodologies, this study provides a unique window of opportunity to see first-hand how the ECCE sector grappled with the whole concept of Inclusion. Drawing upon the research findings, an evidence-based Framework for Action for the Inclusion of Children with Special Needs in the Early Years was developed and piloted. This paper presents key findings from the national targeted research study and the pilot project, as well as recommendations for enhancing inclusive practice in the early years.