

## Additional Needs Policy

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### NQS

QA3	3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
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QA5	5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel secure, confident and included.

QA6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	6.3.3	Access to inclusion and support assistance is facilitated.

### National Regulations

Regs	155	Interactions with children
	156	Relationships in groups

### My Time, Our Place

LO1	Children feel safe, secure, and supported
	Children develop their autonomy, inter-dependence, resilience and sense of agency
	Children develop knowledgeable and confident self identities
	Children learn to interact in relation to others with care, empathy and respect

### Aim

To provide each child regardless of their additional needs and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at the service. Educators will remain positive, open-minded and honest at all times when working with families and external support professionals to most positively meet the additional needs of each child being educated and cared for at the service.

***RESPECT | INTEGRITY | SELF-RESILIENCE | EXCELLENCE***

## **Related Policies**

Child Protection Policy  
Continuity of Education and Care Policy  
Enrolment Policy  
Orientation for Children Policy  
Relationships with Children Policy  
Health, Hygiene and Safe Food Policy  
HIV AIDS Policy  
Immunisation and Disease Prevention Policy  
Infectious Diseases Policy  
Medical Conditions Policy

## **Implementation**

**As per the National Quality Standard, our service positively responds to and welcomes children with additional needs who –**

- are Aboriginals or Torres Strait Islanders
- are recent arrivals in Australia
- have a culturally and linguistically diverse background
- live in isolated geographic locations
- are experiencing difficult family circumstances or stress
- are at risk of abuse or neglect
- are experiencing language and communication difficulties
- have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder
- have a medical or health condition
- demonstrate challenging behaviours and behavioural or psychological disorders
- have developmental delays
- have learning difficulties
- are gifted or have special talents
- have other extra support needs.

We understand that additional needs arise from different causes, and that causes require different responses. Any child may have additional needs from time to time.

We recognise that additional needs may be temporary or for a lifetime.

### **Learning Environments**

- The service environment and equipment will be designed or adapted to ensure access and participation by every child in the service to support the inclusion of children with additional needs.
- The indoor and the outdoor environment will be suitable for children with additional needs.
- The service will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion and children with additional needs in the community.
- The service will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process. And where appropriate, the service will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children may have sensory sensitivities to pressure, texture, smell, noise or visual expectation of the environment or colour which may need to be considered in the environment.
- Children will be encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children and the community.

### **Positively Promoting Each Child's Personal Ability**

Our service wants children to develop to the best of their personal ability. Our philosophy highlights our commitment to equality and fairness for all children. Every child in our service is an individual and we aim to promote and encourage this by:

- Our commitment to ensuring each child is able to fully participate in their education and care at the service.
- Helping children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Enabling children to develop autonomy, independence, competency, confidence and pride.
- To provide all children with accurate and appropriate material that provides information about the additional needs of others.

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***RESPECT | INTEGRITY | SELF-RESILIENCE | EXCELLENCE***

- Providing educators of a high calibre who encourage children to experience active and energetic play in order to develop their physical potential.
  - Presenting children with a wide range of male and female work roles, both within the home and the workplace, including nurturing roles.
  - Encouraging children to develop friendships with each other based on mutual trust and respect.
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- Including in our program and curriculum, and the physical environment, an awareness of cross-cultural and non-discriminatory practices.
  - Using a program that is based on a child's development, that is also relevant to the children's life experiences, interests and social skills.
  - Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.
  - Making it clear to children through all educators that it is not acceptable for a child to say or do unfair thing to another person and that if this does occur an educator will firmly step in.
  - Educators will familiarise themselves with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. Where applicable, this may include things such as sign language and or learning key words in the child's home language.

### **Professional Support Services for Children**

- Our service will not hesitate to access external professional support services for children with additional needs.
- Educators will liaise with the Nominated Supervisor to ensure the needs of each child are met throughout their education and care at the service.
- The service will use the Enrolment Form to gather information about children with additional needs. Educators will encourage families to update this information throughout the year and families are responsible for passing on information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
- Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services and where appropriate the child's local school if known by the family.
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- The service will work with the local schools to help children with additional needs transition between school and our service. We are open to sharing information about the additional needs of children to promote continuity of learning.
- Educators will remain positive, open-minded and honest at all times.
- The Inclusion Support Agency (ISA) is funded by the Australian Government. The service can lodge an application for Special Needs Subsidy Support (SNSS) funding for additional support workers through the ISA. Funding will be granted when the child meets specific criteria. SNSS workers will help the service with the integration of children with additional needs and will assist educator in putting together an individual program for each child. Australian government funding is necessary in continuing the availability of support through ISA's and SNSS Workers. Information is available from DEEWR at the following website –
  - <http://www.deewr.gov.au/Earlychildhood/Programs/ChildCareforServices/SupportFamilyCCS/Pages/InclusionSupportProgram.aspx>

### Professional Development for Educators

- Our service will access professional development for educators to help the service meet the needs of each child with additional needs.

## Sources

Education and Care Services National Regulations 2011  
National Quality Standard  
My Time, Our Place Framework for School Age Care

## Review

The policy will be reviewed annually by the Out of School Hours Care subcommittee of School Council.

<u>Ratification Date</u> October 2020	<u>Review Date</u> Year 2021	<u>Version Number</u> 4	<u>Date Produced</u> October 2015
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