



# Additional Needs Policy

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## National Quality Standards

### Quality Area 3: Physical environment

**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.

### Quality Area 5: Relationships with Children

**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.

### Quality Area 6: Collaborative partnerships with families and communities

**6.3.2** Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

## National Regulations

**Regulation 155** – Interactions with children

**Regulation 156** – Relationships in groups

**Regulation 157** – Access for parents

## Early Years Learning Framework

### Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging 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

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## Aim

To provide each child, regardless of their additional needs and abilities, with a supportive and inclusive environment that enables them 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.

## 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 Aboriginal 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 a range of causes, and that the responses to these causes need to be varied and specific depending on the individual needs of the child. 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.
- Both indoor and outdoor environments 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 practices and include examples of children with additional needs in the community.

- The service will work with external professionals and families to ensure that learning environments are appropriately suited to each child with additional needs, in addition to those children and families from culturally diverse backgrounds. Where possible, the children themselves will also be involved in the process. 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, 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 through the development of relationships built on trust with Educators, other children and the wider community.

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

Bayside Park Early Education Centre wants each individual child to develop to the best of their personal ability. Our philosophy highlights our commitment to equity 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 all children are able to fully participate in their education and care at the service.
- Helping children to develop ease with, and have a respect for, the physical, racial, religious and cultural differences that exist amongst individuals.
- Enabling children to develop autonomy, independence, competency, confidence and pride.
- Providing all children with accurate and appropriate informative material regarding the additional needs of others.
- Providing Educators of a high calibre who encourage children to experience active and energetic play in order to develop to 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.
- 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 and 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 things to another person, and that if this does occur, a staff member 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 example 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 Booklet to gather information about children with additional needs, and will liaise closely with parents to ensure clear guidelines for meeting needs are met. Educators will encourage families to update this information throughout the year and families will be responsible for passing on information from any professional support services accessed external to the service. These practices 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. This information is to be 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.
- The service will work with local schools to help children with additional needs during the transition process. 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 Educators 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 where appropriate, and will encourage Educators to accept responsibility for their own professional development in order to ensure they are meeting the individual additional needs of each child.

## Sources

*National Quality Standard*  
*Education and Care Services National Regulations 2015*  
*Early Years Learning Framework*  
*Staying Healthy in Child Care 5<sup>th</sup> Edition*

## Review

The policy will be reviewed annually. The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

**Last reviewed: January 2016**

**Date for next review: January 2017**

**Signature of Director:** \_\_\_\_\_

Bayside Park Early Education Centre