



ADDITIONAL NEEDS POLICY

Supporting children with additional needs requires educators to extend upon the strategies they already use in providing quality education and care for children. It is imperative for educators to develop a comprehensive understanding of each child’s interests and abilities and implement an inclusive and equitable learning environment that supports their individual needs.

Inclusion is stipulated in the Early Years Learning Framework as *‘taking into account all children’s, social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographical location) in curriculum decision making processes.’* Belonging, Being and Becoming (2009) p. 45.

Our Service will work in partnership with families and other professionals to ensure specific consideration and adaptations allow children with additional needs access and participation and achieve positive learning outcomes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

QUALITY AREA 5 RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6 COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED POLICIES

Anti-Bias and Inclusion Policy	Enrolment Policy
Behaviour Management Policy	Interaction with Children, Family and Staff Policy
Code of Conduct Policy	Medical Conditions Policy
Early Childhood Intervention Practitioner Management Policy	Orientation of Families Policy
Educational Program Policy	Privacy and Confidentiality Policy
	Respect for Children Policy

PURPOSE

To be responsive to each child, irrespective of their additional needs and abilities. We aim to provide a supportive and inclusive environment that sanctions each child to fully participate in their education and care at the Service. Educators will remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DEFINITIONS

According to the Inclusion Support Program Guidelines (Australian Department of Education, Skills and Employment) July 2021, there is no national definition of '*additional needs*.' This term is used within the policy to describe children who may need or require specific considerations or adaptations to participate fully in our Early Childhood Education and Care service.

Additional needs may include children who:

- have a diagnosed disability or developmental delay- physical, sensory, intellectual, or autism spectrum disorder
- are presenting with challenging behaviours and/or behavioural or psychological disorders
- have a serious medical or health condition
- are presenting with trauma-related behaviours
- 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 learning difficulties
- are gifted or have special talents
- have other extra support needs.

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to have equitable access to resources and participation. This can lead to stronger skills in literacy and numeracy, social and emotional development and understanding of diversity. Strategies for supporting children with additional needs can differ significantly, because every child is unique.

IMPLEMENTATION

Management/Nominated Supervisor will ensure:

- children’s social, cultural and linguistic diversity is considered to inform curriculum decision-making processes to provide an inclusive education
- completed enrolment forms are used to gather information about children’s additional needs and supports that may be required
- equitable access is provided to support children with additional needs
- communication with families is consistent and supportive
- they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence
- they contact their local Inclusion Agency to access information and support about the Inclusion Support Program (see: [Inclusion Development Fund Manager](#) (IDFM) for your state/territory organisation)
- they develop a *Strategic Inclusion Plan and Individual Support Plans* in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child’s inclusion and implement strategies for improvement
- they seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs
- educators are meeting the needs of each individual child, by providing educators with targeted professional development and opportunities to network with professional agencies
- they access the Inclusion Support Portal (IS Portal) through PRODA
- parents/guardians provide written consent for information about their child to be shared with relevant IA, IDFM and the Department if accessing support under the Inclusion Support
- families are encouraged to meet with the educators who will be working with the child to ensure an understanding of the child’s needs, appropriate methods for communication, and to ascertain that suitable resources and support is provided to both the family and the child
- the Service works in partnership with Early Childhood Intervention (ECI) professionals, allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
- specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child’s individual record
- children are 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
- inclusive strategies and practices are embedded in the delivery of quality education and care
- the privacy and confidentiality for children and families is maintained
- the indoor and outdoor environment and equipment is designed or adapted to ensure access and participation for all children, supporting the inclusion of children with additional needs. This may include the use of:
 - portable ramps
 - use of standing frames and support swings
 - specialised inclusion toys such as sensory or switch toys
 - specialised furniture such as chairs, tables and positioning equipment
 - communication charts and Auslan dictionaries
 - resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds
- the program and curriculum are inclusive and meet the individual needs of children with additional needs disability or developmental delay.

- children’s sensory sensitivities to pressure, texture, smell, noise, or colour ~~is~~ are considered within the environment.

Educators will:

- treat children equally and fairly and with respect
- create an inclusive program, which is adaptable and supportive of all children
- advocate for children’s rights
- conduct specific observations on the individual child, outlining their interests, strengths, and developmental needs to support programming including open ended learning opportunities
- meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, use of images, and/or learning key words in the child’s home language
- establish a means for frequent communication with parents of children with additional needs through a communication book, verbal daily information exchanges, and/or formal and informal meetings
- work with all families to meet children’s developmental needs in order to build strengths and capabilities
- develop an Inclusion Support Plan (ISP) in collaboration with Inclusion Agency professionals, Early Childhood Intervention (ECI) professionals, other allied health professionals and parents for each child
- work with other professionals who play a role in supporting the child’s development
- create a flexible environment, which can be adapted to each child’s needs within the Service to support the inclusion of children with additional needs
- implement programming experiences and activities, that are inclusive for all children to access, explore and participate
- listen carefully to all children’s concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour
- act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention, or assistance
- discuss a wide range of emotions, thoughts, and views constructively with the children within a supportive environment
- not judge or compare one child’s development with another
- talk to children about differences and acceptance
- provide opportunities for all children to play and learn together, promoting cooperative, caring, and social behaviours.

High Potential and Gifted children

Our Service will collaborate with families to support the needs of high potential and gifted children.

We will:

- respect the uniqueness of each child
- acknowledge the characteristics of high potential and gifted children
- be sensitive to the social-emotional needs of gifted children and assist them to feel a sense of belonging
- develop our capacity to cater for the needs of gifted children through professional development
- support children’s transition to school
- assist educators cater for gifted children who also have a disability- ‘Twice Exceptional’ children

Enhanced transition to school planning

Our Service will promote and support enhanced transition to school programs for children with additional needs by:

- starting the planning for transition to school aged care early
- liaising with key people at the school and other support services to ensure key dates for applications for support are noted
- sharing information about the child's strengths and completing *Transition to School Statements*
- supporting reciprocal visits to strengthen the transition to school for children and families
- provide continuity of learning between our Service and school aged care.

Families will:

- work collaboratively with our Service
- share information about their child's specific needs- their interests, things they do well, strategies that are used at home to support their child, identify routines or situations that may cause physical or emotional challenges
- provide accurate information about their child's additional needs including relevant reports, documentation, NDIS plans, details about support services and other allied professionals
- help to identify possible barriers for inclusion and reasonable adjustments that may be required
- consent to our Service accessing external professional support if required to assist educators manage the diagnosed, or undiagnosed additional needs of their child
- collaborate with external professional support agencies and educators to implement plans to support inclusion
- provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program
- adhere to our policies that should the safety of other children and staff be compromised enrolment may be suspended or terminated.

Source

AllPlay Learn

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Australian Government Department of Education, Skills and Employment (2014) *Continuity of Learning: A resource to support effective transition to school and school aged care*.

Australian Government Department of Education, Skills and Employment (2021) *Inclusion Support Program (ISP) Guidelines. Version 2.3 July 2021*

Catholic Education Office Melbourne (2013) *Gifted and Talented Students A Resource Guide for Teachers in Victorian Catholic Schools*

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). Position statement on the inclusion of children with disability in early childhood education and care.

http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf

Early Childhood Intervention Australia *National Guidelines for Best Practice in Early Childhood Intervention Education and Care Services National Law Act 2010. (Amended 2018)*.

[Education and Care Services National Regulations](#). (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (amended 2020).

New South Wales Department of Education *High Potential and Gifted Education Policy*. (2019).

Raising Children *Supporting gifted and talented learning* <https://raisingchildren.net.au/preschoolers/play-learning/gifted-talented-children/supporting-learning>

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Alana Allen	Director of Kindergarten	
POLICY REVIEWED	August 22	NEXT REVIEW DATE	August 2023
Aug 2022 MODIFICATIONS	<ul style="list-style-type: none"> policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required 		
APRIL 2021	<ul style="list-style-type: none"> Review of policy- Moved Families will.... to end of policy sources checked for currency Updated information for Inclusion Support Program- PRODA Reference to resource- <i>Guide to Strategic Inclusion Plan</i> added		
APRIL 2020	<ul style="list-style-type: none"> Additional information for Approved provider and educators added Adjustments for inclusion added - Family responsibilities - Inclusion Support Program - High Potential and Gifted children - Transition to School New references added		
APRIL 2019	<ul style="list-style-type: none"> Rearranged the order of points for better flow Points added (Highlighted). Sources/references checked, corrected, updated, and alphabetised. Deleted 'procedures' appendix and added relevant info to body of policy.		
APRIL 2018	<ul style="list-style-type: none"> Minor terminology and grammatical adjustments Included the list of related policies		
OCTOBER 2017	Updated the National Quality Standards references to comply with revised standards		
APRIL 2017	Minor changes and additions made		