



Additional Needs Policy

Educators will 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 ensure that all children are treated equally and fairly and that each child will have the opportunity to grow and develop to their individual potential.

Quality Area 1: Educational program and practice

1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing and confidence as learners and effectiveness as communicators.
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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.
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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: Partnership with families

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.

The service will:

- Ensure the indoor and the outdoor environment will be suitable for children with additional needs. The physical environment will be arranged so it is suitable for all persons regardless of mobility to minimise barriers to participation.
- Ensure the program and curriculum meets the needs of all children, including children with additional needs.
- Encourage families to meet with the Educators who will be working with the child before the child commences care, allowing the Educators to discuss and understand the child's needs and ensure the appropriate resources and support are provided to both the family and the child.
- Access professional development for educators to help the service meet the needs of each child with additional needs.
- Seek assistance, training and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs.
- Ensure no information regarding a child will be given out to a person who is not that child's parent or guardian, without the parent/guardian permission.

- The Educator's will:
- Educators will treat all children equally and fairly, regardless of perceived differences and ensure each child is supported to participate in the program.
- Educators will act as advocates for all children's rights.
- Ensure the environment and equipment used by Educators will be flexible and be able to adapt to each child's needs within the service to support the inclusion of children with additional needs.
- Educators will program experiences for each child to suit individual abilities, strengths and interests also considering any professional support plans for the child.
- Educators will support children to treat all peers equally and fairly, with programming experiences that allow children to explore emotions such as compromise and empathy. Educators will listen carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Educators recognise families as having expert knowledge about their child's needs, abilities and interests and will consult with them regularly to collaborate and create a continuity of learning in conjunction with professional support plans and cohesive practices from home.
- Educators will work with other professionals who play a role in supporting the child's development. Educators will seek specific professional intervention and training to support a within the service.
- Information documented about the individual child with additional needs may be used to develop an individual support plan that will kept on file at the service and shared with families, the child's medical practitioners and/or professional support services.
- Educators will 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.
- Educators will discuss a wide range of emotions, thoughts and views constructively with the children within a supportive environment.
- Educators will not judge or compare one child's development with another

This policy was developed and sourced with consultation with National Quality Standards, Education and Care Services National Regulations 2011

<https://www.kidsmatter.edu.au/early-childhood/about-mental-health/about-mental-health-and-wellbeing-children-additional-needs>

Date that the policy was last updated or revised: April 2017

Signature of Director: _____

Nurture and Nature Private Preschool

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