

 Woy Woy Peninsula Community Childcare		
<h2 style="text-align: center;">Inclusion of Children with Additional Needs</h2>		
Date adopted:		
Date last reviewed: August 2019	Reviewed by: Board of Management.	Date of next review: August 2021

<b>Policy context:</b> This policy relates to:	
National Quality Standards.	Standard 6.2 <i>Collaborative partnerships</i> Collaborative partnerships enhance children's inclusion, learning and wellbeing. Element 6.2.2 <i>Access and participation</i> Effective partnerships support children's access, inclusion and participation in the program.
Legislation/Act.	Start Strong - Priority of Access Guidelines NSW Dept. Education

<b>Documents related to this policy</b>	
Related policies	Transition to School Policy
Forms or other organisational documents	Inclusion Support Plan Individual Education Plan Templates Communication books
References	"Who's Going to Teach My Child" Department of Education and Training 2008 "Strengthening Inclusive Practices in Early Childhood Intervention Services: Best Practice Guide" ECIA NSW/ACT 2014. "Statement on the inclusion of every child in early childhood education and care." Early Childhood Australia

<b>Policy Review:</b>	
Policy review frequency: This policy will be reviewed in accordance with the Organisations Review Policy.	Responsibility for review: The Board of Management.
Where appropriate staff will be part of the review process.	
Documentation and communication: Policy documentation to be held in Policy and Procedure manuals. Where appropriate copies of new or reviewed policies will be given to staff, volunteers and families.	

### Goal

The Centre will aim to meet the inclusion of children with additional needs who are gifted/disabled/delayed in an anti-bias curriculum.

### Rationale

The number of children with additional needs and the sessions they attend varies according to the degree of additional needs and the individual services' ability to provide a suitable program for all children enrolled.

Acceptance of children with an additional need is at the discretion of the Board and Nominated Supervisor, and depends upon the level of support/assistance required by staff to address the child's needs.

Factors to be examined will include:

- Priority of access guidelines
- Current enrolments and resources
- Child's degree of delay, disability, need
- Family's level of need

**Enrolment of a Child with Additional Needs may be based on workplace assessment, renovation or staff training completed prior to a child's attendance**

## **Procedure**

The ethos at the centre is the normalisation and inclusion of children with additional needs into the least restrictive setting.

Our project is to offer a program that caters to the individual needs of these children and their families.

Educator support is required in order for the centre to realise the above outcomes.

Programs for children cited will be developed and monitored by early childhood (supervising) educator in conjunction with early intervention professionals and consultation with parents.

Program will be implemented by early childhood educators and assistants during the child's attendance at the centre.

The program will be:

- Inclusive of the needs of all of the children in learning environment and will be reflected in the planning of the Service Inclusion Plan (SIP).
- Providing an Individualised Education Program (IEP) for each child cited, taking into account their developmental delay and/or specific needs.
- Consolidating and extending children's skills in all domains (language, social, physical, cognitive) particularly in preparation for school readiness.
- Facilitating successful transition of children with additional needs into school setting (children eligible to attend school) such as orientation visits between the centre and prospective school.
- Providing a consistent programming and instructional approach between early intervention/support agencies e.g. I.S.S., Early Intervention Class, A.S.P.E.C.T. and those implemented at the centre.
- Evaluating children's progress and this to be the basis for ongoing adaptation and implementation with the program.

Program details and developmental information will be readily available to staff, families and professionals working with each child.

Employ additional educators as required during centre hours dependant on available funding.

Educators will assist children and families by:

- Participating in programming meetings with supervising teacher.
- Implementing activities for child/ren on a 1:1 or small group basis.
- Monitoring children's progress and adapting program as required.
- Recording children's progress in communication book and developmental records.
- Participating in evaluation of program.
- Liaising with parents and professionals in regard to program (Early Intervention Class, Y.A.R.R.A.N., A.S.P.E.C.T., and specialised support team).

Communication books provide an ongoing profile of the child's progress and allow staff, other professionals and parents to provide feedback, offer suggestions.