

Inclusion of Children with Additional Needs

Purpose

At Peak we value every child's active participation in all aspects of our program including sports, learning and having fun, in a safe and nurturing environment. We aim to provide an inclusive and supportive program that provides experiences that enrich the learning and development of each child based on their individual needs, abilities, skills and knowledge. Through the implementation of My Time Our Place outcomes and the principles Being, Belonging and Becoming, our children are encouraged to develop their own sense of identity, to be valued as an important member of the group, to develop secure relationships with adults and other children, to learn fairness and respect for the uniqueness of each person.

In order to successfully meet the additional needs of children who face challenges to inclusion, the service will ensure that appropriate inclusion support services are accessed and that funding for additional educators above regulated ratios are provided where possible. Educators will work in strong partnership with families and, where necessary, with other external organisations in order to support children's well-being and full access to the program.

Considerations

Education and Care Services National Regulations	National Quality Standard/s	Other Service policies/documentation	Other
Regulation: 73, 74, 75, 76, 155, 156, 168.	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.2.1, 6.2.2	<ul style="list-style-type: none"> - Peak Centre Philosophy - Confidentiality Policy - Enrolment & Orientation Policy - Interactions with Children Policy - Behaviour Management and Support Policy - Multicultural and Anti-Bias Policy 	<ul style="list-style-type: none"> - NSW Anti-Discrimination Act 1977 - UN Convention on the Rights of the Child - My Time, Our Place: Framework for School Age Care in Australia - Inclusion Development Fund Manager https://www.idfm.org.au/home

Procedures

Enrolment Procedures for Children with Additional Needs:

- Upon enrolment, families of children who are identified as having additional needs will be asked to complete an Additional Needs Support Form which allows staff to understand how best to support the child and whether our environment can facilitate a level of support suited to child.
- Peak Directors and/or Inclusion Support Facilitator will review this information and any medical diagnosis information provided. At this time the directors may request further information or documentation and will consider whether adequate support and accommodations can be made to ensure the safety and wellbeing of all children.

- Prior to approval of enrolment families are encouraged to attend the centre with their child for **three orientation visits prior to their first day**. This allows the child to meet the educators, familiarise themselves with the environment and for families to establish communication with educators about their child's needs. Peak will also use these orientation visits to assess the suitability of the service in meeting children's needs.
- After orientation visits, if Peak Directors and/or Inclusion Support Facilitator can ensure adequate support can be facilitated to ensure the safety and wellbeing of all children, approval of enrolment will be communicated to families.
- Peak Directors may decide to apply for Inclusion Support funding. An email will be sent to families outlining the application process and a request for a medical diagnosis is issued in order to complete the application.
- When we cannot facilitate adequate support, we will provide reasoning to the family and work with the family in relation to reviewing again at a later stage where relevant.

Inclusion Support Agencies

- The service will access appropriate additional support funding, assistance and resources for children with additional needs including children with high ongoing support needs.
- Educators will talk to children's families about any concerns they have and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.
- Educators will work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.

Inclusive Practices

- Where possible Peak will ensure equipment and transportation is accessible to all children.
- Educators will actively seek information from children, families and the community about their individual needs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.
- Educators will be sensitive and attentive to all children and respect their unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and ensure children's individual needs are accommodated at the service.
- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family.
- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
- Educators will act as positive role models by encouraging all children to be involved in a variety of

activities.

- Educators will role model appropriate ways to challenge discrimination and actively promote inclusive behaviours in children.
- Children will never be singled out or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children’s play or relationships with each other to help children understand and find strategies to counteract these behaviours.

Educator recruitment and professional development

- The Centre Supervisor and Educators will attend professional development and team meetings that build knowledge and understanding of a range of additional needs and awareness of inclusive practices.
- All educators will be provided with a code of conduct on commencement of employment to ensure they are committed to developing positive interactions with children.

Version Control Table

Version Control	Date Released	Next Review	Approved by	Amendment
1	Jan 2017	March 2018	Directors	Nil – small amendments to procedures
2	August 2019	August 2020	Directors	<ul style="list-style-type: none"> - Rewritten and edited to reflect 2018 updated Quality Standards. - Policy aim updated to reflect 2019 Centre Philosophy - Enrolment procedures added - Inclusive practices added - Inclusion support funding process defined
3	March 2020	August 2022	Directors	Reviewed with no amendments. Moved to new document review timeline.
4	December 2022	December 2024	Directors	Enrolment guidelines amended to three orientation sessions to better support transitions.