

INCLUSION OF CHILDREN WITH SPECIAL RIGHTS POLICY

AIM

To uphold an inclusive education and care environment, where all children are supported to contribute to their learning community. To ensure all children feel safe physically, emotionally, culturally and socially and are treated respectfully and equitably. As a site we will view children from a strength based perspective and be of the view that all children have a diverse range of abilities and the focus is to be on the child as a whole person.

IMPLEMENTATION

Leadership will

- Provide staff with training to develop their skills and abilities to support children with special rights.
- Oversee the education programs and ensure each child has opportunity to develop to their fullest potential.
- Review planning and programs regularly to ensure they are inclusive of all children.
- Provide opportunities for children to access early intervention to support their sense of belonging as well as developmental goals identified by the family and supporting professionals.
- Provide quality training to preschool staff to ensure the goals in children's individual learning plans are addressed within the Department of Education early intervention model.
- Seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with special rights.
- Provide staff across the site with professional advice from speech pathologists, occupational therapists and a range of allied health professionals. This is to support the development of programs for children with special rights to access the full extent of the education program.
- Provide staff with training to use children's specific augmentative communication devices or support resources where necessary.
- Provide families of children with special rights information and options for extended transition to school.
- Support families to access referrals to support programs or professionals for their child.
- Ensure children with special rights accessing the site have a One Plan completed which is reviewed regularly (at least twice a year) (for Preschool children) or regular Independent Learning Plans scheduled (for Birth to Three space).

Educators will

- Respect the dignity, rights and feelings at all times of children with special rights and use person first, strength based language in talking with or about the child.
- Ensure children's right to develop to their fullest potential; allowing each child to be active, valued citizens in their community.
- Build collaborative partnerships with families to support children's inclusion, learning and wellbeing.
- Provide learning programs that support children's sense of belonging to their learning community and support their varying needs.
- Establish means for frequent communication with parents of children with special rights through varied means i.e. verbal daily information exchanges, meetings and email.

- Meet with families of children with special rights to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may require the use of sign language, images, and/or learning key words in the child's home language.
- Provide the early intervention group for preschool age children to support children's individual learning goals as developed by leadership in consultation with support services.
- Consider children's sensory needs and sensitivities to pressure, texture, smell, noise, or colour within the environment. Educators will provide sensory breaks for children throughout their day specific to individual child need.
- Work collaboratively with other professionals who support the child's development.
- Seek specific professional intervention and training in order to meet the individual child's needs.
- Create a flexible and predictable environment, which can be adapted to each child's needs within the service to support the inclusion of children with special rights.
- Use resources to support inclusion of all children such as boardmaker visual and key word sign.
- Where a child uses augmentative communication devices or specific resources, staff will familiarise themselves with these resources and use them with the child to ensure the child's inclusion in the service.
- Actively monitor children's need around their own comfort e.g. supporting children to add or decrease layers of clothing, reminding children to drink water.
- Consider each child's individual needs for alternative food and drink options. (E.g. offering children drinks with more frequency, offering alternative eating environments to meet sensory needs, negotiating food being provided by family if they child would refuse to eat otherwise).
- Share any information with Leadership they have been given from families about a child's special rights to ensure the child's needs are met and planned for accordingly.

Families will

- Be encouraged to meet with the educators who will be working with their child to ensure an understanding of their child's needs, appropriate methods for communication, and to ascertain that suitable resources and support is provided to both the family and the child.
- Inform child's primary caregiver or leadership upon enrolment if they have any concerns about their child's development or wish to seek support services

EVALUATION:

This policy is seen to be effective when: all children are supported to engage with the curriculum and learning environment.

National Quality Standards:

Element 1.1.5. Every child is supported to participate in the program

Implemented: July 2019

Reviewed: August 2023

Next Review: August 2024

Source: *Childcare Centre Desktop, 'Additional Needs policy'*