

POLICY/PROCEDURE NAME & REVIEW PROCESS	ADDITIONAL NEEDS POLICY This policy and procedure has been created to provide all stakeholders with clear guidelines and transparency to our practices and procedures. We welcome feedback and input from all stakeholders at any time and this policy is subject to review based on feedback or due date of annual review.
NATIONAL QUALITY STANDARD	QA5 RELATIONSHIPS WITH CHILDREN 5.1 Relationships between educators and children. 5.1.1 Positive educator to child interactions. 5.1.2 Dignity and rights of the child. 5.2 RELATIONSHIPS BETWEEN CHILDREN 5.2.1 Collaborative learning. 5.2.2 Self-regulation.
NATIONAL LAW AND REGULATIONS	170-Policies and procedures to be followed 171-Policies and procedures to be kept available 172- Notification of change to policies or procedures
RELATED POLICIES and RECORDS	<ul style="list-style-type: none"> Child safe environment policy Child Protection Policy Cultural diversity policy Family cultural record Permission to share personal information record
SCOPE OF POLICY	This policy applies to all children, educators, families, management, students, volunteers and visitors at our service.
AIM OF POLICY	To ensure that our service has strong guidelines, procedures, and practices in place regarding children with additional needs to ensure that they are made comfortable, supported and kept safe in the service. Our aim is to ensure that they feel a sense of belonging. and protection. Our aim is to provide a clear policy, implement the policy, support practices relating to the policy, train staff regarding the policy and maintain and update the compliance of the policy for all our stakeholders.
SERVICE IMPLEMENTATION	<p>Our team recognises the rights and needs of each individual child, including those with additional needs, to have access to appropriate inclusive care in the service. A child who has additional needs is a child who needs additional or extra support or assistance to participate fully.</p> <p>Our team is sensitive to the needs and feelings of children with additional needs and their families and will ensure that the nominated supervisor and staff will address and meet individual needs and requirements within our capabilities.</p> <p>Parents/guardians will be involved at every stage in any plans that are made to meet a child's individual additional needs.</p> <p>Definition</p> <p>While there is no national definition of 'additional needs,' there are children who may need or require specific considerations or adaptations to participate fully in early childhood services (although not all children with additional needs will require support).</p> <p>Additional needs may arise for children who:</p> <ul style="list-style-type: none"> Have a disability or developmental delay. Are presenting with challenging behaviours. Have a serious medical or health condition, including mental health. Are presenting with trauma-related behaviours. <p>Meeting the needs and requirements of:</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander children. Children from culturally and linguistically diverse backgrounds. Children from refugee or humanitarian backgrounds. <p>Inclusion Support</p> <p><i>Children with a disability ... share with all children the right to be valued as individuals and as contributing members of families, communities and society. Every child is entitled to access and participate in ECEC programs which recognise them as active agents in their own lives and learning, respond to them as individuals, respect their families as partners and engage with their diverse backgrounds and cultures. This means that ECEC services and support professionals must be</i></p>

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resourced and supported to the level required to fully include children with a disability and to achieve high quality outcomes for all children (ECA & ECIA, 2014; emphasis added).

The Inclusion support program is focussed on supporting children with additional needs to participate in early childhood alongside their typically developing peers. It is not a disability program but an inclusion program, which prioritises support for children with additional needs, particularly those with a disability. Primary support is from inclusion agencies to build the capacity and capability of services to include children with additional needs. The inclusion subsidy assists to provide the service with an additional educator to support children with a diagnosed disability. The program acknowledges that younger children, in particular, face delays seeking and obtaining disability diagnosis. As such, the program may provide Immediate/time-limited support for all children with additional needs (regardless of diagnosis) and an ongoing additional educator to support children under six years of age in a service without a diagnosed disability or awaiting a disability diagnosis.

Nominated supervisor will assist all families who have a child with a diagnosed disability.

Inclusion support contact details

STATE TERRITORY	ORGANISATION	EMAIL ADDRESS	PHONE NUMBER
ACT/NSW	KU Children's Services	inclusionagency@includeme.com.au	1800 703 382
Northern Territory	Early Childhood Australia NT	ecant@earlychildhood.org.au	1800 959 995
Queensland	KU Children's Services	inclusionsupportqld@ku.com.au	1800 811 039
South Australia	Gowrie SA	inclusion@gowriesa.org.au	1800 129 606
Tasmania	Lady Gowrie Tasmania Inc.	inclusion@gowrie-tas.com.au	1800 647 718
Victoria	Community Child Care	via@cccinc.org.au	1800 177 017
Western Australia	Communicare Inc.	info@communicare.org.au	1800 119 247

Each member of the team plays an important role in the implementation of each policies guidelines, and they are outlined as below but not limited to the following:

The Approved Provider

- Will ensure that all children are included in the service and not discriminated based on additional needs.
- They will provide access to the inclusion support portal for the nominated supervisor or manage inclusion support applications themselves.
- Will monitor and review practice in regard to additional needs children and ensure that the service is providing quality care and resources to assist the children.
- Will ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Will ensure they take reasonable steps to ensure that the nominated supervisor, educators, staff and volunteers follow the policy and procedures.
- Will ensure they provide the nominated supervisor, educators, staff and volunteers the documentation to perform their role, follow policy, procedure, and document according to regulatory and service requirements.
- Will ensure that adequate induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Will ensure that the nominated supervisor and staff are equipped with ongoing professional development and training they require to comply with this policy
- Will encourage feedback from stakeholders regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Will ensure the policy is kept up to date with current legislation, research and best practice.

The Nominated Supervisor

- Will encourage the child and family to visit the service for short periods prior to enrolling for both parties to establish that the service is a suitable fit for the child.

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- Will provide clearly defined enrolment procedures that allow for disclosure and identify children with additional needs.
- Will work with the staff and families to identify and apply for additional resources/support for children with additional needs.
- Will support staff to gain the appropriate knowledge and skills for the implementation of this policy.
- Will seek specialist assistance through Inclusion support agencies for children who are identified and diagnosed with additional needs.
- Will ensure that our physical environment is suitable for children with disabilities.
- Will conduct regular meetings with families to ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- Will provide parents with information on sources of independent advice and support.
- Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations.
- Will ensure they take reasonable steps to ensure that the educators, staff and volunteers follow the policy and procedures.
- Will ensure they provide the educators, staff and volunteers the documentation to perform their role, follow policy and procedure and ensure they are checking the documentation according to regulatory and service requirements.
- Will ensure that a rigorous recruitment process is completed, and a thorough induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Will ensure that the staff are supported with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders and staff regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Will ensure the policy is kept up to date with current legislation, research and best practice.
- Conduct regular staff meetings to address policy compliance with legislation, policy implementation, changes to policy and or collect feedback for annual review of policy.

Educators

- Will promote an inclusive environment where all children are encouraged to reach their true potential and build a firm basis for lifelong learning.
- Will provide a broad and balanced curriculum that is accessible to all children and recognises individual needs.
- Will work in partnership with parents and other professionals to monitor individual progress and plan future goals for children.
- Will keep up to date with current initiatives and attend training on special educational needs wherever possible.
- Will identify if additional support is required and the type of support required and consult with nominated supervisor who will advise families.
- Will ensure that the parents/guardians are fully informed about the curriculum planned and provided for their child and have given written consent for any action, support or intervention for their child.
- Will plan and implement a program which incorporates the individual goals for the child with additional needs.
- Will ensure that the program provides opportunities for participation and interaction with other children.
- Will respond to parents/guardians needs and provide support and guidance, where appropriate.
- Will ensure that, in consultation with persons involved in the care and education of the child, any specialised medical and nutritional needs of the child are catered for in the day-to-day program.
- Will ensure that the program incorporates opportunities for regular review and evaluation, in consultation with all persons involved in the child's care and education.
- Will create a sense of community in the classroom, where every person is valued as a unique individual who has something to contribute.

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	<ul style="list-style-type: none"> Will give children the freedom to explore their ideas about disabilities through play and conversation, while guiding them to be aware and respectful of the feelings and perspective of the child with additional needs. Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations. Will ensure they take reasonable steps to follow the service policy and procedures and seek advice or further support if unsure. Will ensure they complete and document any related records regarding the implementation of this policy and practice requirements of the service. Will attend any ongoing professional development, staff meetings and training they require to comply with this policy and practice requirements of the service. Will provide feedback to the nominated supervisor or approved provider regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns. Will provide feedback regarding policy review when required. <p>Families</p> <ul style="list-style-type: none"> Will ensure when a child has additional needs to be open and honest with the nominated supervisor and staff. Will be supported by the nominated supervisor and staff they will discuss your expectations about your child's participation in care, and what outcomes you would like to see for your child. <p>Will ensure that prior to enrolment you discuss the following with the nominated supervisor so that they can establish if they are equipped to support your child at the service.</p> <ul style="list-style-type: none"> What are your child's medical needs and how does this impact on your child's daily life? Ensure you provide a list of child's interests and a list of skills that they have acquired. Share strategies that support your child at home so that the staff can reflect these at the service in order to provide consistency. and elsewhere. Explain any physical or emotional challenges for your child and signs for staff to recognise that the child is becoming distressed or is experiencing difficulty. Be open to share information regarding any agency or medical support that your child is currently using and arrange any training for service staff if any procedures are involved with your child's care Allow permission for nominated supervisor and staff to have contact with agency or medical support so that they can best assist your child at the service. In turn nominated supervisor may seek inclusion support for your child which will add another layer of support at the service, full cooperation between both parties will need to occur for this to happen. Will provide training for staff if there are special requirements or equipment involved in your child's care.
REGULATION IMPLEMENTATION	The following procedures outline and support all stakeholders to understand and implement the regulatory guidelines of this policy.
In regard to regulation 170- Policies and procedures to be followed.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that all staff and volunteers are made aware of Regulatory policies and procedures by ensuring that this forms a part of the induction process. Ensure probationary reviews will be conducted once new staff are appointed at the 3- month and 6-month mark to ensure that they are following policy and procedure and to review and revise regulatory policies. Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure and further training and revision of procedural practices in relation to policy and procedure. Ensure annual review and revision of policies and procedures will be conducted, and all educators will be given the opportunity for input.
In regard to Regulation 171- Policies and procedures to be kept available.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that policies and procedures are available to all staff and the location and availability will form a part of the induction process. Ensure policies will be available on request for all staff members to have access when required. Ensure policies will be available when required for staff members to download copies and/or print out if required in order to complete assignments or to form part of their research and/ or update their knowledge.

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	<ul style="list-style-type: none"> Ensure policies will be available for all stakeholders when requested and when updating.
In regard to Regulation 172- Notification of change to policies or procedures	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure, provide further training and allow for input if required in relation to policy and procedure. Ensure stakeholders will be invited to provide feedback for policies and procedures at any time, not just on annual review but will also be invited to add feedback at review time or after an event that may require change to policy or procedure. Ensure policies and procedures will be emailed or put on display in the foyer for stakeholders to have the ability to provide feedback. Ensure feedback will be considered from stakeholders and educators and may result in a change in policy. Ensure policy and procedure may be changed at any time if there has been an incident in the service that has required a change to be implemented for the safety and health of children and or educators. Ensure in the event of a change to a policy after feedback or a situation that occurs, we will provide 14 days' notice to all stakeholders before the change takes effect.
CONTINUOUS IMPROVEMENT	<p>We are dedicated to the ongoing improvement of our practices and procedures through the following actions:</p> <ul style="list-style-type: none"> Conducting regular reviews and updates of this policy with all stakeholders. Actively seeking feedback from children, families, and staff members. Providing targeted skill development and training for staff when areas for improvement are identified or when gaps in policy and procedure implementation are observed.
KEY TERMS	<ul style="list-style-type: none"> Stakeholder - a person or group of people who have an interest in a business, a person such as an employee or customer. They have a sense of responsibility toward it and an interest in its success. Inclusion Support- is an agency that aims to build the capacity and capability of educators to address participation barriers for all children through implementing quality inclusive practices.
WE GRATEFULLY ACKNOWLEDGE THE FOLLOWING SOURCES	<ul style="list-style-type: none"> Australian Children's Education & Care Quality Authority. ACECQA Australian Government Department of Education, (2009) Belonging, Being and Becoming: The Early Years Learning Framework for Australia. Australian Government Department of Education, (2014) Continuity of Learning: A resource to support effective transition to school and school aged care. Australian Government Department of Education, (2020) Inclusion Support Program (ISP) Code of Ethics Education and Care Services National Regulations. Education and Care Services National Law Act 2010 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. Guide to the National Quality Framework. National Quality Standard. United Convention on the Rights of the Child

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