ADDITIONAL NEEDS PROCEDURE

Supporting children with disability and additional learning and support needs requires educators to extend upon the strategies they already use in providing quality education and care for children. It is imperative for educators to develop a comprehensive understanding of each child's interests and abilities and implement an inclusive and equitable learning environment that supports their individual needs. Our Service will work in partnership with families and other professionals to ensure specific consideration and adaptations allow children with additional needs access and participation and achieve positive learning outcomes.

Working in conjunction with the *Additional Needs Policy*, this procedure provides detailed steps for educators to follow when working with children with additional needs at the service.

Education and Care Services National Law or Regulations (R.155, 156 and 157) NQS QA 1, 3, 5 and 6: Element 1.1.1, 3.1.1, 3.2.1, 3.2.2, 6.1.1, 6.1.2 and 6.2.2. Programming, Environment, Relationships with children and Relationships with parents, practices and procedures.
Related Policy: Additional Needs Policy

STEP 1: ENROLMENT APPLICATION		
1	The Nominated Supervisor will meet with the family who have indicated their child has a medical condition, disability or additional support needs	
2	The Nominated Supervisor will gather information provided by families and other support professionals who are working with the child, including psychologists, early intervention specialists, social workers and speech or occupational therapists to plan for any adjustments required at the Service to promote high quality inclusion	
3	The Nominated Supervisor will meet with families to gain information about the strategies that support their child's learning in the home environment	
4	The Nominated Supervisor will work in partnership with Early Childhood Intervention (ECI) professionals, allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds	
5	The Nominated Supervisor will ensure specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child's individual record	
5	The Nominated Supervisor may plan for a supported transition to early education and care with the family and other support persons. Additional visits and/or reduced hours may be negotiated to assist in the orientation process	

STEP 2: ORIENTATION		
1	The Nominated Supervisor will support educators by developing a coordinated and supported orientation to the Service for each child	
2	The Nominated Supervisor will share knowledge about the specific needs of each child to assist in adapting the curriculum to support an effective and positive orientation/transition. This may include providing information about verbal and non-verbal communication skills and cues; use of a communication book; verbal daily information exchange with families; formal and informal meetings; understanding of support services including early intervention services, health or therapy services	
3	The Nominated Supervisor and educators will refer to the Inclusion Support Guidelines and consult with families to submit an application if required	
4	Educators will collaborate with families to develop an Inclusion Support Plan (ISP) in collaboration with Early Childhood Intervention (ECI) professionals, other allied health professionals and parents for each child	

STEP 3: EDUCATION AND CARE		
1	Educators will conduct specific observations on the individual child to learn about their strengths, interests and abilities	
2	Educators will provide an environment that supports meaningful positive relationships and friendships	
3	The Nominated Supervisor and educators will access external professional support services to support high quality inclusion of children	
4	Educators will be provided with access to ongoing professional development and support to enhance their understanding of the provision of education and care for children with disability and additional needs	
5	Educators will meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, use of images, and/or learning key words in the child's home language	
6	Families will be encouraged to update the Service with information throughout the year, promoting the continuity of education and care for each child	
7	Educators will work with local schools to support a high-quality and positive transition to school.	
8	Educators will collaborate with families to share information with schools to support continuity of learning for their child	
9	Educators will use intentional teaching that is interactive, purposeful and thoughtful and recognises the individual needs of each child	

10	Educators will remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential	

STEP 3: TRANSITION TO SCHOOL		
1	Educators will support families and local schools to support a high-quality and positive transition to school	
2	Educators will collaborate with families to share information with schools to support continuity of learning for their child	

REVIEW OF PROCEDURE			
Date procedure created	30/05/2023	To be reviewed	November 2025
Approved by	Krystle Hills	Signature	
Procedure Reviewed Date	Modifications/Changes		
November 2024	Procedure reviewed: no changes		