



Marton Activity Centre

MAC Policy

ADDITIONAL NEEDS	Document ID	: POL001
	Amendment No	: 2
	Quality Area	: MACQA1
	Approved By	: Management
	Approval Date	: 9/2019
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Including children with additional needs requires Educators to extend upon the strategies they already use in providing quality care for children. It is imperative for Educators to develop a comprehensive understanding of each child's interests and abilities and implement a program and environment that is receptive to their needs and inclusion.

POLICY STATEMENT

Marton Activity Centre is to be responsible for each child, irrespective of their additional needs and abilities, we aim to provide a supportive and inclusive environment that sanctions each child to fully participate in its education and care at the OSHC Service. 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.

SCOPE

This policy applies to the children, families, staff, management and visitors of Marton Activity Centre.

In accordance with The National Quality Standard, our Service positively responds to and welcomes children with additional needs including those who:

- Are Aboriginal or Torres Strait Islanders
- Are recent arrivals in Australia
- Have a culturally and linguistically diverse background
- Live in isolated geographic locations
- Are experiencing difficult family circumstances or stress
- Are at risk of abuse or neglect
- Are experiencing language and communication difficulties

- Have a diagnosed disability—physical, sensory, intellectual, or autism spectrum disorder
- Have a medical or health condition
- Demonstrate challenging behaviours and behavioural or psychological disorders
- Have developmental delays
- Have learning difficulties
- Are gifted or have special talents
- Have other extra support needs.

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to participate and feel included - this also helps promote their strengths and may reduce their risk of developing mental health difficulties. Strategies for supporting children with additional needs can differ significantly, because every child is unique.

THE SERVICE WILL:

- Ensure the indoor and the outdoor environment will be suitable for children with additional needs. The physical environment will be arranged so it is suitable for all persons regardless of mobility to minimise barriers to participation.
- Ensure the program and curriculum meets the needs of all children, including children with additional needs.
- Encourage families to meet with the Educators who will be working with the child before the child commences care, allowing Educators to discuss and understand the child's needs and ensure the appropriate resources and support are provided to both the family and the child.
- Access professional development for educators to help the service meet the needs of each child with additional needs.
- Seek assistance, training and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs.
- Ensure no information regarding a child will be given out to a person who is not that child's parent or guardian, without the parent/guardian's permission.

THE EDUCATOR'S WILL:

- Educators will treat all children equally and fairly, regardless of perceived differences and ensure each child is supported to participate in the program.
- Educators will act as advocates for all children's rights.
- Ensure the environment and equipment used by Educators will be flexible and be able to adapt to each child's needs within the service to support the inclusion of children with additional needs.

- Educators will program experiences for each child to suit individual abilities, strengths and interests also considering any professional support plans for the child.
- Educators will support children to treat all peers equally and fairly, with programming experiences that allow children to explore emotions such as compromise and empathy. Educators will listen carefully to children’s concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Educators recognise families as having expert knowledge about their child’s needs, abilities and interests and will consult with them regularly to collaborate and create a continuity of learning in conjunction with professional support plans and cohesive practices from home.
- Educators will work with other professionals who play a role in supporting the child’s development. Educators will seek specific professional intervention and training to support within the service.
- Information documented about the individual child with additional needs may be used to develop an individual support plan that will kept on file at the service and shared with families, the child’s medical practitioners and/or professional support services.
- Educators will act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention or assistance.
- Educators will discuss a wide range of emotions, thoughts and views constructively with children within a supportive environment.
- Educators will not judge or compare one child’s development with another

CONSIDERATIONS

NATIONAL QUALITY STANDARDS (NQS)

Quality Area 1: Educational Program & Practice		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Quality Area 3: Physical Environment		
3.1	Design	The design of the facilities is appropriate for the operation of a service
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments

3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning
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Quality Area 5: Relationships with Children

5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

Quality Area 6: Collaborative Partnerships with Families & Communities

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND NATIONAL LAW

Education and Care Services National Regulations and National law NSW		
Reg	155	Interactions with Children
Reg	156	Relationships in groups
Reg	157	Access for Parents

SOURCE

Australian Children’s Education & Care Quality Authority (2014)
Childhood Australia Code of Ethics (2016)
Guide to the Education and Care Services National Law and the Education Care Services National Regulations (2017)
Guide to the National Quality Standard (2017)
My Time, Our Place: Framework for School Age Care in Australia
Revised National Quality Standard (2018)

SERVICE POLICIES/ DOCUMENTATION

Policies	
Anti-Bias & Inclusion	Staff Communication
Code of Conduct	Enrolment & Orientation
Educational Program	Privacy & Confidentiality
Communication with Families	Respect for Children
Interactions with Children	