

BERMAGUI PRESCHOOL



3.02 Additional Needs

Written By

Narelle Myers

Introduction

The philosophy of Bermagui Preschool, The United Nations Convention on the Rights of the Child, The Early Childhood Australia Code of Ethics, and Federal and NSW Equal Opportunity Legislation, principles of social justice and equity provide a framework for this policy.

Bermagui Preschool is committed to the inclusion of every child in Early Childhood Education and Care. Inclusion means that every child has access to, participates meaningfully in, and experiences positive outcomes from Early Childhood Education and Care programs.

Inclusion ensures that all children participate meaningfully while learning and interacting in programs that acknowledge each child's strengths and interests, so that they are supported to be active members of their community. Inclusion is important for many reasons. It implements current thinking about child development; supports children's rights; implements the legal standards for early childhood education and care; and is good professional practice. Inclusion fosters diversity and overcomes any barriers that might exist to ensure that every child experiences quality early childhood education and care.

Strategies

Bermagui Preschool welcomes children and families with additional needs. We recognise that all children have the right to be acknowledged and respected. Children and families with additional needs will be treated with respect and given equal opportunity to take part in all aspects of the program.

At Bermagui Preschool we will support the learning and wellbeing of children and families, embracing individual diversity. We will provide an educational program which aims to reflect principles of inclusion, equity and diversity in action. We will program according to individual needs of each child, providing developmentally appropriate experiences and activities. We will plan and implement teaching strategies and learning experiences that support a sense of belonging, connectedness with the world, dispel prejudices and stereotyping and promote harmonious relationships. We will discuss and resolve incidents of bias or prejudice in children's play or relationships with each other, to help children to understand and find strategies to counteract these behaviors. We will create opportunities for children to learn about and celebrate the differences and diversity that exists in the preschool and in the broader community.

We will liaise with specialists such as Speech Therapists, Doctors, Physiotherapists, disability services, bilingual workers, child's parents etc. to promote and support the inclusion of all child and families. We will provide access and referral to inclusion support services to support children's well-being and full inclusion into our preschool program. We will build networks and collaborate with the community to promote an understanding and appreciation of diversity.

We will consult with parents/guardians in the development of holistic programs that are responsive to children's lives, interests and learning styles and reflect children's family, culture and community.

We will provide an environment which is free from bias and prejudice in which children learn the principles of fairness and respect. Accessibility to the playground, ground level, surfaces, floor, floor covering, suitable toilets etc. will be considered when children and families with additional needs attend the service. We will work collaboratively with all stakeholders to ensure resources and program modification if needed are available and in place to support each child. We will work in partnership with families to provide an educational program that meets the child's needs and is consistent with the family's needs, culture, beliefs and child care practices. Specific requests will be honored where practical to demonstrate respect and ensure continuity of care.

Students, volunteers and staff with additional needs are also welcome at the service.

We will regularly reflect and review policy and practice and plan for continuous improvement to ensure equity and support for all children and families.

We will support staff and provide resources in regards to inclusion of children and families with additional needs. We will provide opportunities to attend ongoing professional development which embraces reflective practice and increases cultural competence and challenges bias and prejudice.

Relevant Documentation

Staff, Student, Volunteer Induction Policy
Confidentiality and Privacy policy
Code of Conduct
Enrolment and Orientation
Interaction with Children Policy
Guiding Children's Behaviour Policy
Feedback and Complaints Policy
Staff Appraisal Policy

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010. Section 3 (3) (a), (c) & (d)
Education and Care Services National Regulations: 73, 74, 75, 76, 155, 168(2)(j)
Quality Area 7: Leadership and Service Management. Links to Standard: 7.3
Federal and NSW Equal Opportunity Legislation.
United Nations Convention on the Rights of the Child
National Quality Standard for Early Childhood Education and Care and School Age Care - Element 1.1.2; Element 1.2.1; Element 1.2.2; Element 4.2.1; Element 5.1.2; Element 6.1.2; Element 6.2.1; Element 6.3.1; Element 6.3.3
Early Years Learning Framework for Australia - Principles: High Expectations and Equity; Respect for Diversity - Practice: Holistic approaches; Responsiveness to children; Cultural competence; Learning environments - Outcomes: 1, 2, 3
Children (Education and Care Services National Law Application) Act 2010
Education and Care Services National Regulations 2011

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