Additional Needs Policy

Quality Area 1: Educational program and practice
Standard 1.1: An Approved Learning Framework informs the development of a curriculum that enhances each child’s learning and development
Standards 2.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Educators will ensure that all children are treated equally and fairly and that each child will have the opportunity to grow and develop to their potential.

- Educators will treat all children equally and fairly regardless of perceived differences
- Educators will act as advocates for children’s rights
- Educators will program activities to suit individual abilities, strengths and interests
- All children will have the opportunity to explore differences within their play in a non-threatening way in order for them to become more comfortable with, and aware of, diversity
- Children are encouraged to treat all peers equally and fairly, with programming experiences that support children in their learning and investigating techniques and 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 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.
- Children and Educators will discuss a wide range of emotions, thoughts and views constructively within a supportive environment.
- No information regarding a child will be given out to a person who is not that child’s parent or guardian, without the parent/guardians permission
- Educators will communicate with families regarding their child’s, experiences, strengths and goals and will work with the parent to ensure the best care and development opportunity possible for the child
- Educators will actively consult families on goals, programming and observation feedback to ensure continuity and cohesive practice between the Service and 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 a child in our care.
• Educators will support every child’s participation in the program

• Educators will not judge or compare one child’s development with another

• All children will be treated as individuals

• The physical environment will be arranged so it is suitable for all persons regardless of mobility to minimise barriers to participation.

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Nadiya Khan
Director
Signed by: Nadiya.Khan@aiic.qld.edu.au

This policy was developed and sourced with consultation with National Quality Standard, Education and Care Services National Regulations 2011, KU Inclusion Support Agencies

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