



Australian Islamic College Adelaide

Additional Needs Policy NQF SA

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Revised NQS (from 1 Feb 2018)

QA3	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.
	3.1.2	Upkeep – Premises, furniture and equipment are safe, clean and well maintained.

QA5	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.

QA6	6.2	Collaborative Partnerships – Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
	6.2.1	Transitions – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
	6.2.2	Access and participation – Effective partnerships support children’s access, inclusion and participation in the program.
	6.2.3	Community engagement – The service builds relationships and engages with its community.

National Regulations

Regs	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

EYLF – Early Years Learning Framework

LO1	Children feel safe, secure, and supported
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
	Children develop knowledgeable and confident self-identities
	Children learn to interact in relation to others with care, empathy and respect

Aim

To provide each child, regardless of their additional needs and abilities, with a supportive and inclusive environment that allows each child to fully participate in their education and care at the College. Educators will remain positive, open-minded and honest at all times when working with families and external support professionals to positively meet the additional needs of each child being educated and cared for at the College.

Implementation

As per the National Quality Standard, AIC Adelaide positively responds to and welcomes children with additional needs who -

- Are Aboriginals or Torres Strait Islanders.
- Are recent arrivals to 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 arise from different causes, and that causes require different responses. Any child may have additional needs from time to time.

We also recognise that additional needs may be temporary or for a lifetime.

Learning Environments

- The College environment and equipment will be designed or adapted to ensure access and participation by every child to support the inclusion of children with additional needs.
- The indoor and outdoor environments will be suitable for children with additional needs.
- The College will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion and children with additional needs in the community.
- The College will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process. Where appropriate, the College will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children may have sensory sensitivities to pressure, texture, smell, noise, visual expectation of the environment or colour which may need to be considered in the environment.
- Children will be encouraged to feel safe and secure during their education and care at the College by developing trusting relationships with educators, other children and the community.

Positively Promoting Each Child's Personal Ability

The Australian Islamic College wants children to develop to the best of their personal ability. Our philosophy highlights our commitment to equity and fairness for all children. Every child in our College is an individual and we aim to promote and encourage this by:

- Our commitment to ensuring each child is able to fully participate in their education and care at the College.
- Helping children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Enabling children to develop autonomy, independence, competency, confidence and pride.
- To provide all children with accurate and appropriate material that provides information about the additional needs of others.
- Providing educators of a high calibre who encourage children to experience active any energetic play in order to develop their physical potential.
- Presenting children with a wide range of male and female work roles, both within the home and the workplace, including nurturing roles.
- Encouraging children to develop friendships with each other based on mutual trust and respect.
- Including in our program and curriculum, and the physical environment, an awareness of cross-cultural and non-discriminatory practices.
- Using a program that is based on a child's development and that is also relevant to the children's life experiences, interests and social skills.
- Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the College to enhance the program.
- Making it clear to children through all educators that it is not acceptable for a child to say or do unfair things to another person and that if this does occur a staff member will firmly step in.
- Educators will familiarise themselves with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. Where applicable, this may include things such as sign language and or learning key words in the child's home language.

Professional Support Services for Children

- The College will not hesitate to access external professional support services for children with additional needs.
- Educators will liaise with the Nominated Supervisor to ensure the needs of each child are met throughout their education and care at the College.
- The College will use the Enrolment Form to gather information about children with additional needs. Educators will encourage families to update this information throughout the year and families are responsible for passing on information from any professional support services accessed outside of the College. This will promote the continuity of learning for each child.
- Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the College and shared with families, the child's medical practitioners and/or professional support services where appropriate.
- Educators will remain positive, open-minded and honest at all times.
- The Australian Government has established a Child Care Safety Net. A key component of the Child Care Safety Net is the Inclusion Support Programme (ISP). The ISP commenced on 1 July 2016, following the closure of the Inclusion and Professional Support Program (IPSP). The ISP assists Early Childhood and Child

Care (ECCC) services to build their capacity and capability to include children with additional needs in mainstream services; providing them with an opportunity to learn and develop alongside their typically developing peers.

Professional Development for Educators

- The College will access professional development for educators to help ensure the College meets the needs of each child with additional needs.

Sources

Education and Care Services National Regulations 2011
Education and Early Childhood Services (Registration and Standards) (Amendment of Education and Care Services National Law Text) Regulations 2017
National Quality Standard
Belonging, Being & Becoming – The Early Years Learning Framework for Australia

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