

Special Rights Policy

NQS

QA3	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.
QA5	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	6.2.1	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.

National Regulations

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

EYLF

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 special rights and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at Noarlunga Community Children's Centres. Educators will remain positive, open-minded and honest at all times

when working with families and external support professionals to most positively meet the additional needs of each child being educated and cared for at the service.

Related Policies

Child Protection Policy
Continuity of Education and Care Policy
Enrolment Policy
Orientation for Children Policy
Relationships with Children Policy
Health, Hygiene and Safe Food Policy
HIV AIDS Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy

Implementation

As per the National Quality Standard, our service positively responds to and welcomes children with Special rights who -

- are Aboriginals or Torres Strait Islanders
- are recent arrivals in Australia
- have a culturally and linguistically diverse backgrounds
- 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 special rights arise from different causes, and that causes require different responses

Learning Environments

- The service environment and equipment will be designed or adapted to ensure access and participation by every child in the service to support the inclusion of all children

- The indoor and the outdoor environment will be suitable for every child who attends this service.
- The service will ensure the program and curriculum meets the needs of children with special rights. Learning materials and equipment such as books and games will reflect positive inclusion and include children with additional needs in the community.
- The service will work with external professionals and families to ensure that learning environments are most suited to each child with special rights and children and families from culturally diverse backgrounds. We will also involve children in this process. Where appropriate, the service will keep a copy of any specific plans or instructions provided by external resource providers and professionals to assist those children.
- 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.
- All Children will be encouraged to feel safe and secure during their education and care at the service by developing trusting, secure relationships with educators, other children and the community.

Positively Promoting Each Child's Ability

Our philosophy highlights our commitment to equity and fairness for all children. Every child in our service 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 service.
- Helping children to develop positive attitudes towards cultural differences, including but not limited to physical, racial and religion.
- Enabling children to develop autonomy, independence, competency, confidence and pride.
- To provide all children with accurate and appropriate material that provides information about the special rights of others.
- 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 service to enhance the program.
- 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

- Our service will not hesitate to access external professional support services for children with special rights.
- Educators will liaise with the Nominated Supervisor to ensure the needs of each child are met throughout their education and care at the service.
- The service will use the orientation process to gather information about children with special rights. 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 service. This will promote the continuity of learning for each child.
- Information gathered about children with special rights may be used to develop an individual support plan that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services and where appropriate the child's local kindergarten or school if known by the family.
- The service will work with local kindergartens and kindergartens and schools to help children with special rights transition. We are open to sharing information about the children with the parents permission to promote continuity of learning.
- Educators will remain positive, open-minded and honest at all times.
- The Inclusion Support Program (ISP) is funded by the Australian Government. The service can lodge an application for inclusion support. Funding for additional support workers through the ISP. Funding will be granted when the child meets specific criteria. An Inclusion Professional will help the service with the integration of children with special rights, that may include Children with a disability or undergoing assessment
 - Aboriginal and Torres Strait Islander children
 - Children from culturally and linguistically diverse backgrounds
 - Children from refugee or humanitarian backgrounds
 - Children with serious medical conditions
 - Children presenting with language and speech delays
 - Children presenting with disruptive behaviour.
- Families can also access the additional childcare subsidy , this is extra financial support for families with children at risk of serious abuse or neglect, grandparents who are principal carers and on income support or families experiencing temporary financial hardship. It can also be used to support parents transitioning to work from income support. This funding is available from July 2018 under the Government's new Childcare subsidy package.

Professional Development for Educators

- Our service will access professional development for educators to help the service meet the needs of each child with special rights.

Sources

Education and Care Services National Regulations 2011

National Quality Standard
Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Developed and Accepted: April 2013; November 2015; November 2016; November 2017; November 2018; May 2019.