

Additional Needs Procedure

V8.04.23P



St Aloysius 
A Ministry of Mercy Education Ltd

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Supporting children with disabilities and additional learning and support needs requires educators to extend upon the strategies they already use in providing quality education and care for children. It is imperative for educators to develop a comprehensive understanding of each child's interests and abilities and implement an inclusive and equitable learning environment that supports their individual needs.

As Out of School Hours Care Service offer flexible attendance options, and vacation care options, it is critical that our service works in partnership with families and other professionals to ensure specific consideration and adaptations allow children with additional needs access and participation. Our OSHC service is committed to considering children's social and cultural diversity, including learning styles, abilities and disabilities to achieve positive experiences for children in our setting.

Working in conjunction with the *Additional Needs Policy*, this procedure provides detailed steps for educators to follow when working with children with additional needs at the service.

Education and Care Services National Law or Regulations (R.155, 156 and 157) NQS QA 1, 3, 5 and 6: Element 1.1.1, 3.1.1, 3.2.1, 3.2.2, 6.1.1, 6.1.2 and 6.2.2. Programming, Environment, Relationships with children and Relationships with parents, practices and procedures.

Related Policy: Additional Needs Policy

STEP 1: ENROLMENT APPLICATION	
1	The Director/Nominated Supervisor will meet with the family who have indicated that their child has a medical condition, disability or additional support needs
2	The Director/ Nominated Supervisor will gather information provided by families and other support professionals who are working with the child, including psychologists, social workers, school leaders and speech or occupational therapists to ensure the educational program and learning environment is inclusive for each child with additional needs
3	The Director/ Nominated Supervisor will meet with families to gain information about the child's individual needs and the strategies used at home to support the child's communication and learning
4	The Director/ Nominated Supervisor will work in partnership with the local Inclusion Support Agency and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
5	The Director/ Nominated Supervisor will ensure specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child's individual record
6	The Director/Nominated Supervisor may plan for a supported transition with the family and other support persons. Additional visits to the service or being escorted to school from Before School Care or to the service for After School Care may be required to assist in the orientation and transition process

STEP 2: ORIENTATION	
1	The Director/ Nominated Supervisor will support educators by developing a coordinated and supported orientation to the Service for each child
2	The Director/Nominated Supervisor will share knowledge about the specific needs of each child to assist in adapting the curriculum to support an effective and positive orientation/transition. This may include providing information about verbal and non-verbal communication skills and cues; use of a communication book; verbal daily information exchange with families; formal and informal meetings; understanding of support services including health or therapy services
3	The Nominated Supervisor and educators will refer to the Inclusion Support Guidelines and consult with families to submit an application if required
4	Educators will collaborate with families to add to the schools Personal Learning Plan or develop a Personal Learning Plan (PLP) in collaboration with Inclusion Agency, other allied health professionals and parents for each child, along with the College's Learning Support Coordinator

STEP 3: EDUCATION AND CARE	
1	Educators will conduct specific observations on the individual child to learn about their strengths, interests and abilities
2	Educators will provide an environment that supports meaningful positive relationships and friendships
3	The Director/ Nominated Supervisor and educators will access external professional support services to support high quality inclusion of children
4	Educators will be provided with access to ongoing professional development and support to enhance their understanding of the provision of education and care for children with disability and additional needs
5	Educators will meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, use of images, and/or learning key words in the child's home language
6	Families will be encouraged to update the Service with information throughout the year, promoting the continuity of education and care for each child
7	Educators will collaborate with the child's school to support continuity of care between the school and OSHC environments.
8	Educators will collaborate with families to share information with the child's school to support continuity of learning for their child
9	Educators will use intentional teaching that is interactive, purposeful and thoughtful and recognises the individual needs of each child
10	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
11	OSHC Management and the College's Learning Support Coordinator will review plans at the end of year to ensure they remain updated and relevant.

REVISION RECORD

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