



## Special Rights Policy

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**[Learning Environments; Positively Promoting Each Child's Ability; Professional Support Services for Children; Professional Development for Educators]**

### NQS

QA3	3.2.1	Inclusive environment age 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**

- A child's best interests are met when educators work in partnerships with external support services/professionals. This will, for example, promote continuity of learning for each child.
- Educators and the Nominated Supervisor will support families in accessing appropriate support services or professionals where relevant, and will work in partnership with those services and/or professionals and families to ensure that learning environments and the curriculum meet each child's needs.
- They will hold regular meetings with families and external services/professionals where relevant to evaluate documented plans and strategies prepared in consultation with families or provided by services/professionals.
- In cases where families do not include educators in the child's external support arrangements, families are encouraged to pass on relevant information, and to share any service support plans with
- the child's medical practitioners and/or support services and professionals.

### **Partnerships with parents**

It is also expected that parents will work in partnership with educators to ensure any child with a diagnosed or undiagnosed additional need receives the best possible support to achieve their potential and does not adversely affect the learning environment for other children at the service eg due to behaviour issues. This may involve accessing external professional health and support services.

Where parents do not wish to consult these professionals or work with educators in implementing measures which support their child, the Nominated Supervisor may suspend or terminate the child's enrolment.

### **Federal Government Inclusion Support Program (ISP)**

Educators or the Nominated Supervisor will contact the State/Territory Inclusion Agency where appropriate for help with building our capacity and capability to provide and embed inclusive practice and address barriers to inclusion. Support may include:

- help to develop and/or review a tailored Strategic Inclusion Plan
- practical advice and strategies, including solutions to address particular barriers
- help to access the Specialist Equipment Library
- reviewing and endorsing applications to the Inclusion Development Fund to deal with a barrier the Inclusion Agency can't address

Funding categories include:

### **1. Subsidy for an Additional Educator**

Per hour funding to centre based services to subsidise the employment of an Additional Educator where service may have children with ongoing high support needs (refer ‘Guide to Social Security Law, 1.1.R.90 Recognised disability CA (child)’ ) on the Department of Social Services’ website. The extra educator works with other educators to meet all children’s needs

### **2. Subsidy for Immediate/Time-Limited Support**

Enables centre based services to immediately engage an Additional Educator for a limited time, while an alternative and more stable solution is being determined.

### **3. IDF – Innovative Solutions**

- Assists eligible services to fund innovative and flexible solutions to inclusion eg funding for: translating and interpreting services and/or bilingual workers to engage with parents and/or settle a child from a CALD background
- funding to purchase services from cultural experts eg Indigenous community elders, bicultural support workers
- funding for specialist advice on how to include a particular child, beyond the expertise of the Inclusion Agency eg advice from trauma or hearing specialist

While we may be fortunate to receive a funding contribution towards the cost of employing an additional staff member on the days when a child with additional needs attends, the service contributes a substantial portion of the employee’s costs without recouping these from families. In return, we ask families to please notify us at least 24 hours in advance if their child will not be attending on the day, or as soon as possible in the event of illness, so that we may give appropriate notice to the employee that they need not attend. This will prevent us from incurring a significant and unnecessary wages expense.

If a pattern of non-attendance develops on the days we employ the additional educator to assist a child, and the family has not advised us their child will be absent, we may take action to terminate the child’s enrolment at the Service. We will give families at least two weeks written notice if we intend to do this.

Further details about the types of funding support, or other aspects of the ISP, can be found in the Federal Government’s ISP Guidelines.

## **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, July 2020; June 2021**

**Next Review Due June 2022**