

CURRICULUM 3.1 Educating Children with Additional Needs Policy

Rationale:

The Attachment Based Learning and Community of Researchers programmes provide a learning environment that is inclusive for all children. However, some children may need additional support on a long or short-term basis. We will do our utmost to maximise learning opportunities, and provide support and advice to children, parents and whanau.

The attached procedures and practices will support staff in developing a consistent approach to assessing and working alongside children with additional learning needs.

Procedures for assessment

- Key teachers will discuss concerns with managers. Consultation with parents/caregivers and/or whanau will always be undertaken by the manager and the key teacher.
- Collect evidence using formal and informal observations, teacher's reflective journals, video and/or photos.
- Specialist services and resources specifically for individual children may be accessed with parent/whanau permission only.
- All matters will be treated confidentially.
- Individual plans will be implemented by the family, early childhood teachers and any specialists involved.
- To ensure children who need additional support achieve to their full potential, the centre will assist staff with any training necessary. Library resources will be developed and maintained for staff to access.

Working with outside agencies and professionals

- Teachers will implement individual plans for children in collaboration with everyone working with the child.
- Education Support Workers will participate in an induction process before starting work at the centre. Their tasks and responsibilities will be negotiated with the agency and the section manager and/or key-teacher. Education Support Workers are required to work within the centre philosophy and programme.
- Professionals coming to the centre to observe or work with a child are required to respect and work within the framework of the centre's programme and philosophy. The centre manager and/or key-teacher will negotiate any special requirements with these professionals.
- The Centre Manager may exclude any child who in the opinion of the centre manager has special needs which cannot be met in the context of the centre. This exclusion may only occur after all appropriate steps including referral to appropriate professional people have been taken.

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Some helpful resources

- Group Special Education, Palmerston North.
Group Special Education or other specialist services can be contacted for discussion and advice about an issue without identifying the child or seeking parent/caregiver's permission.
- Publications by the Ministry of Education such as: *Te Reo Tataki: Including Everyone*, and *Much More than Words* for speech and language development.
- The Ministry of Education website www.minedu.govt.nz.
- Internet research.
- Midcentral Health, for hearing, sight, and other health issues.
- Public Health Services, Palmerston North office.

Related Policies:

- Positive Guidance Policy
- Transition Policy
- Communication and Consultation Processes and Procedures