

## L – INCLUSIVE PRACTICES

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Effective from: 06 February 2018  
Contact officer: Coordinator of Children's Services  
Next review date: 18 months – 2 years  
File Reference: 1825/29.5  
Related Policies/Local Laws/Legislation:

- Education and Care Services National Regulations 2011. CI 73, 74,75, 76,155,156,168
- National Quality Standard: QA: 1.1,1.2, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3

### Related Documents:

- ACECQA (2011) *Guide to National Standards*.
- ACECQA (2011) *Guide to the Education and Care Services National Law and the Education and Care Services National Regulation*
- ECA Code of Ethics
- Children's Services Philosophy
- A – Ethical Conduct Procedure

### PURPOSE

At Wingecarribee Children's Services our intention is to ensure that our Service is distributed fairly to families across our community. Our children's services program acknowledges the need for an inclusive program and service based on children's rights and social justice principles. That is the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographical location, languages spoken, cultural background, additional need or other circumstances. We recognise differences as well as similarities in people and respect this. Not just within our Service but in promoting respect for all people in the wider community.

Our focus is primarily with the child. We aim to encourage children to have a strong sense of belonging, joy of being in the here and now, and acknowledge children's identities, understandings and capabilities.

All families will be assessed through the enrolment process regarding their child's level of care required against the capacity of the Service, (including vacancies, staffing, resourcing and facilities) to cater for the individual needs of the child, prior to accepting an enrolment.

### SCOPE

This procedure applies to:

Wingecarribee Children's Services Staff employed by Wingecarribee Shire Council



# Children's Services Procedures

Wingecarribee Family Day Care Educators as Agents of the Approved Provider –  
Wingecarribee Shire Council and the adult Household members residing in their premise.

All children and families accessing care with Council's Children's Services

All volunteers and students engaged with Wingecarribee Children's Services.

## DEFINITIONS

Children in Wingecarribee Children's Services are identified as having additional needs under the following circumstances:

- Children from financially disadvantaged families
- Children from Indigenous families
- Children who have a disability, behavioural condition or undergoing assessment
- Children from culturally and linguistically diverse (CALD) families

Resources includes – facilities, equipment, staff availability, staff qualifications and skills

## PROCEDURE

### 1. Information Sharing

- 1.1 On initial contact with the Service and the enrolment process, families will be requested to provide information to support the successful inclusion of their child into the Service, (cultural background, abilities, medical conditions, needs and language).
- 1.2 Successful enrolment of children into the Service is dependent on families providing clear and factual information on their child/ren. Failure to provide information pertinent to the inclusion of the child/ren in care may jeopardise the enrolment or the Services ongoing ability to cater for the child/ren.
- 1.3 Coordination Unit staff, Educators and families will ensure confidentiality is observed (see H- Confidentiality and Management of Records Procedure).
- 1.4 Written permission may be sought from families so that the Service can share and exchange information relating to children with external organisations or persons, such as the child's school/ teacher, as required to support inclusion or to assess the Services ability to cater to the child/ren.
- 1.5 Information relevant to a child and/or family will be shared between Educators/staff and Coordination Unit Staff to support the development and planning for the child/ren in care.

### 2. Service Practices

- 2.1 The Service will abide by the mandated requirements of the Family Assistance Law determining the priority of Access Guidelines.



- 2.2 Where possible we will accommodate a child with additional needs; based upon the availability of sessions, facilities and resources to meet their individual needs.
- 2.3 The Service will take into consideration, prior to accepting new enrolments, the children already accessing the Service and their individual needs and requirements and the capacity, experience and skills of the Service staff.
- 2.4 Consult with staff working at the Service to ensure that they are aware of individual children's needs and where applicable special requirements, to support programming and maintaining the safety and well-being of the child and the other children in care.
- 2.5 Seek assistance, guidance and where possible, Inclusion Support Subsidy (ISS) from the Inclusion Support Fund (ISF) for eligible children. This funding is provided to reduce the overall staff:child ratio. It is not to be used for 1:1 support.
- 2.6 Children with very complex needs and/or functioning in a way that limits their ability to be included in the program will be considered as requiring 1:1 support. This could include 1:1 support with feeding or toileting. Under these circumstances agencies supporting the child will need to provide the 1:1 support. This will require negotiation and consultation with governance bodies at Council.
- 2.7 Wingecarribee Children's Services acknowledges that there may be occasions where we are unable to accept an enrolment as the Service does not or cannot access the resourcing required to meet the unique requirements of a child with additional needs. At all times the safety and needs and interests of ALL children using the Service are paramount. The Services ability to adequately supervise and ensure the safety and well-being of the children is at the forefront of decisions when taking on new enrolments.
- 2.8 All children who are identified at enrolment as currently undergoing assessment or having a diagnosed medical, behavioural or developmental condition, which may have an impact on their inclusion in our Service will be required to undertake one of the processes listed below. Information gathered from this process will assist the Service to identify our capacity to cater to the needs of the child within the context of the group.
- 2.8.1 **Diagnosed Medical Condition:**
- A medical management plan from their doctor **or** a letter stating that a medical management plan is not required.
  - A risk minimisation plan, developed in association with; Service management, staff and the family, to reduce potential risk factors associated with their condition, in the Education and Care Setting.
- 2.8.2 **Under Assessment for a Medical Condition:**
- Detailed information from the child's doctor/specialist about the concerns and potential impacts on the child in care
  - As applicable, a risk minimisation plan, developed in association with; Service management, staff and the family, to reduce potential risk factors associated with their condition, in the Education and Care Setting.



- 2.8.3 **Diagnosed Behavioural or Anxiety related Condition (e.g. ADHD, Autism, ODD, OCD)**
- A behaviour management assessment and plan developed in consultation with the family, service staff and (as applicable) their registered health professionals and/or any external organisations working with the child/ren.
  - As applicable, A risk minimisation plan, developed in association with; Service management, staff and the family, to reduce potential risk factors associated with their condition, in the Education and Care Setting.
- 2.8.4 ***Under assessment or diagnosis of a behavioural or anxiety related condition***
- Detailed information from the child's doctor/specialist on the concerns and potential impacts on the child in care
  - As applicable, a risk minimisation plan, developed in association with; Service management, staff and the family, to reduce potential risk factors associated with their condition, in the Education and Care Setting.
- 2.9 Where a child is already enrolled in the Service and it becomes apparent that the child has a medical or behavioural condition or requires assessment, points in 2.5 shall be applied. Point 2.2 will be considered.
- 2.10 **Out of School Care Only** - Due to the location, facilities, resources and limitations of staff training in personal care, our Out of School Care can only cater to children who are able to toilet independently.
- 3. Coordination Unit Staff will:**
- 3.1 Support the employment of staff and the selection of Educators from a range of social and cultural backgrounds.
- 3.2 Where funding is available; provide or support staff in accessing professional development to extend their knowledge of social justice, inclusive and anti-bias practices, via training opportunities, resources, publications and discussions with peers.
- 3.3 Establish and maintain links with organisations that promote social justice and inclusion and/ or provide specialist support or resources.
- 3.4 Work with Inclusion Support Agencies to include children with additional needs
- 3.5 Support Educators and Staff in up skilling and skill development of working with children and families with additional needs.
- 3.6 Support and facilitate the development of individual support plans (Risk minimisation plans and or behavioural plans) with families and Service staff, with a focus on inclusion and risk management and minimisation.
- 3.7 Offer regular meetings and or communication between families, supervisors, staff and other agencies and or specialists.



## **4. Staff and Educators working with children will:**

- 4.1 Respect the rights and dignity of each child.
- 4.2 Ensure all enrolled children have a right to access learning experiences and activities and to participate in the program and to succeed as a learner.
- 4.3 View children as competent with many strengths and abilities and as initiators and active social constructors of their learning.
- 4.4 Support children in developing a positive sense of self through identifying and responding to children's strengths and learning styles.
- 4.5 Help children build connections with others and with their community.
- 4.6 Provide experiences which reflect and compliment their "family culture" and the community where they live.
- 4.7 Create environments that are inviting and inclusive and support children's exploration, creativity and learning.
- 4.8 Develop respectful and trusting relationships with children, so that they feel empowered and act as a positive role model for them to build their own respectful relationships.
- 4.9 Within our capacity, access specialised equipment and resources through appropriate agencies and seek support services as available and applicable.
- 4.10 Guide and support children to take appropriate action against unfairness or biased behaviours.

## **5. Families are required:**

- 5.1 To provide accurate information to the Service Staff and management about their child.
- 5.2 Provide updated reports for children with medical conditions or additional needs. (See 5 - Medical Condition Procedure for more information).
- 5.3 Collaborate with staff and management to ensure that the individual needs are met and the Service has the knowledge and capacity to include the child in the program.

### **Approved By:**



**Nick O'Connor**  
**GROUP MANAGER CORPORATE AND COMMUNITY**  
**06 February 2018**

