



## Educational Leader

*There is an effective self-assessment and quality improvement process in place.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 6.2.2 and understood educators must:

- know and understand each child's strengths, needs and circumstances eg family situation, home language, culture
- work with families to support children's access so there are no barriers to children's participation
- be aware of their own beliefs and values and how these could impact each child's access and participation.

This week we're looking at how best to support the developmental needs of children with neurodivergence. The brains of neurodivergent children and adults operate differently from most of the general (neurotypical) population. Neurodivergent people include those with autism, ADHD, learning differences etc.

The [Australian Institute of Family Studies webinar](#) on this topic contains a lot of useful information from two professionals about how to identify neurodivergence, and some strategies to effectively help children who are neurodivergent. We recommend you watch the webinar or read the transcript, and then reflect on how you could assist educators to provide appropriate supports to any neurodivergent children. For example:

- simplifying language and using visual supports to help children focus
- creating a predictable and structured environment
- understanding sensory triggers, building sensory diets and behavioural strategies to manage that
- providing explicit systematic and structured approaches to help children learn and embed new skills and behaviours
- breathing exercises, progressive muscle relaxation, sensory dimming breaks
- communication practices which decrease stress (eg not insisting on eye contact)

- supporting transitions (eg parents can access photos of child's day, ensuring child has familiar person present)
- working effectively with families and specialists.

Some important things to remember. Neurodivergence:

- comes with a whole set of strengths, as well as challenges
- is only problematic for children if adults can't respond in the ways they need
- is different for every child and requires approaches based on each child's specific strengths and needs.

What did you learn from the webinar, and how could you use this information to support educators and children at your service?

### Week 27, 29 August – 2 September 2022 – 6.2.2 Access and participation

## Additional Needs Policy

- We welcome children with additional needs eg they come from diverse cultural backgrounds, are experiencing difficult family circumstances, have a physical, sensory or intellectual condition, have learning difficulties or are gifted
- Our environment, equipment and curriculum will be designed and adapted to ensure participation by all children, to the extent reasonably practical given service financial constraints. Where possible we will request support from the Government’s Inclusion Support program
- Educators will implement a range of strategies to help each child achieve their personal best and will complete training as required to help them teach and care for additional needs children
- We will access professional support services for children with special needs with parents’ consent, and may develop an individual support plan for children
- Parents of children with a diagnosed or undiagnosed additional must work with educators to ensure the best outcomes for their child and other children at the service. The Nominated Supervisor may suspend or terminate their child’s enrolment if parents do not do this.

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature

Note we are now listing any Procedures which relate to the Policy reviewed. We have a comprehensive Procedure Pack (in addition to the procedures already included in the policies) which is currently part of our HR Toolkit. Please contact us on [admin@centresupport.com.au](mailto:admin@centresupport.com.au) if you would like a quote for the Kit.

Procedure - Working with Professionals or Support Services

## Week 27, 29 August – 2 September 2022 – 6.2.2 Access and participation