

Supporting Children with Additional Needs



The course aims to equip learners with the knowledge and skills needed to effectively support children with additional needs in inclusive educational settings. This includes highly capable children, passive children, and children with challenging behaviour.

Areas covered within the course include:

- Environment as an inclusive strategy
- Individual strategies as a group-wide support
- Understanding individual plans
- Sensory awareness
- Environment as a barrier

Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p>Standard 1.1 – Program The educational program enhances each child’s learning and development.</p> <p>Standard 1.2 – Practice Educators facilitate and extend each child’s learning and development.</p> <p>Standard 1.3 – Assessment and Planning Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</p> <p>Standard 3.1 – Design (Physical Environment) The design of the facilities is appropriate for the operation of a service.</p> <p>Standard 3.2 – Use (Physical Environment) The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p>	<p><u>EYLF Principles</u></p> <ul style="list-style-type: none"> • Secure, respectful and reciprocal relationships • Partnerships • Respect for diversity • Aboriginal and Torres Strait Islander perspectives • Equity, inclusion and high expectations • Sustainability • Critical reflection and ongoing professional learning <p><u>VEYLDF Practice Principles</u></p> <ul style="list-style-type: none"> • Reflective Practice • Partnerships with families • High expectations for every child 	<p><u>CHCECE030:</u> Support inclusion and diversity</p> <p><u>CHCECE035:</u> Support the holistic learning and development of children</p> <p><u>CHCECE038:</u> Observe children to inform practice</p>