

Statement on meeting the needs of all Tamariki (C7, C13)

KIDDZ curriculum is responsive to all tamariki and ensures they know they belong and are valued for who they are. Our curriculum is inclusive and responsive to tamariki as competent and confident learners. The preferences of tamariki are respected and their mana is upheld. They participate in decisions about their learning experiences. We believe that a level of collaboration between parents and whānau, adults providing education and care, and other agencies as necessary, will result in positive outcomes for tamariki.

- Appropriate training is given to meet individual needs of tamariki with additional needs when placed with educators.
- Full information about the requirements of the child including medication, diet and supervision will be obtained from parents/whānau and included with the enrolment form. A copy of an Individual Programme (IP) if appropriate, should also be included.
- Ratios of tamariki to educators will be examined in light of the child with additional needs being in the home, whilst still regarding the need for socialization and peer support of tamariki.
- Appropriate outside agencies e.g.: MOE Learning Support, BLENZ, Autism NZ etc. will be encouraged and supported to have an input and provide training for staff and educators who are caring for a child with additional needs.
- Individual Programmes developed with a specialist service will be adhered to and incorporated into the educator's programme.
- Where the educator firstly identifies a child with additional needs, the visiting teacher will be contacted, and observations kept.
- The visiting teacher will record both factual and anecdotal observations. These will be discussed with the managers and then contact made with the parent/whānau for further discussion and recommendations, e.g., a referral for further investigation. All records will be shared with parents/whānau.

Date Reviewed: April 2021 NELPS objectives 1-3, priorities 1-6