

CHAPTER FOUR: HEALTH AND MEDICAL SUPERVISION

Health and Medical Supervision	Children with Exceptionalities
Approval Date: February 2020	Policy Number: 4.11B

Policy

This policy requires that an individualized support plan be developed for each child with exceptionalities and that licensees take all necessary steps to support the child's needs and ensure his or her inclusion in the program.

The review of each individualized support plan (by employees, students and volunteers) supports the child(ren)'s ability to participate in the child care program, and provides staff with all necessary information to deal with any situation pertaining to the child.

Definition

A child with exceptionalities is defined as a child who has cognitive, physical, emotional and/or social exceptionality. He or she requires additional supports or accommodations. For example, child communicative needs, or whose needs relating to overall development, are of such nature that additional supports are required for the child.

Procedure

An individualized support plan must be developed in consultation with the parent of the child and any regulated professional involved in the child's care who the parent believes should be consulted.

Before enrolment the parent must provide in writing any instructions included in 3.0 and ensure a complete Individualized plan is completed within 30 days. The 30 day period allows the Resource Consultant (if applicable) and Early Childhood Educators time to assess the needs of the child and the inform the supports that could be included in the plan.

1.0 Each child with exceptionalities has an individualized support plan.

2.0 There is written evidence that the plan was developed in consultation with the child's parent/guardian and any regulated health professional involved in the child's care.

3.0 Each individualized plan includes:

(a) a description of how the child care centre will support the child to function and participate in a meaningful and purposeful manner while the child is in the care of the centre or provider;

(b) A description of any supports or aids, or adaptations or other modifications to the physical, social and learning environment that are necessary to achieve clause (a); and

(c) Instructions relating to the child's use of the supports or aids referred to in clause (b) or, if necessary, the child's use of or interaction with the adapted or modified environment.

Licenses are required to maintain the confidentiality of a child's support history including diagnosis. Sensitive or confidential support information and detailed reports from medical/developmental professionals should not be included in the plan unless consent, in writing, has been given by the parent.

No information should be shared with the Resource Consultant or other service providers who support the child unless there has been consent provided by the parents for the particular child on their case load.

In February of each year the Child Care Coordinator will report to the Executive Director any preschool children with a plan so that the child can be transitioned to school with consent of the parents.

The Coordinator shall ensure that these policies, procedures and individualized plan are reviewed as follows at the child care centre:

1. With employees, before they begin their employment.
2. With volunteers or students who will be interacting with children at the child care centre, before they begin to volunteer or before they begin their educational placement.
3. With each person described in paragraph 1 or 2, at least annually after the first review and at any other time when changes are made to a policy, procedure or individualized plan.