



Individual Support Plan Policy: Special Needs and Medical Needs

Approved: October 2016 Revised: October 2017

The Whitney Child Centre will ensure that an updated Individualized Support Plan (ISP) is in place for each child enrolled with special needs or an identified medical issue. The Centre will make every effort to ensure that each room's program is structured so that it will accommodate the ISP of children with special or medical needs while ensuring that the program is inclusive of all children.

Roles and Responsibilities

Supervisor or Assistant Supervisor

In preparation for the ISP meeting, the Supervisor or Assistant Supervisor will review available records such as program observations and documentations, reports from professionals, information from parents and staff to identify the child's strengths and needs. This information will be compiled into a draft ISP and shared with staff and parents. After being reviewed by staff and parents the final ISP will be created. Copies will be given to staff and parents.

Staff:

Staff will give feedback to the Supervisor or Assistant Supervisor regarding the child's needs and strengths. They will give ideas, suggestions and feedback as to strategies and effectiveness of the ISP. The staff and Supervisor and Assistant Supervisor will give feedback to parents and welcome and include input and insight from parents and any authorized professional.

The Centre staff will implement the individualized support plan of each child with special or medical needs.

Parent / Guardian:

The parent/guardian, in conjunction with Centre staff, will provide feedback and information to help compile the ISP. The parent will provide information provided from any outside professionals, and updates to information provided. Parents are welcome to input suggestions and advice at any time to support staff and their child.

Students / Volunteers:

All Students and Volunteers who will be interacting with a child who has an ISP will review the ISP prior to interacting with children. The student or volunteer will sign off on their training. Volunteers and Students will take direction from staff.

Procedure:

If a special need or a medical need is identified at enrolment or during the time the child is enrolled at the Whitney Child Centre, the parent/guardian will be informed about the concern and a meeting organized.

1. With the parent/guardian's verbal agreement, the ISP process will be initiated.
2. If the parent/guardian does not consent to have an ISP in place, the parent/guardian will sign the "Consent for the refusal to the development of an Individualized Support Plan" This will be placed in the child's record and the parents' rights will be respected. However if the parents/guardian are not willing to work with the Centre and the child is putting himself/herself or others at risk, the child may be asked to leave the Centre.
3. In preparation for developing the ISP, the designated staff and Supervisor or Assistant Supervisor will review available records, program observations and documentations to identify the child's strengths and needs.
4. A meeting may be scheduled with the parent/guardian. An invitation to attend the meeting, with parental consent, will be provided to any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan. (*Child Care and Early Years Act, 2014, Reg. 137/15, Section 52 (2)*)
5. The parent/guardian, in conjunction with the Centre Supervisor and staff, will complete the initial ISP form.
6. The plan will include (as per *Child Care and Early Years Act, 2014, Reg. 137/15, Section 52 (1)*)
 - a) A description of how the Centre will support the child to function and participate in a meaningful and purposeful manner while the child is at the Centre.
 - b) A description of any support or aids, or adaption's or other modifications to the physical, social, and learning environment that are necessary to achieve clause (a);

This may include but is not limited to environmental supports (physical space, programming activities, and transitions), staffing supports (training, attitudes and perceptions) and skill building (supervision, mentoring, and modeling).
 - 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.
7. The plan will be signed by the parent/guardian of the child to indicate their participation in the plan, and a copy is given to the family

8. The plan will be placed in the child's file: office and classroom. Information is treated as confidential.
9. The strategies identified on the plan will be imbedded into the room programming. Information from the plan may be used in documentation posted in the room without identifying information.
10. The plan will be reviewed at minimum once per school year (10 months), however the plan can be adjusted as needed. The Supervisor or staff will ensure they communicate regularly with the family, ensuring the family is able to give input and feedback. The development of plans for school age children may involve the child when deemed appropriate. If significant changes are required, a new ISP will be developed.

Staff, students and volunteers will review all ISPs at least annually after the first review and at any other time when changes are made to a policy, procedure or ISP.

Centre staff will implement the individualized support plan of each child with special or medical needs.

Anaphylaxis

Children with anaphylaxis, but no other medical needs are not required to have an ISP, but as stated in our Allergy and Anaphylaxis Policy, parents are required to complete the anaphylaxis alert form, the medication administration form and to complete staff training prior to the child starting in our program.

Anaphylaxis alert forms are always posted in the child's classroom and are kept with the epinephrine autoinjector, and in the class and office emergency binders as well as the child's file.

Medical Needs

An Individual Support Plan will be developed to address any medical issues that a child may have, for example, conditions such as diabetes or asthma.

The Centre may use the Medical Needs Form, Asthma Form or develop a written plan depending on the medical issue. The Centre will ensure that the plan contains input from the parent and any other regulated health care professional who is involved in the child's health care and who, in the parent's opinion, should be included in the consultation regarding the plan.

The plan will include:

1. the steps to be followed to reduce the risk of the child being exposed to any causative agents or situations that may exacerbate a medical condition or cause an allergic reaction or other medical emergency;
2. a description of any medical device used by the child and any instructions related to its use;

3. a description of the procedures to be followed in the event of an allergic reaction or other medical emergency;
4. a description of the supports that will be made available to the child in the Centre, and
5. any additional procedures to be followed when a child with a medical condition is part of a fire drill, an evacuation or participating in an off-site field trip.

Anaphylactic Alerts and Asthma forms are posted for safety reasons, but as special needs and medical information is confidential, staff will keep the ISP in the child's file in the classroom. It is also kept in the office in the child's file.

All staff working with the child must be informed of any plan relating to the medical needs of the child. The parent will train the staff in the use of any medical device and in the implementation of the plan.

INDIVIDUAL SUPPORT PLAN

Whitney Child Centre

Child's Name: _____

Date: _____

Classroom: _____

This document is completed with input from the parent/guardian of the child, the Supervisor and the staff working with the child, as well as any other relevant professionals. The plan must identify the need for/extent of the service/support as well as the level/type of support to be provided. The plan identifies the support needs of the individual. The Centre will use the Individual Support Plans in the delivery of service/supports to the children and their families.

Formal Individual Support Plan:

The development of a support plan should be a collaborative effort between parents and staff and should be done at the beginning of the school year or as soon as possible after a student has been identified as needing a support plan. It is important that parents are aware of this plan and are supportive of strategies and goals outlined in the plan.

- The goal of this plan is that all staff working with the student are aware of and committed to using strategies to support the child.
- Staff need to review this plan before working with the student. The plan will be kept in the office, with a duplicate copy in the child's class for access by staff working with that student. Files to be confidentially stored.

The ISP should include:

- key understandings about this student's needs
- previous evaluations or information from other professionals
- who has been involved in developing the plan
- plans for implementation and follow up
- timelines for review and feedback
- protocol for additional support if necessary in an emergency situation.

Persons who provided input for this plan:

Individual Support Plan (attach any addition report or information necessary)

I have read this plan and commit to using these supports when working with this child. I understand that it is the staff's responsibility to communicate with the family, the Supervisor and other professionals to ensure the plan is current, effective and that staff are able to implement.

SIGNATURES:

Parent/Guardian's Name:

Signature:

Date: _____

Parent/Guardian's Name:

Signature:

Date: _____

Staff Name(s) (completing support plan):

Signature(s):

Date: _____

Supervisor's Name:

Signature:

Date: _____



Appendix 1:

Whitney Child Centre

Authorization for Release of Information

I (we) _____ of _____
(parent/guardian) (address)

consent to have _____ observe my child for the purpose of
determining support needs and authorize the Resource Educator to share information (written
and/or verbal) with the staff at the Whitney Child Centre regarding my child,

(child's name) (date of birth)

I/We hereby authorize communication between staff of the Whitney Child Centre and

(name of Agency/Individual)

The purpose of this disclosure is to assist in the development and well being of the above named
child in the inclusive program at the Whitney Child Centre.

Unless otherwise noted, this authorization is valid for the length of time my child is enrolled at the Whitney Child Centre.

Once your child has been withdrawn from the centre, this authorization becomes null and void.

Signature of Parent/Guardian

Date

Signature of Supervisor or Asst. Supervisor

Date

Appendix 2:

Consent for the Refusal to the Development of an Individualized Support Plan

It is the Policy of the Whitney Child Centre that the Centre will ensure that an updated Individualized Support Plan (ISP) is in place for each child enrolled with special needs. The Whitney Child Centre will further ensure that each room’s program is structured so that it will accommodate the ISP of children with special needs while ensuring that the program is inclusive of all children.

Definition: A child with special needs is defined by the *Child Care and Early Years Act, 2014*, Ontario Regulation 137/15, Part 1:1(1) as “a child whose cognitive, physical, social, emotional, or communicative needs, or whose needs relating to overall development are of such a nature that additional supports are required for the child”

Procedure

The plan will include (Child Care and Early Years Act, Reg. 52 (1))

- a. A description of how the Whitney Child Centre will support the child to function and participate in a meaningful and purposeful manner while the child is in the care of the Whitney Child Centre.
- b. A description of any support or aids, or adaption’s 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.

I/We _____ have read the above information and

(name of parent/guardian/individual)

decline the development of an Individualized Support Plan for my child:

_____ (child’s name)

Signature of Parent/Guardian

Date

Signature of Supervisor/Asst. Supervisor

Date

