

Early Childhood Intervention Practitioner Management Policy

Research has shown us that providing high quality intervention to children with diagnosed disabilities, developmental delays or children under assessment not only assists in ensuring the child can participate in everyday activities and family and community life but may substantially reduce the assistance and support required later in life. We also know that children learn best when participating in normal routines and activities with familiar people. Our service therefore welcomes the support of Early Childhood Intervention Practitioners.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.

5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

CHILDREN (EDUCATION AND CARE SERVICES) NATIONAL LAW NSW

155	Interactions with children
156	Relationships in groups
157	Access for parents

RELATED POLICIES

Additional needs Policy
 Anti-Bias & Inclusion Policy
 Code of Conduct Policy
 Educational Program Policy
 Interaction with Children, Family and Staff Policy
 Orientation of New Families Policy
 Privacy and Confidentiality Policy
 Respect for Children Policy

PURPOSE

We aim to provide an inclusive environment that supports each child to fully participate in the daily routines and activities of the service. This includes providing procedures that enable us to maintain the daily schedule of children requiring visits from Early Childhood Intervention Practitioners that minimise disruptions to the child, other children, and educators

SCOPE

This policy applies to children, families, staff, management, and Early Childhood Intervention Practitioners (ECIP) visiting the Service.

IMPLEMENTATION

OUR PHILOSOPHY

Our Learning Steps was formed on the lands of the Bunurong People of the Kulin Nation. We acknowledge Aboriginal and Torres Strait Islander Peoples as the Traditional Custodians of this country and their connection to land, water and community in which we operate. We pay our respect to them, their cultures and customs both past and present.

Mission Statement

Our Learning Steps is committed to providing excellence in care and education for all children. We are committed to being accessible to all families providing a safe and caring environment enabling children to feel secure and happy.

Philosophy

- We strongly believe in the value of play. Play offers the opportunity for children to explore their identity and community and become confident and involved learners.
- We value that Early Childhood Education is the foundation for lifelong learning.
- We believe that each child is individual and unique.
- We believe that it is important to provide an environment that is accepting, encouraging, stimulating and enjoyable. In this environment we can best foster strong self-identity, positive attitudes towards learning and positive roles within the community.

- The learning environment allows for communication, self-help and socialising. Children will learn from each other, teachers, parents and the community. They will be provided with opportunities to experiment, discover, explore, create, investigate, problem solve, practice theories and express ideas with the support of their peers and educators.
- We believe that children learn differently, in rates, ways and time. We allow time for spontaneous learning and understand the need for flexibility.
- We role model to support children in creating mutual respect for their peers and friendships.
- We promote an appreciation of the natural environment, we aim to provide children with natural materials but also encompass bright colours to promote happiness, excitement and visual engagement.
- We endeavour to build strong partnerships with families, children and the wider community and include them in the centre's day to day activities. Regardless of gender, religion and race children and their families are treated equally.
- Our educators strive to build relationships with families based on co-operation and a mutual respect for the reciprocal roles that each child play in the lives of the children. The relationships are based on mutual trust and a high level of open communication.
- The work our educators do, the ideas they create and the strategies they employ have a deep and lasting effect on the families and children entrusted into our care promoting lifelong relationships, knowledge and values.

Values and Goals

All children have access to our centre regardless of sex, religion, disability, medical conditions or socioeconomic status. Our policy is one of non-discrimination. All children are individuals and differences in personalities should be accepted. We are responsive to difference and provide a program that meets individual needs. Routines and activities are flexible and appropriate to meet the needs of the children and families of the centre. Programs promote and foster identity, community, wellbeing, learning and communication. These programs will prepare children for the transition to primary school in partnership with the National Early Years Learning Framework.

Educators work as a team to provide a safe, warm, happy and stimulating facilities where children can thrive, grow and learn. Staff professional development is ongoing. We endeavour to educate children

to have non-sexist, non-racist and non-violent attitudes. We will acknowledge and respect different cultures, religions and celebrations.

Our Learning Steps provides programs that accurately reflect the variety of backgrounds represented in the centre and the wider community. We strive to encourage creativity and appreciation of the natural environment. We encourage and invite active parent involvement in the centre's activities and aim to communicate daily with parents both written and verbally.

Our Learning Steps has a commitment to continuous improvement and maintains a culture of ongoing critical reflection and self-review.

The Early Years Learning Framework (EYLF) recognises that 'Partnerships ... involve educators, families and support professionals working together to explore the learning potential in every day events, routines and play so that children with additional needs are provided with daily opportunities to learn from active participation and engagement in these experiences...' (DEEWR, 2009, p. 12).

SCHEDULING VISITS

- Visits to a child must be scheduled by the ECIP in negotiation with the Director/responsible educator.
- The ECIP will be advised of the most appropriate times of day to schedule a visit in regard to minimising disruption to the child, the classroom routine, and the service. (Age appropriateness of the child is to be considered.)
- ECIPs will not be permitted access to the child if they arrive without a scheduled appointment.
- When scheduling visits, time must be included for communication between the responsible Educator/Director and the ECIP after and/or before time spent with the child.
- If the ECIP has not attended the service on a prior occasion they will be advised that they must bring a current WWCC and original *or* certified copies of qualifications.
- ECIPs will be advised that they are visiting a Sun Safe service and must bring a hat.

MAINTAINING ACCURATE RECORDS OF ECIP VISITS

- Upon arrival ECIPs must sign the Visitor's sign-in book, AND/OR the *ECIP Record of Visit* for the individual child being visited.

- Upon conclusion of the visit ECIPs must sign out in both the Visitor's sign-in book, AND the *ECIP Record of Visit* for the individual child being visited.
- Information to be provided by the ECIP on the *ECIP Record of Visit* will include:
 - Date,
 - ECIP's name and contact details,
 - Scheduled appointment time,
 - The company/business the ECIP is representing and their contact details,
 - The purpose of the visit (observation, one-on-one activity etc.), and
 - The arrival and departure time
- Upon conclusion of the visit the *ECIP Record of Visit* will be filed in the child's confidential records.

CHILD PROTECTION/DUTY OF CARE

- On the initial ECIP's visit he/she will provide evidence of a current WWCC, which will be photocopied and placed on file.
- Qualifications and WWCC documents may either be submitted by the governing agency (prior to ECIP visit) OR in the case of individual therapists (NDIS relevant), therapists to provide relevant documentation. The staff member greeting the ECIP will make a note that these have been sighted.
- Where possible, all interactions with the child will be conducted within the classroom environment.
- Unless agreed to by parent/guardian and Service management, at no time will a child be removed from the group: Children must remain within sight of service staff at all times.

CONCLUSION OF VISIT

- At the conclusion of the visit a private space will be provided for the ECIP to have a conversation with the responsible Educator/Director. (If a private space is not available the ECIP and Educator/Director will seek out an area where they can conduct the discussion with the appropriate level privacy.)
- A summary of what has occurred will be provided by the ECIP including observations, outcomes of activities, and strategies to be implemented by service Educators.
- To ensure accountability is embedded into the process 'next moves' and 'actionable time-lines' should be employed.

PRIVACY AND CONFIDENTIALITY

- Prior to conversations about the child it will be ensured that the family has given written consent to speak about their child.
- Discussions/conversations about the child will not take place in front of other children or families.
- All records of the visit will be placed in the child's confidential file in a locked cabinet.

MANAGEMENT/NOMINATED SUPERVISOR/DIRECTOR WILL ENSURE

- Appointments are scheduled with ECIPs with regard to minimising the disruption for the child and the classroom routine.
- At the time of making appointments ECIPs are advised that appointment times are not flexible as relief staff may be required to replace the educator responsible for the child.
- Appointment duration allows adequate time for the ECIP to consult with the educator both before and after time spent with the child.
- The ECIP is notified in a timely manner if the child being visited is not in attendance at the service on the nominated visit day.
- That Educators in the service receive the appropriate and relevant training required to support children with disabilities and/or developmental delays.

ECIPs WILL ENSURE

- All relevant information is shared with the responsible educator.
- A working partnership is maintained with staff, families, and all other ECIPs assigned to the child's case.
- Thoughtful and considered scheduling of appointments are made to minimise disruption to the child's routine, including
- The times and duration of booked visits are respectful of the service's needs.
- Scheduled appointment times and durations are strictly adhered to.
- Educators are provided with information and strategies to support the child's learning and development.
- Educators are informed of resources that are available to support the child's learning and development.
- Any required documentation (such as observations) are requested prior to the visit to ensure educators have reasonable time to prepare.
- The service is notified in a timely manner of any cancellation of appointments.
- If running late to an appointment the ECIP will contact the service to ascertain if a later time is practical or if another appointment must be scheduled.

EDUCATORS WILL ENSURE

- Feedback is provided to the ECIP regarding strategies implemented with the child.
- Documented observations are provided to the ECIP as requested.
- Information is shared with the child's family.
- Reasonable consideration is given to the timing of ECIP visits.
- A working partnership is maintained with colleagues, families, and all ECIPs assigned to the child's case.
- Professional development is maintained in order to provide full support for children with disabilities and/or developmental delays.

SOURCE

Department of Education and Early Childhood Development. (2011). Intervention reform project.

Early Childhood Intervention Australia.

Moore, T.G. (2012). Rethinking early childhood intervention services: Implications for policy and practice. *Pauline McGregor Memorial Address* presented at the 10th Biennial National Conference of Early Childhood Intervention Australia, and the 1st Asia-Pacific Early Childhood Intervention Conference, Perth, Western Australia, 9th August.

Raising Children Network.

Review

Date Reviewed	Modifications	Next Policy Review Date
September 2018	New policy to support the management of Early Intervention Practitioner (ECIP) visits	September 2019