

# 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 (ECIP).

## 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**

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

**RELATED LEGISLATION**

[Disability Discrimination Act 1992](#)

**RELATED POLICIES**

Additional Needs Policy Anti-Bias and Inclusion Policy Child Safe Environment Policy Code of Conduct Policy	Educational Program Policy Interactions with Children, Family and Staff Policy Orientation of New Families Policy Privacy and Confidentiality Policy Respect for Children Policy
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**PURPOSE**

We aim to provide an inclusive learning environment and adopt flexible and informed practices that supports and optimises access, participation and engagement for 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. To ensure a child safe environment and our commitment to the Child Safe Standards, any ECIP visiting our service will be

made aware of our *Code of Conduct, Child Protection and Child Safe Environment* policies including the Reportable Conduct Scheme legislated in Victoria.

## SCOPE

This policy applies to children, families, staff, management, approved provider, nominated supervisor, responsible person 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 the wider 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.
- Children are empowered to make their own choices and decisions in relation to their play and learning. The agency of the child is paramount in enabling individuals and group to feel a strong sense of wellbeing and certainty in their learning.
- 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 inclusive, accepting, encouraging, stimulating and enjoyable. In this environment we can best foster strong self identity, positive attitudes towards learning and positive roles within the wider community.

Children are able to express themselves using the resources available within the environment.

- The learning environment allows for communication, self-help and wellbeing. 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.
- The environment should reflect both our love of nature and our views on sustainability.

Routines and learning experiences 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 have the opportunity to thrive, grow and learn. Our Learning Steps provides broad 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 and input into decision making in the centre's activities and learning and 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.

#### CHILD SAFE ENVIRONMENT

The United Nations Convention on the Rights of the Child outline that children and young people have the right to be safe and hateful, no matter where they are or who they are with. Children have the right to be protected from violence, abuse or neglect. When working with children and young people, it is important to understand children's rights and needs.

We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment. Our child safe environment policy embeds a culture of safety and well-being within our service to minimise the risk of child abuse or harm to children whilst promoting a child's sense of security and belonging.

Our service has a legal and ethical responsibility to provide a safe and friendly environment where all children are respected, valued and encouraged to reach their potential. Children's safety is paramount and we aim to take all practical steps to protect children from harm, ensuring a healthy and safe environment. Our service provides children and staff with an environment free from the use of tobacco, alcohol and illicit drugs.

Children and young people always have the right to be safe and protected. All educators and management have a legal and moral duty to protect children from harm. It is essential when working with children to be aware of indicators of harm and to be able to recognise and report concerns regarding suspected harm or protection concerns.

Staff are given information and training about child protection law and any obligations they have under that law. To comply with legislation and provide a child safe environment, educators will keep up-to-date with child protection requirements and adhere to child protection policy. All staff must refresh their knowledge about mandatory reporting each year.

The backbone of any Service is the Philosophy; this document guides educators on practices, families, our goals and standards, and the wider community that makes our Service unique. Educators work in partnership with children, families, communities and other professionals and continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve Learning Outcomes and flourish. (EYLF, V2.0. 2022, p. 17).

## 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 (individual age-appropriate routine 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 for the individual child being visited.
- Upon conclusion of the visit ECIPs must sign out in both the Visitor's sign-in book for the individual child being visited.

#### 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. The Director/Nominated Supervisor will ensure the WWCC is checked or verified before the ECIP engages in activities with children.
- The Nominated Supervisor or Responsible Person will ensure the ECIP is made aware of the service's commitment to the Child Safe Standards and be provided access to the relevant Child Protection and Child Safe Environment Policy
- 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
- 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 may 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 may 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 WILL ENSURE:

- all visitors to the Service adhere to strict hygiene measures as implemented within the Service (handwashing, physical distancing)
- 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:

- they adhere to all hygiene measures implemented within the service
- 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) is 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 and reasonable adjustments implemented with the child
- documented observations are provided to the ECIP as requested
- information is shared with the child's family [consider if translation of information is required]
- 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.

#### CONTINUOUS IMPROVEMENT/REFLECTION

Our *ECIP Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

#### SOURCE

Australian Government Department of Education. [\*Belonging, Being and Becoming: The Early Years Learning Framework for Australia\*](#). V2.0, 2022

Australian Government Department of Education. [Inclusion Support Program](#).



Department of Education and Early Childhood Development. (2011). Intervention reform project:  
<https://www.education.vic.gov.au/Documents/childhood/providers/needs/ecislitreviewexecsum.pdf>

Early Childhood Intervention Australia: <https://re-imagine.com.au/>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

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: <https://raisingchildren.net.au>

[Western Australian Education and Care Services National Regulations](#)

## REVIEW

POLICY REVIEWED BY	Peter Colliver	Approved Provider	May 2024
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V6.9.23		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy review</li> <li>• deleted information re: COVID/PPE requirements</li> <li>• updated information from EYLF V2.0</li> <li>• sources checked for currency</li> <li>• continuous improvement/reflection section added</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER 2022	<ul style="list-style-type: none"> <li>• regular policy maintenance</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required</li> <li>• Removal of QR code sign in requirements for visitors</li> </ul>	SEPTEMBER 2023	
SEPTEMBER 2021	<ul style="list-style-type: none"> <li>• Inclusion of Child Safe Standards commitment</li> <li>• inclusion of requirement to check in using QR code for visitors</li> <li>• sources checked for currency</li> </ul>	SEPTEMBER 2022	
SEPTEMBER 2020	<ul style="list-style-type: none"> <li>• Additional information added for COVID safe practices</li> <li>• sources checked for currency</li> </ul>	SEPTEMBER 2021	
SEPTEMBER 2019	<ul style="list-style-type: none"> <li>• Minor wording and punctuation changes.</li> <li>• Sources checked and URLs added.</li> </ul>	SEPTEMBER 2020	

SEPTEMBER 2018	<ul style="list-style-type: none"><li>• New policy to support the management of Early Intervention Practitioner (ECIP) visits</li></ul>	SEPTEMBER 2019
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