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 FAMILES 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 LAW AND 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 Photography Policy Privacy and Confidentiality Policy Respect for Children Policy Student, Volunteer and Visitor Policy

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 embedding 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, educators, management, approved provider, nominated supervisor, responsible person and Early Childhood Intervention Practitioners (ECIP) visiting the Service.

IMPLEMENTATION

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 Nominated Supervisor/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/Nominated Supervisor 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 WWC 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/or 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 WWC, which will be photocopied and placed on file. The Nominated Supervisor will ensure the WWC is checked or vertified before the ECIP engages in activities with children.
- Consent to capture a photograph or video of a child to support implementation of the program, must be obtained by the approved provider PRIOR to visiting the Service
- 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 Policy* and *Child Safe Environment Policy*
- Qualifications and WWC 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 will be provided for the ECIP to have a conversation with the nominated supervisor. If a private space is not available, the ECIP and Educator/Nominated Supervisor 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 online and hardcopy document will be in a filing cabinet in a locked room.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the Education and Care Services National Law and National Regulations are met
- educators, staff, students and volunteers have knowledge of and adhere to this policy
- all visitors to the Service adhere to strict hygiene measures as implemented within the Service (e.g., handwashing)
- appointments are scheduled with ECIPs with regard to minimising the disruption for the child and the classroom routine
- ECIPs are aware of the National Model Code and Guidelines for taking images or videos of children and comply with Service relevant policies and procedures
- 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.
- Permission has been sought from the parent/guardian for any meetings where the child will be alone with the ECIP.

ECIPs WILL ENSURE:

- they adhere to all hygiene measures implemented within the service [including wearing appropriate PPE if required]
- 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
- Consent to capture a photograph or video of a child to support implementation of the program, is obtained in writing by the approved provider PRIOR to visiting the Service
- 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.
- Has permission from the parent/guardian to meet with a child alone

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 Children's Education & Care Quality Authority. (2024). *Guide to the National Quality Framework*
Australian Government Department of Education. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022*
Australian Children's Education & Care Quality Authority. (2024). *Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code.*
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://reimagine.org.au/
Education and Care Services National Law Act 2010. (Amended 2023).
Education and Care Services National Regulations. (Amended 2023)
Raising Children Network: https://raisingchildren.net.au

REVIEW

POLICY REVIEWED BY	Krystle Hills	Centre Manager	25/09/2024
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
MODIFICATIONS	• policy maintenance - no major changes to policy • minor formatting edits within text • additional information re: National Model Code and Guidelines • Permission from parents/guardians to see children alone • Childcare Centre Desktop related resources added • hyperlinks checked and repaired as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
October 2023	• annual policy review • deleted information re: COVID/PPE requirements • updated information from EYLF V2.0 • sources checked for currency • continuous improvement/reflection section added • Philosophy added	September 2024
JANUARY 2022	• regular policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • Removal of QR code sign in requirements for visitors • Removal of COVID 19 health declaration.	SEPTEMBER 2023