

# EARLY CHILDHOOD INTERVENTION PRACTITIONER MANAGEMENT POLICY

Research demonstrates 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 also reduce the assistance and support required later in life. Our preschool therefore welcomes the support of Early Childhood Intervention Practitioners (ECIPs).

## NATIONAL QUALITY STANDARD

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		
3.1.1	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

## PURPOSE

Central Shoalhaven Mobile Preschool (CSMP) aims to provide an inclusive environment that supports each child to fully participate in daily routines and activities. 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 the ECIP visiting the preschool.

## IMPLEMENTATION

*The Early Years Learning Framework (EYLF)* recognises that 'Partnerships ... involve educators, families and support professionals working together to explore the learning potential in everyday 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 Early Childhood Teacher.
- 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 routine, and the preschool.
- ECIPs may 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 Early Childhood Teacher/Educator 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 provide a current WWCC number and date of birth.
- ECIPs visiting our CSMP may be required to complete a COVID-19 health declaration upon arrival

## MAINTAINING ACCURATE RECORDS OF ECIP VISITS

- Upon arrival and departure, ECIPs must sign in and out in the visitor sign-in sheet
- Information to be provided by the ECIP includes
  - date
  - ECIP's name and contact details
  - scheduled appointment time
  - the company/business the ECIP is representing and their contact details
  - the arrival and departure time

## CHILD PROTECTION/DUTY OF CARE

- Prior to the initial ECIP's visit they will provide evidence of a current WWCC, which will be verified and recorded on file
- Where possible, all interactions with the child will be conducted within the classroom environment
- At no time will a child be removed from the venue: children must remain within sight of preschool 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 teacher or educator. If a private space is not available, the ECIP and staff will seek out an area where they can conduct the discussion with the appropriate level of privacy
- A summary of what has occurred will be provided by the ECIP including observations, outcomes of activities, and strategies to be implemented by preschool staff
- 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

## VENUE TEACHERS AND EDUCATORS WILL ENSURE:

- all visitors to the preschool adhere to relevant hygiene measures as implemented within the preschool (handwashing, temperature checks, physical distancing, use of PPE as required)
- appointments are scheduled with ECIPs with regard to minimising the disruption for the child and the classroom routine
- appointment duration allows adequate time for the ECIP to consult with the ECT/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 on the nominated visit day
- 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 delay



### **PRESCHOOL MANAGEMENT WILL ENSURE:**

- that teachers and educators in the service receive the appropriate and relevant training required to support children with disabilities and/or developmental delay

### **ECIPs WILL ENSURE:**

- they complete a health declaration prior to entering the service- (including temperature check if required)
- they adhere to all hygiene measures implemented within the service including wearing appropriate PPE
- all relevant information is shared with the responsible ECT/Educator
- a working partnership is maintained with staff, families, and all other ECIPs assigned to the child
- thoughtful and considered scheduling of appointments are made to minimise disruption to the child's routine
- teachers/educators are provided with information and strategies to support the child's learning and development
- teachers/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 teachers/educators have reasonable time to prepare
- the preschool is notified in a timely manner of any cancellation of appointments
- if running late to an appointment the ECIP will contact the preschool to ascertain if a later time is practical or if another appointment must be scheduled



## SOURCE

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://www.ecia.org.au>  
Education and Care Services National Law Act 2010. (Amended 2018).  
[Education and Care Services National Regulations](#). (2011)  
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>

## REVIEW

POLICY REVIEWED	June 2021	NEXT REVIEW DATE	June 2022
-----------------	-----------	------------------	-----------