

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.

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

Our Philosophy

Our Vision:

Brunswick Crèche is a diverse learning community committed to programs of excellence for children, their families and educators that embody best practices of early childhood education and promote collaborations that help all children realise their full potential.

Our Mission:

To foster and encourage children as capable and confident learners, and support children to reach their full potential.

Our Philosophy:

We believe that play is essential to a child's wellbeing and guides all aspects of curriculum design. Play explores relationships, materials and the physical environment. It provides the space for the child to recognise themselves as competent learners.

The educators at Brunswick Crèche support and practice these relationships. We are committed to providing the space for ongoing exploration. This understanding of the physical and emotional aspects of the environment creates deep connections and a solid foundation for lifelong learning.

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 ECIS in negotiation with the Director/responsible educator.
- The ECIS 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.)
- ECISs 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 ECIS after and/or before time spent with the child.
- If the ECIS 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.
- ECISs will be advised that they are visiting a Sun Safe service and must bring a hat.

Maintaining Accurate Records of ECIS Visits



- Upon arrival ECISs must sign the Visitor's sign-in book, AND/OR the *ECIS Record of Visit* for the individual child being visited.
- Upon conclusion of the visit ECISs must sign out in both the Visitor's sign-in book, AND the *ECIS Record of Visit* for the individual child being visited.
- Information to be provided by the ECIS on the *ECIS Record of Visit* will include:
 - Date,
 - ECIS's name and contact details,
 - Scheduled appointment time,
 - The company/business the ECIS 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 *ECIS Record of Visit* will be filed in the child's confidential records.

Child Protection/Duty of Care

- On the initial ECIS'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 ECIS visit) OR in the case of individual therapists (NDIS relevant), therapists to provide relevant documentation. The staff member greeting the ECIS 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 ECIS to have a conversation with the responsible Educator/Director. (If a private space is not available the ECIS 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 ECIS 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/ Directors will ensure:

- Appointments are scheduled with ECISs with regard to minimising the disruption for the child and the classroom routine.
- At the time of making appointments ECISs 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 ECIS to consult with the educator both before and after time spent with the child.
- The ECIS 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.

ECISs will ensure:



- All relevant information is shared with the responsible educator.
- A working partnership is maintained with staff, families, and all other ECISs 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 ECIS 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 ECIS regarding strategies implemented with the child.
- Documented observations are provided to the ECIS as requested.
- Information is shared with the child's family.
- Reasonable consideration is given to the timing of ECIS visits.
- A working partnership is maintained with colleagues, families, and all ECISs 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.

Date Implemented: 05/03/2019

Review Completed: 05/03/2019

Schedule for Review: 05/03/2020

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, and 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: Partnership with families		
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 Service National Regulations		
155	Interactions with children	
156	Relationships in groups	
157	Access for parents	
Early Years Learning Framework		
Learning Outcome 1 - Children have a Strong Sense of Identity		
1.1	Children feel safe, secure, and supported	
1.2	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency	
1.3	Children develop knowledgeable and confident self-identities	
1.4	Children learn to interact in relation to others with care, empathy and respect	

