



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 support and optimise 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 a schedule for children requiring visits from Early Childhood Intervention Practitioners that minimises 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 asked to supply their Working with Children Check and will not be left alone with any children.

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

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 or the administration officer.

- The ECIP will be advised of the most appropriate times of day to schedule a visit with 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 before and/or after 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
- ECIPs will be advised that they are visiting a Sun Safe service and must bring a hat if working outside with the child.

MAINTAINING ACCURATE RECORDS OF ECIP VISITS

- Upon arrival ECIPs must sign the Visitor's sign-in book
- Upon conclusion of the visit ECIPs must sign out in both the Visitor's sign-in book and provide a copy of the notes of visit to the director. The notes will be used to create consistency between the centre, home and the ECIP.

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.
- 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 Responsible Educator/Director if required. 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
- ECIP notes will be added to Storypark.

MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- all visitors to the Service adhere to strict hygiene measures as implemented within the Service
- 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
- 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 is 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
- 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.

FAMILIES WILL ENSURE:

- To notify the centre if their child is working with an ECIP and provide the details if they wish visits to occur at the service.
- to notify the ECIP if their child will be absent on a scheduled visit

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	Megan Hipkiss	Centre Support	March 2024
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024

VERSION NUMBER	V6.9.23	
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • deleted information re: COVID/PPE requirements • updated information from EYLF V2.0 • sources checked for currency • continuous improvement/reflection section added 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
SEPTEMBER 2022	<ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required • Removal of QR code sign in requirements for visitors 	SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> • Inclusion of Child Safe Standards commitment • inclusion of requirement to check in using QR code for visitors • sources checked for currency 	SEPTEMBER 2022
SEPTEMBER 2020	<ul style="list-style-type: none"> • Additional information added for COVID safe practices • sources checked for currency 	SEPTEMBER 2021
SEPTEMBER 2019	<ul style="list-style-type: none"> • Minor wording and punctuation changes. • Sources checked and URLs added. 	SEPTEMBER 2020
SEPTEMBER 2018	<ul style="list-style-type: none"> • New policy to support the management of Early Intervention Practitioner (ECIP) visits 	SEPTEMBER 2019