

Education and Care Services References

National Quality Standards

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.
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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.
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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

82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
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83	Staff members and family day care educators not to be affected by alcohol or drugs
155	Interactions with children
156	Relationships in groups
157	Access for parents
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

Related Legislation

Disability Discrimination Act 1992

Policy Statement

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).

Purpose

We aim to provide an inclusive learning environment and adopt flexible and informed practices that supports and optimizes 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 (ECIPs) that minimise disruptions to the child, other children, and educators. To ensure a child safe environment and our commitment to embedding the National Principles for Child Safe Organisations 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. Our Service adopts and aligns with the National Model Code and Guidelines for taking images or videos of children which applies to visitors who are providing support to children at our Service.

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 flourish¹.

¹ Early Years Learning Framework 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 regarding 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 WWCC and original or certified copies of qualifications. The nominated supervisor will take copies of this information to keep on record at the Service.
- ECIPs will be required to complete a Visitor Induction to the Service
- 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 electronically complete the visitor's registers indicating the name of the individual child being visited
- Upon conclusion of the visit ECIPs must electronically sign out in the visitor register
- Information to be provided by the ECIP on the electronic visitor's register 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
 - signature

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 nominated supervisor will ensure the WWCC is checked or verified 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 as recommended within the National Model Code and Guidelines
- 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, Child Safe Environment Policy and Safe Use of Digital Technologies and Online Environments 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 are required 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 the visit

- At the conclusion of the visit a private space will be provided for the ECIP to have a conversation with the nominated supervisor/ responsible educator. 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 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 Service educators.
- To ensure accountability is embedded into the process, 'next moves' and 'actionable timelines' should be employed.

Privacy and confidentiality

- Prior to any conversations regarding a child takes place, the Service will confirm that written consent has been provided by the family
- 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.

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
- an induction program will be implemented with the ECIP on their initial visit to the Service
- 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
- ECIP professionals are aware of and adhere to maintaining a smoke, drug, vape and alcohol-free environment.

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
- 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
- they adhere to maintaining a smoke, drug, vape and alcohol-free environment.

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.

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
- Safe Use of Digital Technologies and Online Environments Policy
- Student, Volunteer and Visitor Policy
- Tobacco, Drug and Alcohol-Free Policy

Policy Review

- The Service will review the Early Childhood Intervention Practitioner Management Policy and related documents regularly or as current information arises.
- Families are encouraged to collaborate with the Service to review the Policies and Procedures.
- Educators and staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

Policy Version

Version	Version changes
1.0	• New policy to support the management of Early Intervention Practitioner (ECIP) visits.
2.0	• Minor wording and punctuation changes. • Sources checked and URLs added.
3.0	• Minor grammatical changes.
3.5	• Updated information from EYLF V2.0
4.0	• annual policy maintenance • added legislation changes for child safety- National Model Code • added reference to ensuring the environment is vape free • reg 82 and 83 added to policy • sources checked and repaired as required

Source Acknowledgments

- Consultation with management, educators, staff, and families
- 9th August.
- Raising Children Network: <https://raisingchildren.net.au>
- Australian Children's Education & Care Quality Authority. (2025). 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.
- 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>