



# Early Childhood Intervention Policy and Procedure

*For Soaring Sparrows Pty Ltd*

## Document Control

- **Policy Title:** Early Childhood Intervention Policy and Procedure
  - **Date Policy Developed:** 24/09/2025
  - **Review Date:** 24/09/2027
  - **Version:** 1.0
  - **Policy Owner:** Director
- 

## 1. Purpose

The purpose of this policy is to complement existing Soaring Sparrow's policies and to ensure Soaring Sparrows provides **evidence-informed Early Childhood Intervention (ECI)** services that promote development, participation, and inclusion of children with disability, delivered in alignment with **NDIS Practice Standards Module 3**, best practice guidelines, and organisational policies.

This policy supports:

- Child-centred, family-centred, and strengths-based interventions.
  - Collaboration with families, carers, and relevant professionals.
  - Legal and human rights of children with disability.
  - High-quality service delivery through qualified personnel.
- 

## 2. Scope

This policy applies to:

- All Soaring Sparrows staff involved in the delivery of Early Childhood Intervention services.
- Families, carers, and children receiving support through Soaring Sparrows.

- Engagement with other professionals and service providers in supporting child development.
- 

### 3. Definitions

**ECI:** Early Childhood Intervention.

**Capacity Building:** Developing knowledge and skills of children, families, and professionals to achieve goals.

**Best Practice:** Evidence-based, research-validated approaches for effective intervention.

**Family-Centred Practice:** Involving families in all decisions and valuing their role in the child's life.

**Strengths-Based Practice:** Focusing on what a child and family can do and building on these abilities.

**Culturally Responsive Practice:** Providing services that respect a family's culture, language, beliefs, and background.

**Inclusive Practice:** Ensuring children with disability can participate fully in everyday activities.

**Key Worker Model:** A primary support person coordinating services and communication for the child and family.

**Multi-disciplinary Practice:** Professionals from multiple disciplines working collaboratively as one team.

**Outcome-Based Approach:** Support focused on achieving specific, measurable results aligned with family goals.

**SMART Goals:** Goals that are Specific, Measurable, Achievable, Realistic, and Timely.

**Consent:** Permission from a parent or carer to collect or share information, which can be withdrawn at any time.

**Near Miss:** An event or circumstance that could have caused harm to a participant but did not, either by chance or timely intervention.

---

### 4. Policy Statement

Soaring Sparrows is committed to delivering **high-quality Early Childhood Intervention services** that:

- Are **child-centred and family-centred**, promoting inclusion, participation, and independence.
  - Use **evidence-informed interventions** delivered by **qualified Social Workers** only.
  - Respect and protect the **legal and human rights** of children.
  - Promote **collaborative planning** with families, carers, and other professionals.
  - Support the **dignity of risk**, balancing safety with opportunities for learning and growth.
- 

## 5. Principles

1. **Rights and Participation:** Every child has the right to participate in everyday activities with peers.
  2. **Family Involvement:** Families are central to planning and decision-making.
  3. **Strengths and Capacity:** Interventions build on existing child and family strengths.
  4. **Evidence-Informed Practice:** Interventions are research-based and outcome-focused.
  5. **Inclusion:** Children are supported to participate in natural environments, routines, and community activities.
  6. **Qualified Personnel:** Only appropriately qualified Social Workers provide ECI services. Social Workers providing ECI include relevant child-focussed training in their personal Professional Development Plans. All staff maintain legislative child-safe credentials.
  7. **Dignity of Risk:** Children are supported to take informed risks, enhancing learning and independence.
  8. **Risk Management:** potential risks are considered and mitigated using a child-centred lens
- 

## 6. Procedures

### 6.1 Planning and Assessment

- Initial assessments are completed with the family using a **Participant Care and Support Plan** and **Action Plan** to develop an individualised plan tailored to the child participant.
- Families are encouraged to identify potential risks in the Action Plan.
- A **risk awareness assessment** is completed in Splose by practitioners and automatically emailed to the Office Manager.
- Plans align with **NDIS goals**, family strengths, family priorities, and SMART outcomes.
- Reviews occur when a new NDIS plan is received or if significant changes occur.

## 6.2 Interventions

Examples of interventions that may be provided by Soaring Sparrows practitioners include:

- Education and training for parents/carers;
- Bio-psychosocial assessments to inform service delivery;
- Key Worker service delivery;
- Case Conferencing and multi-disciplinary collaboration;
- Systems-work with other sectors and mainstream systems to ensure holistic support is provided;
- Development of skills in problem solving, social interactions, communication, flexibility of thought, theory of mind, self-reflection, self-worth, mindfulness strategies, executive functioning, organisation, assertiveness, and decision-making;
- Focussed interventions for specific disabilities, such as autism spectrum disorder, cerebral palsy, ABI, hearing or visual impairment.

## 6.3 Learning Styles

Practitioners will tailor services according to the child's primary learning style/s:

Learning Style	Description
Visual	Retain information via images, colours, mind maps.
Kinaesthetic	Learn by doing, role play, or hands-on activities.
Aural	Learn by listening.

Learning Style	Description
Social	Learn best with group participation.
Solitary	Learn best alone.
Verbal	Learn via written or spoken words, rhymes, or acronyms.
Logical	Learn via logical structures and reasoning.

## 6.4 Tools and Resources

Practitioners will:

- Use child-friendly language, visual aids, and communication methods suitable for each child.
- Leverage familiar routines and systems to build consistency.
- Utilise natural environments as much as possible to deliver services.
- Ensure that supports recommended are tailored and suitable for each of the child's natural environments.

## 6.5 Key Worker Model

- Families may opt for a Key Worker who coordinates services, provides emotional support, and assists in navigating resources.
- Staff must maintain qualifications, registration, and competency records.

## 6.6 Inclusion

- Promote participation in **natural environments**: home, community, and early childhood settings.
- Support networks are educated on implementing strategies to maximize inclusion.

## 6.7 Collaboration

- Work with families, carers, and professionals in a **multi-disciplinary team**.
- Document **entries, exits, and transitions** using the Handover Template and Exit Form.

- Consider the impact upon the child, of any changes to services or service providers and include the child perspective in transition plans;
- Obtain consent via **Consent to Share Information Form**, reviewed annually.

### 6.8 Outcome-Based Approach

- Support planning uses SMART goals aligned to family and child priorities.

SMART Goal	Description
Specific	Clear and well-defined.
Measurable	Progress can be tracked with clear criteria.
Achievable	Realistic and attainable.
Realistic	Relevant to child and family goals.
Timely	Includes starting and target completion dates.

- Plans are reviewed annually or sooner if significant events occur.

### 6.9 Feedback and Continuous Improvement

- Families are invited to provide feedback through multiple formats.
- Continuous reflection informs practice modifications, maintaining participant-centred services.

## 7. Responsibilities

- **Director:** Ensures overall compliance with NDIS standards, policies, and procedures.
- **Social Workers:** Conduct risk assessments, maintain documentation, implement interventions.
- **Office Manager:** Maintains participant records, monitors compliance, and oversees system use.
- **All Staff:** Follow policy procedures, participate in professional development, and adhere to consent and inclusion standards.

## 8. Records and Information Management

- All records are stored securely on **OneDrive and Splose**, aligned with the Storage of Information Policy.
  - Documentation includes risk assessments, support plans, consent forms, and progress notes.
- 

## 9. References

- NDIS Practice Standards: Early Childhood Intervention (Module 3)
  - National Guidelines for Best Practice in Early Childhood Intervention
  - Continuous Improvement Policy
  - Privacy and Confidentiality Policy
  - Consent to Share Information Form
  - Support Plan Policy
  - Convention on the Rights of the Child
- 

## 10. Review

- This policy will be reviewed **every two years** or earlier if:
    - Changes to NDIS Practice Standards occur.
    - Legislative, regulatory, or organisational changes affect practice.
    - Significant incidents or feedback indicate improvements are required.
- 

## Approval

Approved By: Kathryn Soar

Position: Director, Soaring Sparrows Pty Ltd

Date: 27/09/2025



## Appendix

### Convention on the Rights of the Child (CRC) – Alignment with Soaring Sparrows Policies

<b>CRC Articles</b>	<b>Child Right (General)</b>	<b>How Addressed in Soaring Sparrows Policies/Procedures</b>	<b>Evidence / Examples</b>
2, 3, 6	Right to non-discrimination and best interests of the child	Cultural and Linguistic Diversity Policy; Responsive Service Provision; Participant Rights and Responsibilities Policy; Legal and Human Rights and Freedom from Abuse	Cultural training; Care and Support Plans; Participant feedback; Action Plans; Case Notes (Splose)
12, 13, 14	Right to be heard and express views freely	Participation and Integration Policy; Assessment, Planning and Review Policy; Responsive Service Provision;	Case notes; Consent forms; Action Plans
16, 17	Right to privacy and access to information	Privacy and Confidentiality Policy; Records Management Procedure; Information Sharing and Storage Policy	Consent Forms; Secure storage audit
19, 32, 34, 36	Right to protection from abuse, neglect, exploitation, and harm	Legal and Human Rights and Freedom from Abuse Policy; Incident Management Policy; Code of Conduct	Incident reports; Safeguarding training completion records; Complaints register; Risk assessments
23, 24, 26, 27	Right to health, development, and standard of living	Mealtime Management Policy; Infection Control Policy; Waste Management Policy; Risk Management Policy	Care and Support Plans; Risk Assessments; Case notes; Staff Training



<b>CRC Articles</b>	<b>Child Right (General)</b>	<b>How Addressed in Soaring Sparrows Policies/Procedures</b>	<b>Evidence / Examples</b>
28, 29, 31	Right to education, play, and cultural life	Participation and Integration Policy; Cultural and Linguistic Diversity Policy	Case notes; Participant feedback; Action Plan, Care and Support Plan; Consent Form
5, 18	Right to parental guidance and family life	Service Entry, Transition and Exit Policy; Responsive Support Provision Policy	Case notes; Referral records; Transition plans; Consent Forms
12, 23, 30	Right to participation and inclusion for children with disabilities and cultural minorities	Cultural and Linguistic Diversity Policy; Participation and Integration Policy	Care and Support Plans; Cultural training; Case notes; Participant/family feedback