



Early Childhood Intervention Policy and Procedure (Simple English)

1. Purpose

This policy explains how Soaring Sparrows provides Early Childhood Intervention (ECI) services for children with disability. It ensures services:

- Focus on the child and family.
- Use evidence-based approaches.
- Protect children's rights.
- Are delivered by qualified Social Workers.
- Support participation, learning, and inclusion.

This policy complements existing Soaring Sparrow's policies.

2. Scope

This policy applies to:

- All Soaring Sparrows staff delivering ECI services.
- Children and families receiving support.
- Professionals working with children and families.

3. Definitions

- **ECI:** Early Childhood Intervention.
- **Capacity Building:** Helping children, families, and professionals develop skills.
- **Family-Centred Practice:** Families are involved in all decisions.
- **Strengths-Based Practice:** Focus on children and family abilities.
- **Culturally Responsive Practice:** Respecting family culture and background.
- **Inclusive Practice:** Ensuring children participate fully.
- **Key Worker:** Main support person coordinating services for the child.
- **Multi-disciplinary Practice:** Different professionals working together.

- **SMART Goals:** Goals that are Specific, Measurable, Achievable, Realistic, and Timely.
- **Consent:** Permission from parents or carers.
- **Near Miss:** Event that could have caused harm but did not.

4. Policy Statement

Soaring Sparrows is committed to:

- Delivering child-centred and family-centred services.
- Using qualified Social Workers for interventions.
- Respecting children's legal and human rights.
- Working collaboratively with families and professionals.
- Supporting safe risk-taking for learning and growth.

5. Principles

- **Rights and Participation:** Children participate in everyday activities.
- **Family Involvement:** Families are central to planning and decisions.
- **Strengths and Capacity:** Build on child and family strengths.
- **Evidence-Informed Practice:** Use research-based approaches.
- **Inclusion:** Children participate in natural routines and community.
- **Qualified Personnel:** Only Social Workers deliver ECI services.
- **Dignity of Risk:** Children take safe risks for learning.
- **Risk Management:** Identify and reduce risks for children.

6. Procedures

6.1 Planning and Assessment

- Create individual plans with families using Participant Care and Support Plans.
- Identify risks and record in Splose.
- Align plans with NDIS goals, family strengths, and SMART outcomes.
- Review plans when new NDIS plans are received or changes occur.

6.2 Interventions

- Support parents/carers with education and training.

- Conduct assessments to guide service delivery.
- Provide Key Worker coordination.
- Collaborate with other professionals and sectors.
- Support development of skills (communication, problem-solving, self-reflection, mindfulness, executive functioning, decision-making).
- Provide targeted interventions for specific disabilities.

6.3 Learning Styles

- **Visual:** Learn with images and colours.
- **Kinaesthetic:** Learn by doing and hands-on activities.
- **Aural:** Learn by listening.
- **Social:** Learn in groups.
- **Solitary:** Learn alone.
- **Verbal:** Learn with words.
- **Logical:** Learn using reasoning.

6.4 Tools and Resources

- Use child-friendly language and visual aids.
- Use familiar routines and natural environments.
- Tailor support for each child.

6.5 Key Worker Model

- Families may have a Key Worker coordinating services and support.
- Staff must maintain qualifications, registration, and competency.

6.6 Inclusion

- Support children in home, community, and early learning environments.
- Educate support networks to maximize participation.

6.7 Collaboration

- Work with families, carers, and professionals in a multi-disciplinary team.
- Record entries, exits, and transitions using Handover and Exit Forms.
- Include child perspective in transition planning.

- Obtain and maintain consent for sharing information.

6.8 Outcome-Based Approach

- Use SMART goals aligned to family and child priorities.
- Review plans annually or sooner if needed.

6.9 Feedback and Continuous Improvement

- Families provide feedback in multiple ways.
- Reflect and improve services continuously.

7. Responsibilities

- **Director:** Ensure policy compliance with NDIS standards.
- **Social Workers:** Conduct assessments, document, and deliver interventions.
- **Office Manager:** Maintain records and monitor compliance.
- **All Staff:** Follow policy procedures and maintain inclusion and consent standards.

8. Records and Information Management

- Store all records securely on OneDrive and Splose.
- 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

- Review every two years or sooner if:
 - NDIS standards change.
 - Legislative, regulatory, or organisational changes occur.

- Significant incidents or feedback indicate improvements are needed.