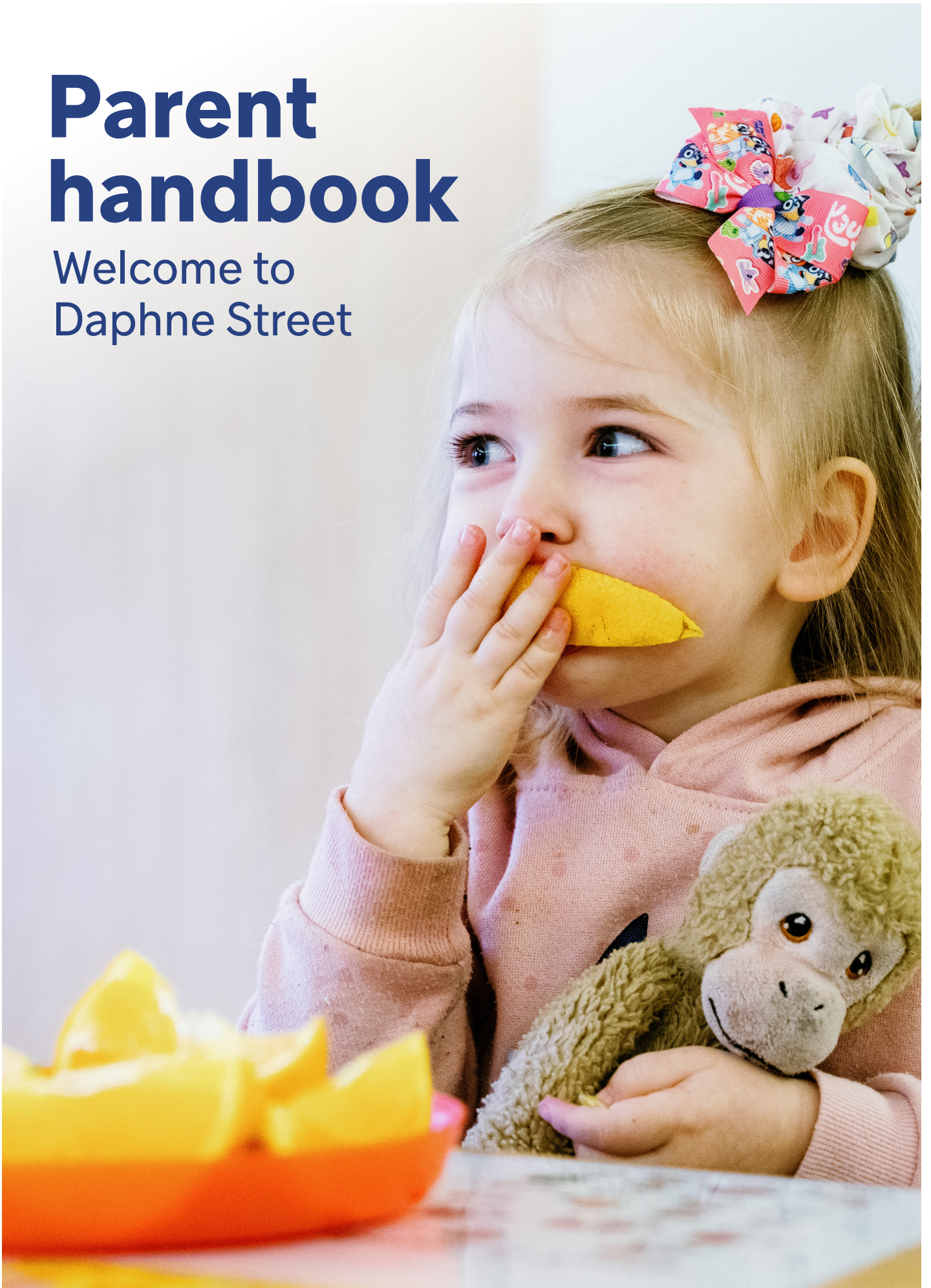


Parent handbook

Welcome to
Daphne Street



Together we change lives.

ANGLICARESA

**Specialist education,
therapeutic services and
childcare for children
with autism**

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Why choose us?

Dear Families,

At AnglicareSA we work together with our families, children, and wider communities to promote inclusion, create a positive social impact, and change lives. You will see and feel that the moment we greet you at our inclusive centre located in Prospect. Our centre provides the feel of home, belonging and acceptance. Our team understands the importance of early years of education, and strive to achieve success at this stage, by fostering dispositions, skills and learnings that will be carried throughout life.

Daphne Street Childcare and Specialist Early Learning Centre incorporates our mainstream child care program, our Autism Specific Early Learning and Care Centre and our Inclusive Learning Environments for Autism Program. We are licensed to offer care for children aged from birth to school age.

"My experiences with the centre for the last four years has been nothing short of amazing. Words can't describe the love, care and overall support my children have received and felt."

Soula, Daphne Street parent

Hours of operation

Centre opening hours:
Monday to Friday 7.00am to 6.00pm

Daphne Street Childcare and Specialist Early Learning Centre is open every day with the exception of recognised public holidays and weekends.

The centre is closed between Christmas and New Year and families are notified of the dates of this closure in advance.

Fees

The following fees apply:

- Enrolment fee
- Daily child care fee
- (where relevant) Specialist program fees

Our service is an approved childcare provider and you may be eligible for the Child Care Subsidy (CCS). The amount of CCS you may receive is based on your family's income and level of activity. Once you have decided to enrol, please apply for the CCS at your nearest Centrelink office or online at www.servicesaustralia.gov.au as soon as possible. Once enrolled you will need to confirm your enrolment via Centrelink to receive subsidy.

Additional fees apply for our specialist programs – Autism Specific Early Learning and Care Centre (ASELCC) and Inclusive Learning Environments for Autism Program (ILEAP).

No fees are charged on public holidays or when the centre is closed.

We offer families a 50% holiday rate for up to three weeks (pro rata) when booking holidays for which the centre is notified for in writing two weeks in advance.

Please note CCS is only paid for a maximum of 42 days absence during the year including holidays, sick leave (without a certificate) and occasional absences. It is advisable to obtain a medical certificate if your child is absent due to illness as this will not reduce the balance of absences.

Please contact us for more information on our current fee schedule

Session length

We offer 9, 10 and 11 hour session for families that can help to maximise your eligible subsidised hours. Please let reception know if you would like to book into a reduced session (9 or 10 hours)

Booking changes

If you wish to change your permanent bookings (i.e change days, add extra days) please provide at least two weeks' notice via email. Please be aware that we may not always be able to accommodate all requests immediately.

Casual bookings

Casual days or sessions may be available on short notice. Casual care must be approved by the manager or supervisor and after approval will be charged (all relevant fees) even if not used. All casual bookings are reliant on availability and cannot be guaranteed.

Payment of fees

You will receive a weekly invoice via email. It is expected that this will be paid on a weekly basis. Direct Debit is our preferred method of payment.

Attendance

Notification of absence

Parents are asked to inform reception on 8269 8688 if their child will not be attending as soon as possible.

Late collection of children

A charge of \$30.00 apply after 6.00pm. In the event of an emergency circumstance, please call Daphne Street Childcare and Early Learning Centre as soon as possible. If your child has not been collected by 6:00pm, educators will attempt to contact parents and then emergency contacts nominated on your child's enrolment form. If by 6:15pm educators are unable to locate anyone to collect your child, the responsible person on duty will then arrange for an appropriate person to wait with the child and Crisis Care will be contacted.

Rooms

Our mainstream inclusive classrooms and autism specific classrooms have overlapping age ranges to best suit the developmental needs of children. Please note at times groups are amalgamated:

- Babies Birth to 2 years
- Toddler 1.5 to 3 years
- Pre-kindy 2.5 to 4 years
- Preschool 3.5 to school age
- Autism specific: 2 years to school age





Our team

Our team is highly experienced and culturally and linguistically diverse and includes qualified early childhood educators, early childhood teachers, administration and allied health professionals, for our specialist programs. Staff to children ratios are based on the ages of children and requirements of the Australian Children's Education and Care Quality Authority.

Our curriculum

We offer the Early Years Learning Framework curriculum, guiding children through a play based learning environment that encourages problem-solving, curiosity and exploration. We champion inclusion and welcome children with all abilities into our programs. Our Outdoor environment offers open and covered areas, ensuring that year-round activity takes place. We keep families and caregivers up to date on progress and learning through daily conversations, as well as our technology tool, KINDERLOOP. This tool

connects families and educators to share your children's discoveries and learnings, throughout our provided program.

The Australian Children's Education and Care Quality Authority (ACECQA) provides childcare services with a framework which defines quality of care in long day care setting. Daphne Street strives to adhere to and exceed the guidelines within this framework. There are seven quality areas that Daphne Street develops improvement plans to ensure our centre is always improving in the areas of:

- Quality Area 1: Education Program and Practice
- Quality Area 2: Children's Health and Safety
- Quality Area 3: Physical Environment
- Quality Area 4: Staffing Arrangements
- Quality Area 5: Relationships with Children
- Quality Area 6: Collaborative Partnerships with Families and Communities
- Quality Area 7: Leadership and Service Management

Our philosophy incorporates the AnglicareSA Values



Integrity
we do the right thing, together.



Compassion
we put care and kindness into action.



Stewardship
we are resourceful, responsible and generous.



Equity
we build communities where everyone can flourish.



Servant Leadership
we lead and inspire for the benefit of others.

And our commitments to practice



First Nations Peoples
we express our gratitude to the Kurna people for the land on which we learn and play.



Applied Theory
we practice Piaget's theory that children are active learners.

Getting started

After your initial enquiry and enrolment forms have been completed we will arrange a minimum of two orientation visits prior to your commencement date for all programs at Daphne Street. This is a wonderful opportunity for families to acquaint themselves and their children to our room routines, as well as building the relationship with the educator that will be caring for your child. We encourage you to express your child's personal needs with staff during these visits, to ensure we set all children up for success as they explore and learn within our environment.

Orientation visits are booked for a period of one hour. A parent or caregiver is required to stay on site during the visit and are welcome to utilise our Family Room.

The introduction into long day care can be an intense period of expectation and learning for both children and families. It is recognised that the needs for all our families will vary greatly in the orientation process.

Please find a list of suggestions below to help you settle your child into child care.

- Talk to your children about coming to play at Daphne Street Childcare and Specialist Early Learning Centre and meeting new friends.
- Ease your child into care with short stays to begin with to familiarise your child with the environment and the routines while getting to know some new friendly faces.
- Provide an appropriate, centre friendly favourite toy, blanket or comforter to support your child when they are separating from you or settling to sleep. In line with SIDS recommendations, children under the age of twelve months will not be put to bed with toys.
- It sometimes helps to establish a routine when leaving. For example giving your child a cuddle and then giving them to an educator,

or sitting down and reading a book together before saying goodbye and then leaving, even changing their nappy before you go.

- Always say goodbye to your child. Reassure your child that everything is alright and that you will return later, try to maintain a 'happy tone' in your voice so the child can hear that you are not distressed to leave them.
- When leaving your child it is best to say goodbye and then leave. If a child is upset, hesitating and not leaving after you have said goodbye can be confusing. Our educators are skilled in attending to a child with separation anxieties. This is a natural behaviour in your child's transition process. This is the time that children discover that they are not alone, and don't need to be afraid because they see it modelled by their parents.
- It is in the best interest of children attending the centre that the toys and comforters provided are used for the specific purpose of transitioning your child into care. The need for them will become a lesser focus over time. Daphne Street Childcare and Specialist Early Learning Centre supports the use of soft toys or dolls, blankets etc., particularly if they are for the purpose of rest.

We hope that by supporting your child as their journey begins at Daphne Street Childcare and Specialist Early Learning Centre, parents know they are welcome to phone to speak to the friendly educators throughout the day to 'check in' with your child's progress or utilise the Kinderloop app

Important

- You MUST sign your child IN and OUT on the Electronic Attendance System Kiosk located in the foyer. Your PIN is the final six digits of your mobile phone number. Each person who is authorised to collect your child will have their own PIN.

- When dropping your child off into the play areas you MUST verbally let the educator know that your child has arrived and share any relevant information such as who will be collecting your child.
- When collecting your child you MUST verbally let the educator know you are picking up your child. Parents should arrive with enough time to have a short chat with the educators, collect their child's belongings and sign out before the session ends at 6pm.
- Photo identification must be provided for all persons authorised to collect your child. If due to unforeseen circumstances, someone irregular collect your child, we will require notification from you and photo identification (e.g. driver's licence) from that person.

If collecting your child earlier or later than your usual routine and if this is something you want communicated to your child in order to prepare them for change, please notify staff so they can prepare your child.

What to bring

In a named bag please pack the following:

- At least one complete change of named clothes (including socks), allowing for changes in weather – extra changes of clothes are required when toilet training.
- Labelled comforters such as dummies, labelled soft toys or special labelled blankets, which help your child to soothe.
- Preschool children need to bring a lunch box with morning and afternoon fruit for school readiness skills.

Please avoid bringing any other toys with the exception of 'Show and Tell' in the Preschool Room. Daphne Street Childcare and Specialist Early Learning Centre holds no responsibility for the loss or breakage of items brought into the centre from home

What to wear

- All children should be dressed in comfortable sun smart clothing (see sun safe policy).
- Elasticised waists on their pants are preferred for comfort and ease when redressing and especially for children who are in the process of toilet training.
- Babies attending our centre requiring hair ties should not wear clips of any kind as they are a choking hazard. All clothing, bags and other belongings should be clearly labelled with your child's name.
- Please ensure your child is dressed in clothes that will enable them to freely participate in all play activities. Please do not send children in their 'best clothes' as they may get dirty, stained or lost.
- Children should bring a beanie and coat in the wintertime as we encourage them to spend some time each day outside.
- Children need strong, comfortable footwear (closed heel, buckles or laces) to allow them to participate in outdoor experiences safely. Thongs or thong like sandals are not permitted.

Sun safety

Daphne Street Child Care and Specialist Early Learning Centre is a member of the Cancer Council SunSmart Program.

Children are required to wear a hat for outside play during the months of August to April. All children are provided a suitable hat upon enrolment (hat fee applies). Children are required to wear SPF 30 plus sunscreen when outside, which is provided by the centre. Hats are not compulsory for the months of May to July, due to the need for Vitamin D. Winter woolly hats are encouraged to keep your child warm and to continue with the routine of putting a hat on for outdoor play. Please apply sunscreen to your child before bringing them to the centre.

Sunscreen may take up to 30 minutes to be absorbed to be most effective. Sunscreen is not used for the months of May to July, due to cooler weather, however, if the weather is forecast for high UV rating, sunscreen will be applied. In the hotter months please dress the children in practical, comfortable clothing which protects the shoulders, neck and torso from the sun e.g. collar and longer sleeves. Daphne Street Childcare and Specialist Early Learning Centre will provide sunscreen to be applied regularly throughout the day. If your child has sensitivity to sunscreen, families may provide their own labelled sunscreen. Please ensure you speak to the educator about this.

Nutrition and food

Mealtimes are wonderful learning experiences. Children will discover new tastes and experience dishes from countries and cultures across the world.

Our menus meet the Australian dietary guidelines and we can also cater for a diverse range of dietary requirements, allergies and intolerances. Daphne Street Childcare and Specialist Early Learning Centre is nut free. Please do not bring any nuts, or food containing nuts, into the centre. This is due to potential issues related to allergic reactions to nuts in young children.

Please ensure you have notified the centre of any dietary requirements your child may have prior to enrolment and any changes so we can ensure the best possible experience for your child.

If your child has any special dietary requirements, please let us know when you enrol so that we can plan to meet these needs.

Bottles

For children who require bottles during the day we ask that parents supply labelled, heat proof bottles which contain the preferred choice of milk, or formula currently in use at home. If your baby drinks cow's milk, please supply enough empty bottles for the day and we will provide cow's milk. We will rinse bottles but parents will still need to sterilise bottles as we do not have the facilities to do this. Bottles (and breast milk) are heated according to current licensing standards. For children who are drinking from a cup, all drinks including a cup will be supplied by Daphne Street Childcare and Early Learning Centre. Please note – children will only be offered drinks of water, milk and on the odd occasion may have fresh juice/smoothies prepared by the cook or in a group activity. The centre will not provide flavoured milk drinks and juice drinks from home.

Birthdays

Children may wish to celebrate their birthdays with friends at Daphne Street Childcare and Specialist Early Learning Centre. Vanilla ice cream in a dairy or non-dairy option that is available for special occasions and can be ordered by filling out the order form (fee applies).

Immunisation

All children who attend the centre are required to be fully up to date with their immunisations. A copy of their immunisation history from Medicare is required prior to commencing. Children are required to maintain their up to date immunisation status while attending the centre.

Women who may be planning another pregnancy should be aware of the increased exposure to childhood illnesses that may arise from attendance at childcare. Please discuss any concerns you may have with your doctor.



Child protection

All staff are required by law to report any instance in which they suspect or actually observe child abuse as defined under Children's Protection Act. This includes all areas of a child's health and wellbeing deemed at risk of physical, sexual, emotional, drug abuse and neglect. All centre staff and educators receive ongoing training in this area.

Anaphylaxis and allergies

If your child has an allergy you will need to complete an "Australasian Society of Clinical Immunology and Allergy" (ASCI) allergy plan detailing all the foods/allergens they are unable to eat/touch so that we can meet their safety needs. It is important that this information remains as updated and accurate as possible. A risk minimisation plan will also be completed for your child.

Medication

PLEASE DO NOT LEAVE ANY MEDICATION IN YOUR CHILD'S BAG. ANY FORM OF MEDICATION MUST BE HANDED TO AN EDUCATOR.

A medication agreement must be completed before staff can administer any medication – please ask reception for this form. All medications must be handed directly to the Educator on duty for appropriate storage. If your child needs to take medication at Daphne Street it must be supplied in the original container and clearly labelled by the pharmacist with the child's name, the name of the prescribing doctor and dosage instructions. If your child has an ongoing medical condition, the team will complete a risk minimisation plan with you. This plan must be updated every 6 -12 months. *Non-prescription medications, including Paracetamol, will not be administered unless accompanied by written authorisation and a health care plan from a registered medical practitioner. These must also

be labelled by the pharmacist with the child's name, the name of the prescribing doctor and dosage instructions.

Note: If your child's plan requires any emergency medication such as an EpiPen or Asthma inhaler these **MUST** be current and supplied for your child to be able to attend the centre. Children with expired EpiPens, inhalers or emergency medications will not be able to attend until current medication is supplied.

Accidents and emergencies

If your child sustains an injury, staff will administer first aid. Families will be notified promptly of the incident where first aid was required. Parents will be advised of any minor incidents when they collect their child and are required to sign the accident record. In emergencies, children will be taken by ambulance to the Women's and Children's Hospital, North Adelaide. Daphne Street Childcare and Specialist Early Learning Centre will not be responsible or liable for any medical fees or costs which may arise due to these emergencies. Accidents from a fault in equipment or from educator negligence are covered by insurance however every care will be taken to prevent the possibility of such accidents. It is extremely important that we have ACCURATE daytime contact numbers including two emergency contacts in addition to parents.

Illness and exclusion

In order to keep illness to a minimum and to respect the welfare of other children and families, please ensure that you keep your child away when they are unwell. Children should not be brought to the centre if they have been unwell e.g. If the child has had a temperature of 38 degrees or over, if they have vomited or had two abnormal bowel actions in the past 24 hours or if the child has had to be given Panadol or Nurofen.

Children will also require 24 hours at home after they have commenced a new course of antibiotic.

When children are not well enough to attend childcare, even if they are not contagious, please keep them at home. When a child requires the sole attention of one carer, the health and welfare of all children in the group is compromised. Please always let your doctor know that your child attends childcare and consult them regarding exclusion times. Please advise the centre as soon as an infectious disease is diagnosed. For the safety of other children, it is important that you abide by the prescribed incubation periods or until a doctor's clearance is received. The centre refers to the 5th edition of "Staying Healthy: Preventing infectious diseases in early childhood education and care services" for information regarding exclusion periods/criteria for specific illness.

Hygiene

All staff adopt health and hygiene procedures over and above those usually practised in the home. We model and encourage children to practice good hygiene routines. These routines include:

- Prompt and strict routine for changing children's nappies and soiled clothing including disinfecting the change table after each nappy change.
- Supervising children while toileting and hand washing.
- Disinfecting toilet areas during the day.
- Safe food handling.
- Cleaning food areas promptly and appropriately, removing spilled and discarded food from the floor.
- Using individual bedding, sheets, bottles and cups.
- Standard precautionary procedures with respect to handling blood and body fluids. This includes age appropriate education and self-management of cuts and abrasions.

Disaster and pandemic

The centre has an emergency response plan for responding to dangers inside or outside the building and drills for our evacuation and lockdown processes are held every three months. Our alarms are tested monthly. In the event of any disaster, the appropriate emergency services will be contacted immediately. In the event that you are in the building when the evacuation alarm is sounded, you will need to report to the educator in the appropriate room who will guide you to the nearest evacuation meeting point. A sign will be placed on the front door during a fire evacuation, so please do not enter at this time.

The organisation has a pandemic organisation standard and risk assessment management plans in response to any ongoing pandemics.

Students and volunteers

Please be aware Daphne Street Childcare and Specialist Early Learning Centre provides opportunity for school work experience students, University, TAFE child studies placements, school community service students and volunteers. All students and volunteers are subject to relevant checks.

Parent training

We are a specialist centre and offer a number of parent workshops across the year on a range of topics that you are welcome to attend to help you support your child at home. Topics may include:

- Introduction to autism
- Toilet training
- Sleeping
- Sensory processing
- Mealtime management
- Augmentative and alternative communication
- Circle of security parenting (8 week course)
- Hanen: more than words (8 week course)
- Transition to school



Transition to school

We understand that the transition to school, along with being an exciting new phase in your child's life and development, can also be a challenging time for families. To assist our families in the transition to school process our early childhood teachers will prepare a relevant report/booklet for you to provide to your child's new teacher/school.

Our early childhood teachers can provide you with information regarding school options including special options. Social stories can also be provided to families which have been individualised to each child and the school they are attending. The stories are for families to read to their children in preparation for the transition to school.

Once children are enrolled in school, we encourage school teachers to visit children enrolled in our specialist programs to see the techniques we have in place and to discuss their individual needs. This also allows the teachers to have a look at our program and to engage with the child in a familiar setting before starting school.

Our early childhood teachers are more than happy to help families with any questions regarding school and the transition process. We understand this is a big process and want to ensure that the transition to school is a smooth one for all children.

Feedback

AnglicareSA process feedback according to the customer feedback management organisational standard. We welcome feedback and suggestions for improving our services. Complaints will be dealt with quickly, fairly and politely, and are seen as important for continuous quality improvement. If you have a complaint, please raise the issue with the person providing the service. If the issue is not resolved please feel free to discuss this further with the Director, Clinical Lead or Manager.

Policies and procedures

Our operational procedures are located in the 'documents' section of the Kinderloop app and are accessible to all families and staff. If you would like to view an organisation wide policy please contact reception. Additionally if you have any questions or concerns regarding any of our procedures or policies please do not hesitate to contact us.

Inclusive Learning Environments for Autism Program (ILEAP)



About the program

The AnglicareSA Inclusive Learning Environments for Autism Program (ILEAP) aims to provide inclusive early intervention for children with autism and developmental delays within the mainstream classrooms at Daphne Street Child Care and Specialist Early Learning Centre.

Inclusion in education is a way of delivering education that caters to all educational needs of each child and supports everyone to be a part of their learning community. It ensures that no one is left out of any aspect of education, including classroom opportunities such as learning, playing, and the curriculum.

The SCERTS Model provides the foundation of the AnglicareSA ILEAP program and is an evidenced based framework created for working with families and their children with autism and related disabilities, within school, home and community settings. This model views the parents as the expert of their child and helps parents, families, therapists and educators to work in partnership. It provides a guideline to help the children become effective communicators and engaged learners by focusing on goals that are developmentally appropriate for each child and the family priorities.

The objectives of AnglicareSA's ILEAP program are to provide children with:

- Autism-specific individual support within a classroom alongside typically developing peers
- Strategies that develop their capacity to participate in early learning and achieve their goals, including identified NDIS goals as applicable
- Opportunities for integration and interaction with other children
- Support with transitions, particularly in the year before formal schooling so that they can reach their full potential in further educational and therapeutic settings.

Staffing

In addition to the educators within the classroom, an Inclusive Education Assistant provides classroom support to a maximum of three children enrolled in ILEAP. A therapist from our therapy team also conducts weekly in classroom sessions with each child.

The following fees apply to this program

- Daily childcare fee
- Daily therapy assistant fee
- Weekly therapy fee
- Enrolment fee.

Cancellation fees: Please note a seven day cancellation period applies for therapy fees. Childcare fees always apply with the exception of public holidays and closures.

A trans-disciplinary approach

A trans-disciplinary approach is implemented where therapists work closely and collaboratively across disciplines of speech pathology, occupational therapy and developmental education to support children and families to work towards goal achievement and skill acquisition. In this approach, children are allocated a key therapist who becomes the main point of contact for that child's therapeutic goals within the service.

Therapists implement strategies within the classroom as well as working with the activities and experiences planned by the classroom educators and teachers with a focus on children engaging with their peers in the early learning routine.

What is speech pathology?

Speech pathology for children focuses on the development of social and communication skills including supporting children to interact with others, learn about emotions and how to express them, learn to use augmentative and alternative communication (AAC) and develop verbal communication.

What is occupational therapy?

Occupational therapy for children focuses on developing motor skills, sensory processing skills, regulation of emotion and behaviour, transitions and self-care skills including toileting.

What is developmental education?

Developmental education focuses on improving quality of life for people with disabilities with a particular focus on supporting behaviour. Our developmental educators can support in developing and teaching others strategies to support that child to learn new strategies to support their participation in familiar and unfamiliar routines.

Family communication

Families receive face to face daily communication with educators at drop off and pick up times. In Kinderloop, the Inclusive Education Assistant and therapist will send progress notes after services have been provided. The team will also send photos of your child engaging in activities and educators will provide information about food, sleep, and your child's wellbeing across the day.





Autism Specific Early Learning and Care Centre

About the program

The Daphne Street Autism Specific Early Learning and Care Centre (ASELCC) delivers specialised education and care for autistic children up to the age of six years in a long day care setting.

The AnglicareSA ASELCC is co-located on the same site as AnglicareSA's Daphne Street Childcare Centre, and is committed to providing high-quality specialist education, care and therapy services to autistic children.

We aim to provide an educational play based program that promotes each child's individual development using the Early Years Learning Framework Being, Belonging, Becoming and the SCERTS Model (a Comprehensive Educational Approach for Children with Autism Spectrum Disorders). At the centre we have a trans-disciplinary team of allied health professionals who work together with the early childhood educators in the classrooms to support each child's individual learning and development.

We aspire to encourage children's curiosity and creativity by providing a stimulating, secure and inclusive environment that allows all children to seek new challenges and connect to the natural world and the people in it.

At the Daphne Street ASELCC we are dedicated to continuous quality improvement and strive to provide the best opportunities for your child and your family and appreciate feedback. It is our hope that together as families and professionals, we can create the very best experience for the children and families accessing our centre.

The ASELCC centre is open from 7am to 6pm and intensive therapy program runs from 9:30am until 2:30pm daily plus documentation time. Your child's attendance is required during these hours on the days that your child attends our centre. During the day children will participate in classroom based activities and spend time in the outdoor play areas, sensory rooms (blue room) and may go on visits to mainstream rooms or other colour classrooms.

The following fees apply to this program

- Daily child care fee
- Daily therapy assistant fee
- Daily therapy fee
- Enrolment fee.

Cancellation fees: Please note a seven day cancellation period applies for therapy fees. Child care fees always apply with the exception of public holidays and closures.

Educational framework

The educational framework at the Daphne Street ASELCC has been designed to reflect and incorporate the principles of

- The National Quality Standards
- The Early Years Learning Framework for Australia (EYLF) and
- The Social Communication, Emotional Regulation, Transactional Support (SCERTS) framework.

SCERTS is a manualised, evidence based approach to supporting and educating autistic children.

The SCERTS framework helps us to identify key areas of support for your child and it is through this needs based approach that we stream children into their classroom. Room streaming allows our transdisciplinary team and educators to provide structured, program based intervention appropriate to your child's social/emotional, sensory and communication developmental stage.

Children are assessed using a SCERTS assessment each term and the key therapist provides a report outlining their progress. Children may also be assessed on standardised measures every 12 months. If a change of room is deemed appropriate, the decision will be discussed with you and we will provide you with information about the transition process.

A trans-disciplinary approach

A trans-disciplinary approach is implemented where therapists work closely and collaboratively across disciplines of Speech Pathology, Occupational Therapy and Developmental Education to support children and families to work towards goal achievement and skill acquisition. In this approach, children are allocated a key therapist who becomes the main point of contact for that child's therapeutic goals within the service.

Therapists work with the activities and experiences planned by the classroom educators and teachers with a focus on children engaging with their peers in the early learning routine.

What is speech pathology?

Speech pathology for children focuses on the development of social and communication skills including supporting children to interact with others, learn about emotions and how to express them, learn to use augmentative and alternative communication (AAC) and develop verbal communication.

What is occupational therapy?

Occupational therapy for children focuses on developing motor skills, sensory processing skills, regulation of emotion and behaviour, transitions and self-care skills including toileting.

What is developmental education?

Developmental education focuses on improving quality of life for people with disabilities with a particular focus on supporting behaviour. Our developmental educators can support in developing and teaching others strategies to support that child to learn new strategies to support their participation in familiar and unfamiliar routines.



Drop offs and pick ups

Drop offs and pick-ups take place in the family room, with parents using the provided phone to call room staff to notify of arrival. Families will then be met at the family room door and the child will transition through to their classroom with the assistance of an educator. When pick-ups occur in the afternoon staff will take the opportunity to discuss your child's day. Families must sign children in and out each day via the iPad located in the foyer..

In addition to drop offs and pick-ups, the family room also functions as a communication space between our centre and your family. You may notice display information about upcoming events, classroom learning presentations, photographs and other important information.

FAQs

Why have I noticed changes in my child's behaviour since starting at Daphne Street or when my child is transitioning to a new classroom group?

We all know that doing something new can be daunting or stressful even as an adult. Sometimes for our children the challenge of adjusting to new experiences and environments can express itself in the form of changes in behaviour or increased dysregulation. The impact of transition periods on your child's emotional state will be temporary and any issues often resolve themselves after a brief period of time. If you have any concerns please do not hesitate to talk to staff about the best ways that you and the team can support your child during these periods.

Why have I been called and asked to take my child home today?

Usually the only reason that we will call you and ask for you to collect your child is if your child is unwell. We have strict policies and guidelines relating to illness and staff will explain the reasons collection was requested when calling you. We will ask that an unwell child be taken home both for that child's own welfare and also for the welfare of the other children and staff, limiting their exposure to potentially harmful or transmissible conditions.

Can I come into the classroom with my child to observe and support?

Our family room provides a great space from which to observe and enjoy the play and learning of your child during outside activities, however we are aware that some parents would appreciate the chance to participate in classroom experiences too. To ensure that our classrooms remain a safe and consistent environment for our children, where they can play, learn and develop in a calm and low-stimulation environment, we do not permit parents and caregivers to attend classroom time. On special occasions, open sessions may be held where families can join children in activities in our play spaces and classrooms.

Can my private therapist come to the ASELCC to conduct sessions with my child?

Unfortunately, the ASELCC cannot facilitate the hosting of regular one-on-one therapy sessions for your child with external private therapists however case conferences and observation visits can be facilitated. The Outreach AnglicareSA Therapeutic Services (OATS) team conduct sessions onsite if you wish to utilise these services.

Thank you for choosing our team at the Daphne Street Child Care and Specialist Early Learning Centre to provide your child's early learning journey.

ANGLICARESA

Centre contact details

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