

### **POLICY STATEMENT**

**Mallee COGS acknowledges and appreciates the needs of parents and children to access a range of support agencies.**

**Mallee COGS will accommodate referrals by appropriate agencies wherever possible, whilst ensuring the safety and care of every child in the Service.**

**For the purpose of this Policy “parents” includes parents, guardians and families.**

### **Rationale:**

Childcare should meet community needs whilst ensuring equality of access to all families.

### **Children need:**

- A safe, harmonious, caring environment
- Protection and understanding.

### **Parents need:**

- Referral agency’s access to the service
- Emergency care
- Confidence that confidentiality is maintained.

### **Staff need:**

- Information and support from referral agency
- Clear guidelines in regard to access and custodial issues
- Adequate resources.

### **COGS Management need to ensure that:**

- Staff : child ratios are maintained
- Balance is maintained between the number of special needs children and other children at the service
- They have the right to say “No”  
all costs related to referrals are met by the parents.

### **Other Relevant Policies / procedures:**

Accepting Children Referred by another Agency Procedure 2.01.01

## National Quality Framework:

<b>QA1 Educational Program and Practice</b>		
<b>Standard 1.1</b>	<b>Program</b>	<b>The educational program enhances each child's learning and development.</b>
Element 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.
Element 1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
<b>Standard 1.2</b>	<b>Practice</b>	<b>Educators facilitate and extend each child's learning and development.</b>
Element 1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Element 1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Element 1.3.3	Information for families	Families are informed about the program and their child's progress.
<b>QA5 Relationships with Children</b>		
<b>Standard 5.1</b>	<b>Relationships between educators and children</b>	<b>Respectful and equitable relationships are maintained with each child.</b>
Element 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.
Element 5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
<b>Standard 5.2</b>	<b>Relationships between children</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships</b>
Element 5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
<b>QA6 Collaborative Partnerships with families and communities</b>		
<b>Standard 6.1</b>	<b>Supportive relationships with families</b>	<b>Collaborative partnerships with families and communities</b>
Element 6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Element 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.
Element 6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>Standard 6.2</b>	<b>Collaborative partnerships</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>
Element 6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
Element 6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
Element 6.2.3	Community engagement	The service builds relationships and engages with its community.

## Education and Care Services National Regulations:

Regulation 73 – Educational programs

Regulation 74 – Documenting of child assessment or evaluations for delivery of educational program

National Law (section 323) – Approved learning framework

## Reference:

## Legislation

Equal Opportunity Act 1984 (SA); Version 1.2.2010

Legal contact- Family & Community Services;

Child protection Act 1993 (SA) (Amended 2006) Version 1.1.2011

Family Law Act 1975 (Cth); (as amended 15.7.2011)

Family Court of Australia Act 1988 (Cth).

Policy Name and Version No.	Accepting Children referred by another Agency 1.02
Previous Policy Review Date	April 2012
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Next Policy Review Date	June 2020
Responsibility	COGS Child Care Coordinator