

Purpose

To provide guidelines for staff to ensure that each child participant receives supports that build the knowledge, skills, and abilities of the family and other collaborating providers to support the child's learning and development.

Policy

The CPEC Board endorses the principles of ensuring that each child participant accesses supports based on:

- Building the knowledge, skill and abilities of the family;
- Working with the support network in each child's life to build their capacity to achieve the functional outcomes identified in the support plan.
- Building each family's confidence to understand how their family routines and everyday activities can support their child's development;
- Building the capacity of the child, family and collaborating providers involved with the child through coaching, capacity building supports and collaborative teamwork;
- Affirming, challenging and supporting the child, family and providers to further collaborate and develop their skills and to improve practice and relationships;
- Feedback and learning from the child, family and other professionals are used to improve support delivery.

Procedure

1. CPEC supports the transdisciplinary key worker model and provides a collaborative approach between the occupational therapists, physiotherapists and speech pathologists. One therapist is allocated the key worker role and is able to call on the other disciplines as required to complement the services and support provided to the child participant and family.
2. The therapist ensures that the child participant's activities are based on learning skills for life that are required in their everyday routines and activities based in their home learning environment. There is an expectation that the parents and other family members will collaborate and continue to practise the skills taught at CPEC through the rest of the period away from CPEC, as the sessions are traditionally only one hour. The requirement to continue these activities in other natural environments is fundamental for the child participant's development into the future.
3. The therapy team, including occupational therapist, physiotherapist and speech pathologist, not only assists the child participant, but educates and trains the parents covering all aspects of living, including sitting, standing, body positioning, crawling, walking, manual handling, safe eating and swallowing, communication, body control, hand function, daily life skills such as dressing, personal hygiene, mealtimes, sleeping and sensory learning. This process increases each family's confidence and ability to support the child in their home environment.
4. CPEC therapists visit the child participant and family in the family home to ensure that the home is a safe environment, has the right physical supports and equipment for the child.
5. CPEC therapists visit the day care, kindergarten and school environments to ensure that the child has accessibility, the correct equipment and other supports. Training sessions are also

provided to day care staff, kindergarten teachers and primary school teachers to provide them the confidence to be able to support and teach the child participant.

6. Training is provided to parents, extended family, community supports such as support workers, teachers and other therapists on Alternative and Augmentative Communication (AAC) and in particular, PODD communication principles and how to use PODD resources as these are the main communication tools used by CPEC.
7. With the permission and at the request of the family, CPEC welcomes any family members and advocates to participate in all relevant meetings or therapy sessions, as appropriate, to discuss the participant's decisions and development. This includes therapists, from alternative providers and kindergarten/school/childcare staff. CPEC considers that support is best provided in a collaborative team environment.
8. CPEC encourages parents, other important family members (grandparents/aunts/uncles) and friends to attend information and therapy sessions so that the family/participant's support network is expanded. This decision is controlled by the family/participant. CPEC does focus on the development of the participant's communication as the best way of providing autonomy to the participant and the family moving forward. CPEC provides transition support for family/participant to access community support through services of their choosing, including local daycare, kindergarten and local or specialist school.
9. CPEC has a significant mentoring program where the senior therapist within a specific discipline, will mentor the newer therapists and attend sessions together in a collaborative environment to ensure the best outcomes for the child and family member. Feedback and learnings from the sessions with the child and family are discussed between the therapist and the mentor to consolidate the session goals and outcomes and to address any issues raised.

Other Policies

- Collaboration Policy
- Inclusion Policy