

## Purpose

To provide guidelines for staff to ensure that each child participant accesses supports that engages them in their natural environments and enable inclusive and meaningful participation in their family and community life.

## Policy

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

- Assessment of each child's development focuses on the child's functions in their everyday routines and activities in their natural learning environments;
- A child's inclusive, meaningful and active participation in their family life, community life and natural environments is promoted;
- Links with each family's community and other support agencies are enabled and built on; and
- Each child's inclusion through participation in daily routines in their natural environments is promoted.

## Procedure

1. Active decision making and consultation with the family/child participant commences with the intake Co-ordinator. This is followed by a 2/2½ hour initial appointment with a CPEC senior therapist which is undertaken to determine the family/participant goals and functional outcomes based on their everyday routines and activities. The Intake team determines whether CPEC can meet the specific needs of the participant or whether there are other providers more suitable. CPEC then proposes strategies/ideas to the family/participant in order to consolidate the best ideas to achieve the required outcomes.
2. CPEC therapists introduce the concept of inclusion very early on in their engagement with families. For some families it is their aspiration and what they want to work towards. For some families this is very confronting as they have never considered that their child who may have a very severe and complex disability or even a milder disability, can attend and be educated in mainstream daycare, kinder, school and adult services. CPEC works alongside every individual family to ensure that, if inclusion is a goal that they have or develop over time, that it is possible and that the strategies will be put in place to give inclusion the best possibility for success.
3. During all stages of engagement with CPEC, the family/participant's autonomy is respected and encouraged. After the initial assessment and consultation over support and service options, the family/participant choice is supported. CPEC actively teaches communication to ensure that every participant can develop their own autonomy and eventually advise the family of their own goals.
4. 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 and community learning environment. There is an expectation that the parents and other family members will continue to embed and 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

programs in other natural environments is fundamental for the child participant's development into the future.

5. The therapy team, including occupational therapist, physiotherapist and speech pathologist, not only assist the child participant, but educate and train the parent covering all aspects of living, including sitting, standing, body positioning, crawling, walking, function use of hands, manual handling, safe swallowing and eating, communication, daily life skills of dressing, mealtimes and personal hygiene, sleeping and sensory learning.
6. 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 alternate providers and kindergarten/school/childcare staff. CPEC considers that support is best provided in a collaborative team environment.
7. All therapy support is delivered by AHPRA registered physiotherapists and occupational therapists, and qualified speech pathologists who are members of Speech Pathology Australia, who deliver intervention in accordance with the explicit principles, validated practices and legal requirements of their profession.
8. Each support plan and functional outcomes required is discussed with the family and the plan developed to meet the living environment. This discussion takes into account the knowledge and expertise of the parents and other medical professional advice if the parents agree.
9. 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 main stream services of their choosing, including daycare, kindergarten and school.
10. CPEC encourages families of child participants with similar conditions to meet and form a friendship network for their well being and to provide the child with peers.
11. CPEC's Group Programs are based on child participants with similar gross motor function classification to enable the children to learn from their peers and integrate with others members of the community.
12. CPEC has a mandatory expectation that during group based or individualised sessions, parents and extended family members participate and learn the necessary skills to support their child participant and actively engage to the best of their ability. These sessions teach the learning for life skills required for both the child participant and the parent to handle the pressures of life.
13. CPEC operates outside activities with both the parent and the child participant to encourage functional growth outcomes including:
  - > Outside lessons with gross motor skill activities
  - > Vegetable and flower growing
  - > Bike riding on specialised and modified bikes/tricycles
  - > Scooter riding – specialised scooters
  - > Cubby house activities

➤ Water play

13. An on-line networking forum has been started to assist families develop a support network.

14. Families are informed of the many social networking platforms to assist in their child's development.

## Other Policies

- Program Policy
- Cultural and Linguistic Diversity Policy
- Legal and Human Rights
- Abuse, Neglect and Exploitation Policy