

# Novita Children's Services – Service Description

## EARLY YEARS INTERVENTION AND SCHOOL SUPPORT

The Novita Early Years Intervention Program aims to support children (0-6 years) with disabilities or developmental delay to foster their abilities, and to discover and reach their potential. The School Support Program is a subsequent extension of this approach but is provided for children with disabilities or developmental delay attending school. One key aspect of both programs, is equipping the individual child/student, their parents/carers, early childhood education and care workers and/or teachers, with the skills and strategies to facilitate and support the child/student with a disability to successfully participate in all relevant life domains and transition through each life stage. A feature of Novita's approach is the application of a community capacity building model. Early childhood education and care services, pre-schools and schools are supported through this approach, to optimise the physical environments, staff attitudes and knowledge in relation to inclusion support strategies. As a result, education and care workers/teachers are facilitated to assist all children with additional needs and differences, as well as the individual child with a disability/developmental delay to develop and demonstrate their best abilities, and to engage with the curriculum and their peers.

Support services are provided by a multi-disciplinary team of Allied Health Professionals including physiotherapists, occupational therapists, speech pathologists, psychologists and social workers. The services are designed in consultation with the early childhood education and care setting/school and parents to meet individual child/student needs and include:

- Formal and informal assessments of a child/student's skills and abilities and areas of need
- Environmental assessments of the early childhood education setting/school, classroom, and strategies to optimise access and participation through attendance at early childhood education settings and school and curriculum planning meetings
- Contribution of child/student specific information regarding the child's learning style
- Strategies indicated to ensure optimal curriculum access and participation
- Intervention and skill development programs and advice designed to address identified needs within the educational settings
- Individual therapy sessions designed to achieve practical goals related to success in the educational setting
- The recommendation of specialised equipment to facilitate successful engagement in school life and the curriculum, and the training of teaching staff in its use
- Provision of information and training to school staff in all areas related to disability, inclusion and participation.