**Initial Conversation/s with new family to ECKA services – Quality Transition into ECKA services (2023-2024)**

As part of our continuous improvement processes, we are focusing on transitioning children into kindergarten in the best possible way that sets up staff and children for success. Therefore, we are asking Teachers to plan for commencement of kinder for children who have not been to kinder before. The following steps are to be followed:

1. Contact Families who you are not familiar with early in term 4 by phone. Check the child’s enrolment form for information about the child. Use this as an opportunity to assess if there are any alarm bells for you that would make you think that you should set up a one-on-one meeting at the kinder to meet the parent and child. This could be because the child is vulnerable, ESK, identifies as Aboriginal or Torres Strait Islander, the child has a known disability or diagnoses of some kind, or any other reason that makes you think you might need to meet the child in person, so that you can put plans in place before the commencement of the following year. **Use the checklist below for the initial phone conversation and subsequent meeting in person.**
2. Any of the questions highlighted green below would be the type of information that may indicate that you do need to meet the family before Orientation day or interview day.
3. Make a time for the parent to come into the kinder with the child. Call this a meet and greet. This only needs to be for 15-20 minutes (depending on the level of information you want to go over with them).
4. It is important to still hold the interview at the commencement of the year to ensure all of the paperwork is signed and last-minute details are addressed.

**Assessment Checklist for initial conversation with new family**

Please use the following prompts when having your first meeting/conversation with a family to make sure you are able to identify as soon as practicable the supports that may need to be put in place to meet the needs of the child, family and staff. This is particularly important for vulnerable families who may need more time and support to transition smoothly into kinder.

Some of this information you may already have from the enrolment form, initial registration forms, or Council enrolment lists, but you may wish to seek further understanding about the specifics for the child and family to give you the opportunity to have all supports for the child/family and the service team when the child begins.

**You do not have to ask all of these questions. This is a guide to help you think about what you might ask parents.**

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| **Question** | **Y / N or N/A****(Check registration or enrolment forms and lists)** | **What supports, agencies, actions are currently supporting the child/family** | **Additional Questions / information to gather** | **Notes regarding follow-up/support required** |
| Do you or your child identify as Aboriginal or Torres Strait Islander? (Please don’t assume that the answer on the enrolment is correct!) |  |  | * Is the family supported through other agencies?
* What is your mob or language that you might like us to incorporate for your child.
* Inform the parents about IPAS funding and how you would like to meet with them at interview or in first term to talk about how or what the funding can be used for to support outcomes for their child.
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| Is the child from a CALD (cultural and linguistically diverse) background? |   |  | * Will an interpreter be needed? Do they read English?
* How do they want to be communicated with?
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| Is the child accessing ESK |  |  | * Is there a case worker or agency supporting the child/family?
* Is there a specific person/caseworker that the kinder staff can communicate with, or seek support from
* Name and contact details?
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| Is the child/family known to child protection (Currently or in the past) |  |  | * Is there a case worker or agency supporting the child/family?
* Is there a specific person/caseworker that the kinder staff can communicate with, or seek support from? Name and contact details?
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| Does the child live in out of home care (confirm details on the enrolment form) |  |  | * Is there a case worker or agency supporting the child/family?
* Is there a specific person/caseworker that the kinder staff can communicate with, or seek support from? Name and contact details?
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| Are there any court orders in place for the child? (confirm any details provided on enrolment form) |  |  | * Is it a parenting order or Intervention order and are there any conditions that need to be discussed?
* Is a copy of the court order available?
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| Does the child have a diagnosed disability, or delayed development? |  |  | * What is the disability and how does it affect the child?
* What supports are used at home? What supports might be needed at kinder?
* What agencies are supporting the family? Name and contact details for any support person/agency?
* Has anyone discussed KIS funding with you?
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| If so, does the child have NDIS  |  |  | * Who is the key worker for the child, what support will be or is needed to be provided for the child at kinder?
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| Does the child have a medical condition?**Includes:****Allergies, Asthma, Epilepsy, Diabetes etc.** |  |  | * What is the medical condition/s (including allergy)
* Need for 1-Medical Management Plan, 2-Risk minimisation Plan, 3- communication plan.
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| Is the child still in nappies? (give reassurance that it is ok) |  |  | * Has toilet training commenced at home?
* Is there any information / support that would assist the family with this process, or is there a particular reason the child is still in nappies/will need to remain in nappies?
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| What Communication methods will suit best? |  |  | * What would be the best way for you to receive information about your child and what is happening in the kinder?
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| Would you require assistance with Story Park? |  |  | * What does this look like? Setting up, explanations how to navigate, videos?
* If SP isn't best communication tool for family, what would be their preference to get information and communicate with them?
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| Has the child undertaken their 3 1/2-year-old assessment at Maternal and Child health?  |  |  | * If not, can staff forward information and phone numbers to the family for them to engage with MCH if they choose?
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