Enrolment and Orientation Policy

PURPOSE AND BACKGROUND

(1) To set out:

- the process for ensuring each child's enrolment and orientation is completed as per our legal requirements.
- how to establish an inclusive, consistent and responsive enrolment and orientation process that meets the needs of each child and family as they transition to our service
- how to ensure that families and children feel safe, secure and confident in the level of care and education that we provide.

(2) This policy is a requirement under the *Education and Care Services National Regulations*. The approved provider must ensure that policies and procedures are in place for enrolment and orientation (*National Regulations* reg 168).

(3) This policy also helps us to comply with national and state specific legislation and frameworks including *Family Assistance Law*, *Public Health Acts, The Child Safe Standards* and *The National Quality Standard*.

SCOPE

(4) This policy applies to:

- 'Staff': the approved provider, persons with management or control, nominated supervisor, paid workers, volunteers, work placement students, and third parties who carry out related work at our service (e.g., contractors, subcontractors, self-employed persons, employees of a labour hire company)
- Children in our care, their parents, families and care providers
- Visitors to our service who carry out related work, including allied health support workers.

(5) This policy applies to all physical, digital and online environments of our service (including off-site and outside of operating hours)

DEFINITIONS

(6) The following definitions apply to this policy and related procedures:

- 'Authorised nominee': a person who has been given permission by a parent or family member of the child to collect the child from the education and care service or the family day care educator
- 'Parents': includes guardians and persons who have parental responsibilities for the child under a decision or order of court
- 'Families':
    - a parent, grandparent, brother, sister, uncle, aunt, or cousin of the child, whether of the whole blood or half-blood and whether that relationship arises by marriage (including a de facto relationship) or by adoption or otherwise
    - a relative of the child according to Aboriginal or Torres Strait Islander tradition
    - a person with whom the child resides in a family-like relationship
    - a person who is recognised in the child's community as having a familial role in respect of the child.
- 'Guardian': A person who is either a parent or guardian of the child or a person who has parental responsibility for the child under a decision or order of a court
- 'Staff', unless otherwise indicated, refers to approved provider, persons with management or control, nominated supervisor, paid employees, volunteers, students, and third parties who are covered in the scope of this policy

POLICY STATEMENT

(7) The safety, rights and best interests of all children is our paramount consideration in all decisions and actions taken when providing care and education for children (the paramount consideration) (*National Law* s 2A). The rights and best interests of each child must prevail over all our other interests or obligations.

(8) We are committed to meeting our regulatory requirements in relation to enrolment and orientation of children in our service and taking all reasonable steps to protect children's safety, health and wellbeing while they are being educated and cared for.

(9) Our physical and online environments must promote inclusion, access and safety while minimising the opportunity for children to be harmed (Child Safe Standards/Principles)

(10) Our service operates Monday to Friday from 6:30am to 6:30pm and accepts enrolments for children aged 6 weeks to 6 years

(11) Enrolments will be accepted providing:

- The maximum daily attendance does not exceed the approved number of places of the service.
- Child-educator ratios are maintained across the service.
- A vacancy is available

Inducements

(12) An inducement is an incentive offered by a provider or a third party to secure a child's enrolment.

(13) Under *Family Assistance Law*, early childhood education and care providers may **not** offer certain types of inducements.

(14) Inducements that are financial or not directly associated with the quality or provision of education or care services are not allowed, some examples of this include:

- cash, vouchers, gift cards
- iPads, tablets or other electronic devices
- other gifts.

(15) Inducements also include offering incentives to families already enrolled if it is likely to induce another family to commence, maintain or increase care with the provider.

Access and inclusion

(16) Where demand for places exceeds availability, the service will allocate places fairly and consistently in accordance with any applicable legislative, funding and government requirements and the service's published enrolment criteria.

(17) For funded kindergarten programs, places will be allocated in accordance with the Victorian Department of Education's current **Priority of Access criteria**. Children who meet the Department's priority criteria will be prioritised as required before any locally determined enrolment criteria are applied.

High-priority children	**Criteria and processes for verifying need(s)**
Tier 1	

Children at risk of abuse or neglect, including children in out-of-home care	• The child is eligible for, or has been supported by, Early Start Kindergarten or Access to Early Learning, and/or
	• The family, carer or legal guardian identifies the child as known to or having had contact with Child Protection or in Out-of-Home Care and/or
	• The parent or carer or child is experiencing family violence and has had contact with The Orange Door and/or
	• The child or family has previously accessed Flexible Support Packages and/or
	• The child or family is referred by one of the following:
	  • Child Protection
	  • Child and family services
	  • Maternal and Child Health nurse (MCH)
	  • Out of Home Care provider
	  • The Orange Door.

Aboriginal and/or Torres Strait Islander children	As part of the enrolment process, service providers must respectfully ask families 'Do you identify your child as Aboriginal and/or Torres Strait Islander?' and record this information in Arrival.
Asylum seeker and refugee children	• The child, a parent, a carer or a legal guardian holds, has previously held, or is applying for, a refugee or asylum seeker visa (see list of visas in the Kindergarten Funding Guide), and/or • The child, a parent, a carer or a legal guardian holds a current or expired ImmiCard, and/or • Children, parents, carers or legal guardians who previously held a refugee or asylum seeker visa and now hold Australian Citizenship or permanent residency.

Children and/or families holding concession cards	A child, parent or legal guardian who holds a Commonwealth Health Care Card, Pensioner Concession Card, Veterans' Affairs Card.
Children from families with multiple births	Multiple birth children (i.e. triplets or more).

Children and/or families with additional needs who require additional assistance to fully participate in the kindergarten program	Child and family with additional needs who meet one of the following.
	
	Child:
	
	• is eligible under the National Disability Insurance Scheme (NDIS) or undergoing a continuing assessment of a disability under the NDIS (supported by a letter from a medical practitioner or specialist)
	• is eligible for Early Childhood Intervention Service Continuity of Support (ECIS COS)
	• is diagnosed with a disability or developmental delay or are undergoing diagnosis (supported by a letter from a medical practitioner or specialist)
	• presents with developmental concerns that presents barriers to accessing a kindergarten program (supported by a letter or other evidence from a MCH nurse or similar practitioner such as an allied health practitioner)
	• has complex medical needs that presents barriers to accessing a kindergarten program (supported by a letter from a medical practitioner or specialist)
	• previously accessed the Kindergarten Inclusion Support Program, Commonwealth Inclusion Support Program or another similar program
	• the child is referred by one of the following:
	  • the National Disability Insurance Scheme
	  • Early Childhood Intervention Service Continuity of Support (ECIS COS)
	  • Preschool Field Officer program, or
	  • MCH nurse or similar professional such as an allied health specialist, where developmental concerns have been identified.
	
	Parent or carer:

	• is eligible under the NDIS or undergoing a continuing assessment of a disability under the NDIS (supported by a letter from a medical practitioner or specialist) • has complex medical needs that present barriers to accessing a kindergarten program (supported by a letter from a medical practitioner or specialist).
Children accessing an additional year of 3- and 4-Year-Old Kinder	Children assessed with delays in two or more areas and are identified as eligible for an additional year of funded 3-Year-Old Kinder or 4-Year-Old Kinder.
Tier 2	
Children currently attending the service	Children attending the service in the 3-Year-Old Kinder program and seeking to access 4-Year-Old Kinder at the same service for continuity of learning. Priority should be given to these children to remain at the same service for their 4-Year-Old Kinder.

(18) The service may apply documented local criteria to remaining places, such as residential proximity or a demonstrated connection with the service. These criteria will be communicated to families and applied consistently and in accordance with anti-discrimination and human rights laws.

(19) No child will be unlawfully discriminated against in the terms or conditions of their enrolment, based on disability or any other attribute that is protected under relevant anti-discrimination laws, including sex, race, religion, sexual orientation, gender identity or intersex status.

See Access and Inclusion Policy

Access and inclusion in funded kindergarten programs

(20) Where a child has additional needs, the service will work collaboratively with the child's family and relevant professionals to identify appropriate supports and reasonable adjustments to enable the child to access and participate in the kindergarten program.

(21) Where appropriate, the service may access or seek support through Victorian Government inclusion programs, including:

- the **Preschool Field Officer (PSFO) program**, which provides consultation, advice, resources and capacity-building support to educators to assist with the inclusion of children with additional needs
- the **Kindergarten Inclusion Support (KIS) program**, which may provide additional support to eligible funded kindergarten programs to support the inclusion of children with disability, developmental delay, high support needs or complex medical needs.

(22) Where KIS support may be appropriate, the service will work with the child's family and relevant professionals to develop appropriate planning and, with the required consent, submit an application for support.

(23) Access to additional inclusion support will not be used as a condition of a child's enrolment or participation in the kindergarten program

Prior to enrolment:

(24) When a family has indicated their interest in enrolling their child in our service, the following will occur:

- A tour of our service. During this tour, the educator conducting the tour will give the family information about the service including, but not limited to, child safety, programming methods, meals, incursions, excursions, inclusion, fees, policies, procedures, our status as a SunSmart service, regulations for our state and the licensing and assessment process, signing in and out procedure, the National Quality Framework, room routines, educator qualifications, introduction to the educators in the room the child will be starting in and educator and parent communication. Families are also invited to ask any questions they may have
- Discussions are held between office staff and families regarding availability of days, a start date and tailoring an orientation process to suit the needs of the family and child. Any matters that are sensitive in nature, such as discussing a child's medical needs, court orders, parenting plans or parenting orders, will be discussed privately with the nominated supervisor at this time. We request that parents begin to fill out enrolment forms at that time and discuss their child with us so we can accommodate their needs in the service from the first day they start with us. Should a child use English as a second language, or speak another language at home, we request that families provide us with some key words in the languages the child speaks at this time so that educators can learn the words prior to the child starting.

Enrolment documents

(25) Before a child commences education and care, the service must obtain and record the information, documentation and authorisations required under the National Law, National Regulations and applicable Victorian legislation, subject to any statutory exemption, support

period or alternative documentation arrangements that apply. This information includes (*National Regulations* regs 160-162):

- Full name, date of birth, address, gender and home language of the child
- The name, address and contact details of:
    - Each known parent of the child
    - any person who is to be notified of an emergency involving the child if a parent cannot be immediately contacted
    - any authorised nominee
    - any person authorised to consent to medical treatment of, or authorise administration of medication to, the child
    - any person authorised to authorise an educator to take the child outside the service premises
    - any person authorised to authorise the service to transport the child or arrange transportation of the child
- Details of any court orders, parenting orders or parenting plans provided to the service
- Dietary requirements
- The cultural background of the child and, where applicable, their parents
- Any special considerations for the child, including additional needs, required to support the child's care and wellbeing
- Authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the approved provider, nominated supervisor or an educator to seek:
    - medical treatment for the child from a registered medical practitioner, hospital or ambulance service
    - transportation of the child by an ambulance service
- Any required authorisations for regular outings and regular transportation
- Name, address and telephone number of the child's registered medical practitioner or medical clinic

- Child's Medicare number if available
- Details of specific healthcare needs and any allergies, including if the child is at risk of anaphylaxis, medical management plan, anaphylaxis medical management plan and risk minimisation plan
- The immunisation status of the child
- A notation that a staff member or the approved provider has sighted the child's health record, where applicable.

(26) The service may also collect other information required to administer the child's enrolment, fees and Child Care Subsidy arrangements under Family Assistance Law, including:

- the enrolling parent or guardian's name, date of birth and Customer Reference Number (CRN)
- the child's CRN
- payment details and any required direct debit authorisation
- other information reasonably required to establish or administer the child's care arrangement.

See Acceptance and Refusal of Authorisations Policy, Immunisation Policy, Fees Policy, Record Keeping and Retention Policy, and Medical Conditions Policy

(27) The service may request additional supporting documentation where relevant, such as a birth certificate, visa, concession card or other evidence necessary to verify enrolment information.

Enrolling in a funded kindergarten program

(28) In Victoria, for children enrolling in a funded kindergarten program, parents must provide evidence of the child's full name and date of birth. Where a birth certificate is not available, other acceptable evidence may include an Australian Immunisation Register (AIR) statement, Medicare card, passport, citizenship documents, Australian visa documents or ImmiCard, a letter from the doctor or midwife who attended the birth, or a doctor's statement confirming the child's age.

(29) The absence of a birth certificate must not prevent or delay an eligible child from enrolling in or commencing a funded kindergarten program. The service will work with families to obtain suitable alternative identification where required.

(30) Children must meet the Victorian Government age and eligibility requirements for funded kindergarten.

(31) Children are eligible to attend Three-Year-Old Kindergarten in the year they turn 3. Children born between 1 January and 30 April may commence Three-Year-Old Kindergarten in the year they turn 3 or in the following year when they turn 4.

(32) Children are eligible to attend Four-Year-Old Kindergarten in the year they turn 4 years of age. Children born between 1 January and 30 April may commence Four-Year-Old Kindergarten in the year they turn 4 or in the following year when they turn 5, depending on the year in which they will commence school.

(33) All personal and health information collected in the administration of this policy will be managed in accordance with our *Record Keeping and Retention Policy* and *Privacy and Confidentiality Policy* and applicable privacy laws.

(34) Once the enrolment process has been completed, families will be notified that their child is fully enrolled and can commence at the service.

Medical and health information

(35) Families must inform the service if their child has a medical condition, allergy, health care need or additional support need. Where required, families must provide a medical management plan/anaphylaxis medical management plan (*National Regulations* reg 90(1)(c)(i)) and, based on guidance from the Regulatory Authority, this should be signed by a registered medical practitioner. The service will work with families to develop any required risk minimisation and communications plans before the child starts attending.

See Medical Conditions Policy

Child Care Subsidy and Additional Child Care Subsidy

(36) The Australian Government provides childcare fee assistance for eligible families through the Child Care Subsidy (CCS) and Additional Child Care Subsidy. The administration of CCS and ACCS is governed by Family Assistance Law, which sets out requirements for both services and families when children are enrolled in care.

(37) To comply with Family Assistance Law, one of the following arrangements must be completed when a child is enrolled:

- A Complying Written Arrangement (CWA), where the family wishes to claim CCS or ACCS. This sets out the agreed care arrangements and fees
- A Relevant Arrangement, where the family has advised that they will not be claiming CCS or ACCS
- An arrangement with a third-party organisation, where another organisation (such as an employer) will pay the childcare fees on behalf of the child

(38) We recommend that families apply for CCS before enrolling their child at our service.

(39) Families wishing to claim CCS must provide the service with their CCS details, including the Customer Reference Numbers (CRNs) for both the enrolling guardian and the child. If CCS details

have not been provided, or CCS eligibility has not yet been confirmed when the child starts attending, the enrolling guardian will be responsible for paying full fees until the claim is finalised and the required details are provided. If the CCS claim is later approved, any backdated CCS payments will be paid directly to the service by Services Australia.

See Fees Policy

Immunisation requirements

(40) Children attending the service must meet applicable immunisation requirements. Families must provide their child's Immunisation History Statement during enrolment unless they hold a valid exemption (*National Regulations* reg 162(i) and Victoria's *No Jab, No Play* requirements.

(41) We will support eligible children experiencing vulnerability or disadvantage to enrol under the 16-week immunisation grace period to provide proof of up-to-date immunisation

See *Immunisation Policy* and *Dealing with Infectious Diseases Policy*

Orientation

(42) Once enrolment documents are complete, families will be contacted to arrange orientation and commencement dates and the child can then commence at our service, starting with a period of orientation.

(43) Families will be offered at least two orientation sessions where they visit the service together with one or more parents/guardians to meet educators and become familiar with the environment.

(44) During orientation sessions, the focus is on ensuring the child experiences positive interactions and educators will be responsive, supporting the child to engage with activities and other children if they desire.

(45) The daily timetable, routines and the program will be discussed with families and the child at this time and educators gather information from families about any special requirements for the child that may need to be accommodated.

(46) Educators will discuss how best to tailor the child's settling in period – with some parents choosing, for example, to stay for a period of time and/or gradually build up to a full day so the child is reassured that the parents will return to collect them

(47) Parents are welcome to call the service and check on their child during this settling in period and will be kept informed about how their child is settling in through discussions at collection. Parents are welcome to discuss any questions or concerns with the nominated supervisor at a convenient time.

Changes to enrolment arrangements

(48) Families must provide at least two weeks written notice if they wish to reduce their child's days of attendance or withdraw their child from the service. If less notice is provided, families may still be charged for the full notice period, regardless of attendance.

Transitions

(49) The service aims to arrange for room transitions when a vacancy occurs or at the beginning of a new year. As each room has different challenges and expectations, children will only be transitioned when they are deemed to be ready for this change. The opportunity to transition between groups/rooms at the service is based on many factors other than just age.

(50) Staff will prepare for a child's transition ahead of time, ensuring they gather relevant information about the child from other staff and from families.

(51) If possible, allow the child and their family to visit the new room and group and have staff from the new room visit the child in their existing room.

(52) Talk to the child about the transition in a positive manner for a period of time prior to it occurring.

(53) Ensure to mark the child's last day in the room with a small celebration such as a special snack or engaging in an activity they particularly enjoy and be sure to say good bye.

Transition to school

(54) When a child first attends school, there is a great change for that child and for their family. We believe that the child's parents are the most important link in this transition.

(55) The service will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.

(56) Where possible, information on local schools will be made available to parents.

(57) Our transition to school process includes the following:

- Toward the end of each year an excursion is arranged to visit the local school to familiarise the children with the school environment.
- School teachers come to visit our service
- Our educators meet with school staff
- Activities which help prepare children for the school environment such as having uniforms as dress ups, bringing a packed lunch
- Parents with children who are of eligible age to commence school in the following year will be given a school transition report in October

Early Entry to School

(58) Where a family is considering early entry to school for a child who does not meet the usual minimum age requirements for Foundation (Prep), the service will provide information and support to assist the family through the Victorian Government early entry process.

(59) Applications for early entry to a Victorian government school must be made by the parent/carer to the proposed school and require approval of an exemption from the minimum school age requirements by the relevant Department of Education Regional Director.

(60) Where requested and appropriate, the service may contribute information about the child's learning, development, wellbeing and readiness for school to support consideration of the child's best interests.

Additional year of funded kindergarten

(61) Where appropriate, the service will work with families to consider whether a child may be eligible for an additional year of funded Three-Year-Old Kindergarten or Four-Year-Old Kindergarten/Pre-Prep in accordance with current Victorian Government eligibility and application requirements.

(62) Eligibility for an additional year will be assessed and documented in accordance with Department of Education requirements and in consultation with the child's parent/carer.

Other information about our service's enrolment includes

(63) We will try and accommodate families so that children from the same family can attend our service.

(64) To ensure all children are treated fairly and receive the same care and attention, any of our educators' children, grandchildren, nieces or nephews who attend the service will not be enrolled in the same room their parent, grandparent or relative works in.

(65) Enrolment may only be terminated as a last resort where, **after reasonable adjustments, consultation with the family and appropriate support strategies have been considered and implemented where practicable**, the approved provider determines that the child's behaviour presents a serious risk to the safety, health or wellbeing of others that cannot reasonably be managed. Any decision must comply with applicable anti-discrimination and disability legislation and the paramount consideration.

PRINCIPLES

(66) Our paramount concern is the best interests, rights, safety, welfare and wellbeing of children. We are committed to implementing the Child Safe Standards and the National Quality Framework across all levels of our service.

(67) Our policies and procedures are based on the latest guidelines and recommendations from health authorities, and we comply with the relevant laws, regulations and standards

(68) We communicate with staff, families, children and government authorities to manage and mitigate risks, ensuring that everyone is informed and contributing to a safe environment

(69) We regularly review and update our policies and procedures to make sure they still reflect current best practices and address emerging health risks

POLICY COMMUNICATION, TRAINING AND MONITORING

(70) The approved provider must take reasonable steps to ensure that nominated supervisors, staff members and volunteers follow and can readily access this policy and related procedures (*National Regulations* regs 170, 171)

(71) This policy and related documents can be found on our OWNA app

(72) The approved provider and nominated supervisor will ensure that relevant staff, volunteers and students are formally inducted and trained to implement this policy and related procedures, and to understand their roles and responsibilities under them

(73) The nominated supervisor and staff leaders will ensure this policy and its related procedures are regularly reinforced through staff meetings, staff professional development programs, written material and workplace displays

(74) The approved provider and nominated supervisor will regularly monitor and audit staff and address non-compliance. Breaches of this policy are taken seriously and may result in disciplinary action against a staff member

(75) The approved provider and nominated supervisor will provide staff with the resources, time and support they need to comply with this policy and related procedures

(76) At enrolment, the nominated supervisor will ensure that families are given access to this policy and related documents. We will also regularly share relevant information about this policy through our usual communication channels

(77) Families are notified in line with our obligations (*National Regulations* reg 172) when changes are made to our policies and procedures

LEGISLATION OVERVIEW

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Law	Description
2A	Paramount consideration – rights and best interests of children
175	Offence relating to requirement to keep enrolment and other documents
175A-J	Devices in education and care services (Part 6A)
Regulations	
73	Educational program
90	Medical conditions policy
91	Medical Conditions Policy to be provided to parents
92	Medication record
102	Authorisation for excursions
102AA - 102AAC	Safe arrival of children
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator

161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
177	Prescribed enrolment and other documents to be kept by approved provider
181, 183 – 184	Confidentiality and storage of records

Other applicable laws and regulations

Name	Description
Privacy Act 1988	Principal act governing the handling of personal information
Disability Discrimination Act 1992 (Cth), Disability Act 2006 (Vic); Equal Opportunity Act 2010 (Vic); Disability Standards for Education 2005 (Cth)	Commonwealth and Victorian legislation prohibiting unlawful discrimination on the basis of disability and supporting equal access and participation
Public Health and Wellbeing Act 2008 (Vic)	Legislation in Victoria which governs the immunisation requirements for children enrolling in an early childhood education and care setting
Child Wellbeing and Safety Act 2005 (Vic)	Legislation establishing the Victorian Child Safe Standards

National Quality Standard

Standard / Element	Concept	Description
1.3.3	Information for families	Families are informed about the program and their child's progress
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented
2.2	Safety	Each child is protected
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions
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
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

Early Years Learning Framework (EYLF) V2.0

Outcome	Key component
1: CHILDREN HAVE A STRONG SENSE OF IDENTITY	• Children feel safe, secure and supported • Children develop their emerging autonomy, inter-dependence, resilience and agency
2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD	• Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens

3: CHILDREN HAVE A STRONG SENSE OF WELLBEING	• Children become strong in their social, emotional and mental wellbeing • Children are aware of and develop strategies to support their own mental and physical health and personal safety
4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS	• Children transfer and adapt what they have learned from one context to another • Children resource their own learning through connecting with people, place, technologies and natural and processed materials
5: CHILDREN ARE EFFECTIVE COMMUNICATORS	• Children interact verbally and non-verbally with others for a range of purposes

National Principles for Child Safe Organisations

Most relevant principles
Child safety and wellbeing is embedded in organisational leadership, governance and culture
Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously
Families and communities are informed and involved in promoting child safety and wellbeing
Equity is upheld and diverse needs respected in policy and practice
Policies and procedures document how the organisation is safe for children and young people

RELATED DOCUMENTS

Key Policies	Child Safe Environment Policy | Delivery and Collection of Children Policy | Medical Conditions Policy | Fees Policy | Education Curriculum and Learning Policy | Families and Visitors Code of Conduct | Immunisation Policy | Privacy and Confidentiality Policy | Record Keeping and Retention Policy | Access and Inclusion Policy
Procedures	Procedures attached to Medical Conditions Policy and associated schedules.
Resources	ACECQA Enrolment and Orientation Policy Guidelines No Jab No Play for early childhood education and care services

SOURCES

Education and Care Services National Law and Regulations | National Quality Standard |

POLICY INFORMATION

Approval	Person with Management and Control
Review	Reviewed annually and when there are changes that may affect this policy or related procedures. The review will include checks to ensure the document reflects current legislation, continues to be effective, or whether any changes and additional training are required

Reviewed: 11/11/2026

Date for next review: 11/11/27

APPENDIX A
ROLES AND RESPONSIBILITIES - Enrolment and Orientation

Approved provider responsibilities (not limited to)
Ensure our service meets its obligations under the Education and Care Services National Law and Regulations, including to: • Ensure an enrolment record is kept for each child that contains all information, authorisations and health information required under the National Regulations • Ensure enrolment records are stored securely, kept confidential and retained in accordance with legislative requirements • Ensure the service has appropriate systems for obtaining, recording and updating enrolment information and authorisations • Ensure children are not enrolled or refused enrolment in a way that unlawfully discriminates against the child or their family • Ensure children with additional needs, disability, medical conditions, cultural or religious requirements or other special considerations are supported to access and participate in the service • Ensure applicable VIC immunisation requirements are met and required immunisation documentation is obtained • Ensure Family Assistance Law requirements relating to enrolment and Child Care Subsidy are met, where applicable • Ensure parents of a child with a specific health care need, allergy or other relevant medical condition are provided with a copy of the Medical Conditions Policy • Ensure required medical management plans, risk minimisation plans and communication plans are in place where applicable before the child commences care
Ensure that our service's governance, management, operations, policies, systems, practices and procedures for enrolment and orientation are appropriate in practice, up-to-date, best practice, inclusive and comply with all relevant legislation, standards and guidelines
Ensure this Enrolment and Orientation Policy and related procedures are in place and available for inspection
Implement this Enrolment and Orientation Policy and related procedures
Take reasonable steps to ensure this Enrolment and Orientation Policy and related procedures are followed (e.g. through clear and accessible communication, and systemised inductions, training and monitoring of relevant staff, including volunteers and students)
Ensure families are provided with relevant information about the service, including information required to make informed decisions about enrolment, attendance and participation
Ensure enrolment and orientation practices recognise and respond to each child's individual needs, circumstances, culture, language, abilities and family context
Regularly review this Enrolment and Orientation Policy and related procedures in consultation with children, families, communities and staff
Notify families at least 14 days before changing this Enrolment and Orientation Policy if the changes will affect the fees charged or the way they are collected; significantly impact the service's education

and care of children; or significantly impact the family's ability to utilise the service, unless the applicable exception under the National Regulations applies
Nominated supervisor / persons in day-to-day charge responsibilities (not limited to)
Support the approved provider to ensure the service meets its obligations under the Education and Care Services National Law and Regulations in relation to enrolment and orientation
Implement this Enrolment and Orientation Policy and related procedures
Ensure required enrolment information, documentation and authorisations are obtained and recorded before a child commences care, where required
Ensure enrolment information is reviewed and updated when the service is advised of changes, including changes to contact details, authorised nominees, court orders, parenting orders or parenting plans, medical conditions, health care needs and other relevant circumstances
Ensure relevant educators and staff have access to the information they need to safely educate and care for each child while maintaining privacy and confidentiality
Ensure medical management plans, risk minimisation plans and communication plans are developed and implemented where required and that relevant staff understand their responsibilities under these plans
Ensure families are provided with the Medical Conditions Policy where required
Support families through the enrolment and orientation process and provide opportunities for them to share information about their child's routines, interests, strengths, culture, language, health, development, additional needs and other matters relevant to their education, care and wellbeing
Work with families and educators to plan an orientation process responsive to the individual child and family
Ensure relevant information about the service, its policies, procedures, routines, program and communication processes is made available to families during enrolment and orientation
Contribute to policy and procedure reviews and relevant risk assessments and plans in consultation with children, families, communities and staff. Support the approved provider to notify families of reviews and changes according to legislation and our policies and procedures
Educator / other staff responsibilities (not limited to)
Follow this Enrolment and Orientation Policy and related procedures
Implement this Enrolment and Orientation Policy and related procedures relevant to their role
Familiarise themselves with relevant information about each child before or when the child commences care, including information about the child's health, medical conditions, allergies, dietary requirements, additional needs, culture, language, routines and other information necessary to safely educate and care for the child
Understand and follow any medical management plans, risk minimisation plans, communication plans and other individual plans relevant to children in their care
Maintain the privacy and confidentiality of children's and families' enrolment information

Support children and families during orientation and transition into the service through responsive, respectful and individualised practices
Develop positive relationships with children and families and provide opportunities for families to share information that will support their child's education, care, wellbeing and participation
Inform the nominated supervisor or appropriate staff member when they become aware that enrolment information may have changed or requires updating
Contribute to policy and procedure reviews and participate in relevant training and professional development relating to enrolment, orientation, inclusion and supporting children and families
Families' responsibilities (not limited to)
Provide complete and accurate enrolment information and documentation required by the service, including required authorisations and health and immunisation information
Provide current contact details for parents, authorised nominees, emergency contacts and other authorised persons as required
Provide details and copies of relevant court orders, parenting orders or parenting plans
Provide information about their child's specific health care needs, medical conditions, allergies, dietary requirements, additional needs and other special considerations
Provide required medical management plans and work with the service to develop risk minimisation and communication plans where applicable
Provide required VIC immunisation documentation
Provide information and documentation required for Child Care Subsidy and other applicable funding arrangements where relevant
Inform the service as soon as possible of changes to enrolment information, including contact details, authorised persons, court or parenting orders, medical conditions, health care needs, medications and other information relevant to the child's education, care, safety and wellbeing
Share relevant information about their child's routines, interests, strengths, culture, language, development, preferences and individual needs to support orientation and ongoing participation
Participate in the orientation process and communicate with educators about how their child is settling into the service
Read and follow relevant service policies and procedures and raise questions or concerns with the service when clarification or additional support is required

APPENDIX B

Enrolment Checklist

NQS Element 6.1.1 – Engagement with the service

Families are supported from enrolment to participate in the service and contribute to service decisions.

Completed by (Position): _____

Name:_____ **Signature:** _____ **Date:** _____

	Yes	N/A
All parts of the Enrolment Form completed and signed		
Parents 1, 2 and 3 DOB and CRN provided, where required		
Child's DOB and CRN provided		
Complying Written Arrangement template signed by parent		
Enrolment lodged with Centrelink		
Evidence of child's full name and date of birth sighted – birth certificate or other acceptable identity documentation (funded kindergarten)		
Court/parenting orders, parenting plans outlining powers, duties, responsibilities in relation to the child provided		
Information about the child's family is obtained eg. culture, religion, family structure (eg. siblings, grandparents)		
Information about any special dietary requirements/restrictions or inclusion requirements obtained		
Information about the child's interests and strengths obtained		
Evidence of immunisation status provided. (child is fully immunised or has appropriate exemptions – refer Immunisation Policy)		
All authorisations and indemnities signed including authority for:		
• medical treatment from a medical practitioner, hospital or ambulance service		

• ambulance transportation		
• regular excursions		
• authorised nominees		
• emergency contacts		
• regular transportation		
• persons authorised to consent to medical treatment or administration of medication (could be same as authorised nominees/emergency contacts)		
Relevant health information is provided including:		
• medical practitioner or medical service		
• Medicare number		
• healthcare needs, medical conditions, allergies, anaphylaxis or risk of anaphylaxis		
• Medical Management Plan, Anaphylaxis Medical Management Plan and Medical Risk Minimisation Plan for specific health care need, medical condition, allergy or anaphylaxis		
Parent Handbook discussed		
The Medical Conditions Policy **must** be provided to all parents where the child has a specific health care need, medical condition, allergy or other relevant medical condition (*National Regulations* reg 91)		
Relevant policies and procedures are provided and discussed/explained including:		
• Statement of Philosophy, Child Safe Environment Policy, Child Safe Code of Conduct, Families and Visitors Code of Conduct and any other relevant child safety policies or procedures		
• Administration of Medication Policy **in particular, explaining medication must be in original container, over the counter medications are not administered unless prescribed by doctor, administration of medication must be authorised in writing unless emergency, the procedures during medical emergency, including asthma and anaphylaxis*		

• Delivery and Collection of Children Policy **in particular, explaining the sign in/out procedure and the procedure if parent is running late to collect child*		
• Complaint Handling Policy and Protected Disclosures Policy **in particular, the location of complaint forms*		
• Fee Policy **in particular, explaining fees should be paid on time. Fees in arrears attract extra charges*		
• Photography and Video Policy **ensure authorisation is signed*		
• Infectious Disease Policy **in particular, explaining that any child who is unwell must not attend the service, children who become unwell at the service need to be collected, if the service suspects child has infectious disease, child may be excluded until child has a medical certificate stating they are not infectious.*		
• Immunisation Policy **in particular, explaining the vaccination requirements to attend child care, children must be fully immunised, or on an approved vaccination catch-up program, or have a medical reason not to be vaccinated. If an outbreak occurs, unimmunised children may be excluded from child care for a period of time.*		
• Children's Belongings Policy **in particular, explaining that the service implements safe sleeping practices as recommended by Red Nose, the service works with parents to cater to the individual sleep and rest needs of each child (e.g., age and stage of development, cultural or religious preferences), children should wear comfortable clothing that can get dirty, all items should be labelled with the child's name. We are a SunSmart service – when UV Index is above 3, sunscreen 50+ SPF, shade, SunSmart hat, protective clothing, sunglasses (where possible)*		

• Behaviour Guidance (Positive Relationships with Children Policy) **in particular, explaining parents will:*
  • *work in partnership with educators to minimise risk where the child's behaviour is a danger to children and educators*
  • *consent in writing where educators believe liaising with relevant professionals will support the learning and development of their child*		

• Food Safety Policy • Nutrition and Dietary Requirements Policy **in particular, explaining* the service has a 'healthy' eating policy and is 'allergy aware'		

• Tobacco, Vapes, Drug and Alcohol Policy **in particular, explaining that no smoking or vaping is allowed on the premises, including within 4m or the car park*		
• Family and Community Partnerships Policy **in particular, explaining family input procedures eg. "what did you do on the weekend" sheets*		
• Environmental Sustainability Policy **in particular, explaining measures taken to promote sustainability eg. litterless lunches*		
• Excursions Policy • Transport Policy • Safe Arrival of Children Policy • Technology and Device Use Policy • Social Media Policy • CCTV Policy • Sleep and Rest Policy • Clothing and Footwear Policy • Sun Protection and Heat Safety Policy		
Bond and Administration Fee paid in full		
Credit reference check permission form signed.		
Direct Debit form completed/method of payment for fees established		
Tour of service and introduction to educators		