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Your submission for this review:

The importance of equitable access to early learning for children in Out of Home Care (OOHC) cannot be overstated. These children are some of the most vulnerable in the State requiring priority access to structured early learning for at least two days per week. Consecutive days nurture social and cognitive development. Experience has shown that this cohort of children is diverse and neurodivergent. Complex developmental trauma, disabilities (diagnosed and non-diagnosed) attachment complexity, cultural connection, learning, & developmental delays all feature as significant challenges for early learning pathways and providers. Ensuring this cohort has access, attends, and is monitored regarding their developmental milestones features as key support for these children in the care of the State. We recommend that all children in OOHC have a developmental screening assessment while engaged in early learning & as they progress to school a school readiness assessment. This forms a suite of transition supports for the next stage of education and learning. We know that some children are not fully supported to remain connected to early learning; subjected to suspensions, time limitations, & exclusions. We acknowledge complex developmental trauma can manifest in escalated behaviour for some children, we know that is essential that children in OOHC are not subjected to non-attendance measures to manage behaviour. Rather providers implement trauma-aware programs recognising all behaviour is communication & work with caregivers, families, & staff to ensure children in care enjoy the same learning experience as their peers. We recommend adherence to the Disability standards of Education for all children in OOHC in early learning. As a vulnerable cohort, children in OOHC must be a priority group for financial assistance and priority access to early learning & other supports that will nurture their full participation in early learning programs alongside their peers.