



Early Education Program Information Booklet 2025



Contact Numbers

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Early Education Program at Banmira Specialist School

Aim of Early Education Program

The aim of the Early Education Program is to assist children with developmental delays and disabilities to develop a sense of belonging and identity in their everyday life.

Through this development the Early Education Program supports the child to establish the necessary skills for school readiness.

Individual programs are planned in consultation with the child's parents and/or carers and therapists to address specific skills and goals through a wide variety of activities.

There is emphasis on developing play skills, self-help skills, communication, language, social -emotional development and learning within a child-centred practice.

At Banmira Specialist School we strive to create an environment that is meaningful, predictable and structured where children feel safe, secure and valued.

We recognise that children learn in the context of their families and families are the primary influence on their child's learning and development.

Children learn at different rates and at different times. They learn from birth and their learning and development at each stage of life forms the foundation from one stage to the next.



The Early Education Program at Banmira Specialist School is guided by the Victorian Early Years Learning and Development Framework (VEYLDF).

The Victorian Framework identifies five Early Years Learning and Development Outcomes for all children.

The Victorian Early Years Learning and Development Framework recognises that a child's learning and development takes place in the context of their families and that families are the child's first and most important educators.

- **Identity** – children have a strong sense of identity
- **Community** – children are connected with and contribute to their world
- **Wellbeing** – children have a strong sense of wellbeing
- **Learning** – children are confident and involved learners
- **Communication** – children are effective communicators

Enrolment Process

Any child who has an additional learning need (diagnosed / undiagnosed) can enrol in the program.

Referral to the program can be:

- Via key worker recommendation
- Referral by Paediatrician
- Referral by Maternal Child Health Nurse
- Referral by Child Care / Kindergarten Service
- Self-referral

Age Eligibility

At Banmira Specialist School, the Early Education program caters for children aged between 2 years and 8 months and 4 years and 8 months as at 1st of January of the year that your child will attend Early Education program.



What does the Early Education Program Offer?

Our Early Education Program provides children with the following:

- **Access to Allied Health Resources** (Occupational Therapist, Speech Therapist, Physiotherapist, Psychologist, and Family Support Officer).
- **Alternative Augmentative Communication (AAC)**

AAC visuals are used to support children's language development. They reinforce verbal communication as well as providing a voice to children who are non – verbal.

- **Perceptual Motor Program** (Physiotherapy)

The PMP room is designed to support and extend children's gross motor development.

- **Sensory Room** – (Occupational Therapy)

The sensory provides stimuli for children with additional sensory needs. It can be used for calming, stimulating, cause and effect and enjoyment.

- **Psychologist and Family Support Officer:**

We have access to support staff who can provide mental health wellbeing and NDIS process supports.

Please ask if you have you any questions about these programs.

Our program is play based and supports children to learn at their own pace, develop independence, and learn routines, social skills and to support transition to formal learning.

Typically our routine is as follows:

- On arrival, hanging up our bag,
- Table/floor activities
- Sitting at circle time, greeting our friends and educators
- Perceptual Motor Program (PMP); The Perceptual Motor Program is designed to develop gross motor, cognitive and language skills.

- Walk in the yard to promote health, fitness and safety awareness
- Singing and shared reading experiences
- Toilet time and morning tea
- Outside play
- Fine motor activities
- Sensory exploration
- Goodbye routine



The Early Education Teacher's Role is to:

- Design and run the Early Education program in accordance with the VEYLDF curriculum framework.
- Write shared goals with parents/carers and other relevant professionals
- Document daily performance and progress
- Liaise with therapists
- Meet with parents, Student Support Group Meetings, phone calls
- Provide resources
- Support the child by assisting parents, teachers and aides through termly visits to the kindergarten/preschool/day care, home environment and incidental support as required
- Assist in writing applications for funding eg Kindergarten Included Support Funding (KIS)
- Support transition process from kindergarten to school

