



Inclusion Support Programme

Overview of the Strategic Inclusion Plan

Note: This information should be read in conjunction with the Inclusion Support Programme Guidelines 2016-2017 to 2018-2019.
This is an early extract from an ISP User Guide being developed by the Department to support the delivery of the programme from 1 July 2016.

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Acronyms

Acronym	Description
ECCC service	Early childhood and child care service
FDC	Family day care
IA	Inclusion Agency
IDF	Inclusion Development Fund
IDF Manager	Inclusion Development Fund Manager
IPSP	Inclusion and Professional Support Program
IS Case	Inclusion Support Case
ISP	Inclusion Support Programme
IS Portal	Inclusion Support Portal
SIP	Strategic Inclusion Plan

1 Strategic Inclusion Plan

A Strategic Inclusion Plan (SIP) is a self-guided inclusion assessment and planning tool for Early Childhood and Child Care (ECCC) services accessing the Inclusion Support Programme (ISP). The SIP includes short and long term strategies for improving and embedding inclusive practice for the inclusion of children with additional needs alongside their typically developing peers. The development of a SIP recognises a service's current inclusive capacity and capability and outlines objectives for inclusion practices.

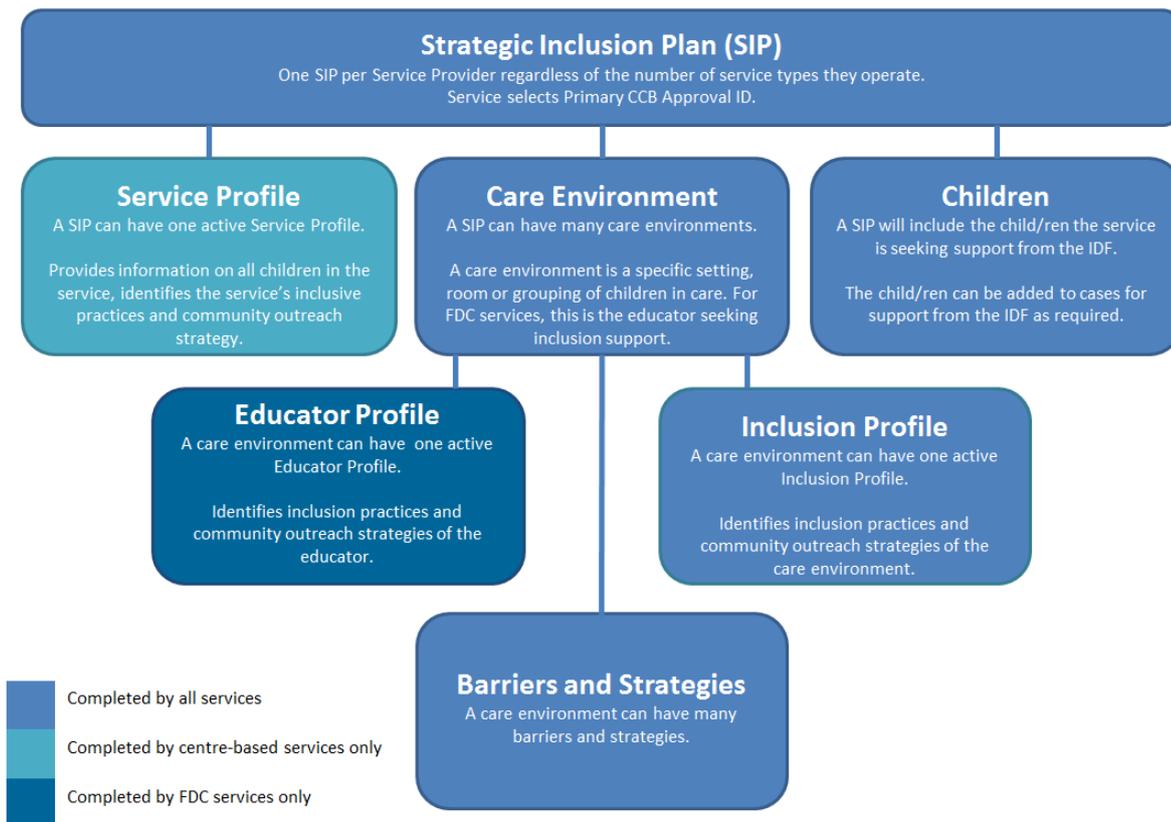
The development of a SIP is the first step to accessing support from the ISP, including funding through the Inclusion Development Fund (IDF).

An Inclusion Agency (IA) will be responsible for creating a SIP record in the Inclusion Support Portal (IS Portal) and working collaboratively with ECCC services to complete the SIP.

Each service provider requiring inclusion support through ISP will have one SIP regardless of the number of service types they operate.

A SIP will include the following components:

- A **Service Profile** for centre-based services
- A **care environment** where the service is seeking inclusion assistance through ISP
- An **Inclusion Profile** for each care environment
- An **Educator Profile** for Family Day Care (FDC) services
- **Barriers and strategies**
- Information on **children** requiring support
- **Contacts** for the ECCC service
- **Reviews**



1.1 Service Profile

The Service Profile will be completed by centre-based services accessing ISP.

The purpose of the Service Profile is to identify the service provider seeking support through the ISP. It also builds a profile of the ECCC service for the IA to understand their inclusion needs and practices of the service.

In the Service Profile, the ECCC service provides information on the number of children enrolled in the service broken down by the cohorts the programme supports. This includes:

- children with disability (including those undergoing assessment for disability)
- Aboriginal and Torres Strait Islander children
- children from culturally and linguistically diverse backgrounds
- children from refugee/humanitarian background
- children presenting with language and speech delays
- children presenting with disruptive behaviour

ECCC services detail their capacity and capability to include children with additional needs and develop a community outreach strategy through responding to the following questions.

How does your service promote learning experiences, interactions and participation to build on children's strengths and encourage involvement?

How will your service engage with families in the community who do not currently access ECCC services?

The Service Profile also seeks to understand any support that the service received through the Inclusion and Professional Support Program (IPSP), which ceases 30 June 2016.

1.2 Care Environment

A care environment is a specific setting, room or grouping of children in care. For FDC services, this is the educator seeking inclusion support.

Each care environment will contain an inclusion profile and identifies the barriers and strategies to inclusion for each care environment. FDC services will also be required to complete an Educator Profile.

Over time, the inclusion profile and barriers and strategies will demonstrate the progress the service has made in improving their inclusive capacity and capability.

1.2.1 Inclusion Profile

The Inclusion Profile will be completed by all services accessing ISP.

The Inclusion Profile is in the context of the care environment. A separate Inclusion Profile must be completed for each care environment the service is requiring inclusion support.

The Inclusion Profile will identify:

- the number and age of children in the care environment
- the number of educators per standard week
- all educator's confidence to include children with additional needs.

1.2.2 Educator Profile

The Educator Profile will be completed by FDC services accessing ISP.

The purpose of the Educator Profile is to identify the FDC educator's capacity and capability to include children with additional needs. It also identifies the FDC educator's inclusion practices and community outreach strategies through responding to the following questions.

- How does the educator promote learning experiences, interactions and participation to build on children's strengths and encourage involvement?
- How will the educator engage with families in the community who do not currently access ECCC services?

The Educator Profile also seeks to understand any support that the educator received through the IPSP, which ceases 30 June 2016.

1.2.3 Barriers and Strategies

Barriers and Strategies will be completed by all services accessing ISP.

The ECCC service will identify the barriers that impact their capacity to include children with additional needs alongside their typically developing peers. Services will be able to choose from a list of pre-defined barriers or develop a custom barrier as required.

Some of the pre-defined barriers available will include:

- challenging behaviours
- English as a second language
- limited communication skills
- limited mobility
- limited knowledge – inclusion
- limited social skills
- multiple use buildings

For each barrier identified, the ECCC service must propose a strategy to overcome the barrier to inclusion. Services will be able to choose from a list of pre-defined strategies or develop a custom strategy as required. These may include (but are not limited to):

- modifications educators may have to make to policy, pedagogy, planning, activities and the physical environment, including social play to include children with additional needs
- inclusion related training or resources educators may require
- development of policies and practices the service may use to support future inclusion
- identifying resources and support services available in the local community to assist with the inclusion of children with additional needs, and
- accessing the Inclusion Development Fund.

Each strategy should have at least one action item that will outline how the service will implement the strategy and what, if any, resources will be used.

The ISP User Guide will provide further information defining the barriers and strategies to assist ECCC services when completing the Barriers and Strategies.

1.3 Children

Where an ECCC service requires support from the IDF for an Additional Educator, Immediate/Time Limited Support and FDC Top Up, the service is required to include information about the specific child that supports their request for funding.

Information about the eligible child or children will be added by the service to the SIP. This child is then able to be added to each relevant case. This approach enables the service to re-use information about a child as required.

The following information is collected about the child for each stream of the IDF.

	Inclusion Support Case			Innovative Solutions Case
	IDF Subsidy for an Additional Educator	IDF Subsidy for Immediate/Time Limited	IDF FDC Top Up	IDF Innovative Solutions Support
Parent/Guardian Consent	Yes	Yes	Yes	No
Documentary Evidence	Yes	No	Yes	No
Child Name	Yes	Yes	Yes	No
Date of Birth	Yes	Yes	Yes	No
Demographic information, such as Indigenous status, cultural and linguistic diverse background	Yes	Yes	Yes	No
Information about disability	Yes	Yes	Yes	No
Additional Information about disability	No	Yes	No	No

Once a child has been added to an IS Case, the child cannot be deleted from the SIP. If the child's record is no longer applicable for the purposes of ISP, the child status on the SIP can be made inactive.

1.4 Contacts

A SIP will include at least one contact within the service, which will be the primary contact for the SIP.

Additional staff members in the service who are involved in the SIP can be added to the contact list from the service's Authorised Personnel.

1.5 Reviews

The IA will conduct reviews of the SIP on a periodic basis or as new records are created and submitted by the ECCC service. Where the service has applied for funding through the IDF, the IA will be unable to provide an endorsement of the Inclusion Support or Innovative Solutions Case without reviewing the relevant component of the SIP.

The service and IA will undertake a yearly review of the SIP at least once in a 12 month period.

The purpose of the yearly review is for the service to reflect on the changes they have applied through implementing the SIP. ECCC services should consider their current inclusive capacity and capability and how this has helped progress the strategies in place to address the inclusion barriers identified for each care environment.

2 SIP support for applications through the Inclusion Development Fund

The table below outlines each component of the SIP that must be completed and reviewed by the Inclusion Agency to apply for each stream of the Inclusion Development Fund (IDF).

	IDF Subsidy for and Additional Educator	IDF Subsidy for Immediate/Time Limited Support	IDF Family Day Care Top Up	IDF Innovative Solutions Support	
				Relating to service	Relating to care environment
Service Profile	Yes	No	No	Yes (centre based only)	Yes (centre based only)
Care Environment	Yes	Yes	Yes	No	Yes
Inclusion Profile	Yes	No	Yes	No	Yes
Educator Profile	No	No	Yes	No	Yes (centre based only)
Barriers and Strategies	Yes	No	Yes	No	Yes*

*An application will not be able to be submitted by an ECCC service where they do not have an inclusion strategy that identifies IDF funding in the Barriers and Strategies for the care environment.