

IDF Immediate/Time Limited Support Fact Sheet



Children's Services

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What is the purpose of Immediate/Time Limited Support?

The Inclusion Support Program (ISP) Immediate/Time Limited Support provides funding to enable a service to employ an Additional Educator to address an immediate barrier to the inclusion of a child with high support needs within a care environment, alongside their typically developing peers.

This support is for a limited period of time and aims to support services to include a child while alternative and stable solutions are determined to support the child's ongoing inclusion. This may include implementing changes to the care environment, including adjustments to educator practices, program, routines and resources as well as professional learning for educators.

A service can apply for Immediate/Time Limited support once for the same child, for up to an 8 week period and for a maximum of 100 hours. Weekly hourly limits apply depending on service type.

What are the eligibility requirements?

Information is provided in a business case to demonstrate that the service meets the following eligibility requirements:

- The child has high support needs and a diagnosed disability, is undergoing assessment for a disability, or is presenting with challenging/disruptive behaviours likely to be associated with disability;
- There is an immediate barrier to the child's inclusion in the care environment with typically developing same age peers;
- An additional educator for a time limited period is the most appropriate solution to the presenting barrier/s; and
- Longer term and alternate solutions will need to be determined to support the child's ongoing inclusion.

How does the service apply for this support?

A service completes and submits an IS Case online through the IS Portal. The service's Strategic Inclusion Plan (SIP) must be commenced for the Care Environment where support is required, allowing this to be selected in the application. The SIP must be completed once an application has been assessed and approved.

What other factors should be considered prior to applying for this support?

It is important to consider how an increased educator to child ratio in the care environment will help educators to include the child.

- What will educators do differently?
- What changes to routines and interactions may be possible?
- What specific strategies will educators implement?

This information can be outlined in the business case section of the IS case.

It is also important to consider any other IDF support already approved for the care environment. If additional support is required, a service should consider the number of hours and the days each week where this support is needed.

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Can this support be used to assist a child to transition to a new care environment?

Yes, a service can apply for Immediate/Time Limited Support to assist educators to settle a child with high support needs in a new care environment, if the service has not previously applied for this support for the same child.

Can Vacation Care services apply for this support?

Yes, Vacation Care services are eligible to apply for this support. If funding is approved, it is for a maximum of 8 weeks and a maximum of 40 hours per week up to a total of 100 hours. Vacation care services can be approved over a 12 month approval period. This recognises the limited operational weeks of the service type, and common variation in children's attendance patterns over different school holiday periods.

Can this support be used if a child has an injury or trauma due to event/s in their life?

No, this support is not intended to be used to address temporary barriers to inclusion, or trauma experienced by a child.

Can this funding be used to provide support due to temporary barriers to inclusion?

No, the support is intended to assist educators to address immediate barriers to inclusion, while they determine the longer term and alternate strategies required to support the child's ongoing inclusion. It is not intended to address circumstances which result in temporary barriers to inclusion, such as short term or one off increases in children's attendance, or child injury, illness or related treatments.

Can a service apply if the child's regular attendance varies on a fortnightly or 4 weekly basis?

Yes, a service can apply for support when a child's attendance includes a regular variable attendance pattern over a typical 4 week period. This flexibility recognises that some children may have variable attendance over a fortnight or month due to parent's work or study commitments, or other circumstances.

Can this funding be applied for while the service waits to receive documentary evidence or an approval for the IDF Subsidy for an Additional Educator?

No, the support is intended for circumstances where a service is uncertain that the long term support of an Additional Educator is required, and requires additional support to address the immediate barriers to inclusion.

What other IDF support options are available?

IDF Subsidy for an Additional Educator may be approved where it can be demonstrated that longer term support is needed in the care environment to support the inclusion of a child who has ongoing high support needs. To apply a service must demonstrate an increase in the educator to child ratios is required to support educators to implement the strategies in the Strategic Inclusion Plan (SIP) to address the barriers to inclusion.

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Innovative Solution Support can be utilised to implement innovative and flexible solutions to address a barrier to inclusion, which cannot be resolved by the support provided by an Inclusion Agency (IA), or through other IDF streams. The support approved through this stream is tailored to the service context and aims to build the skills and knowledge of educators. This approach supports services to sustain and refine changes in educator practices and the program to include children with additional needs now and in the future.

Where can I find further information?

For further information please refer to the [Inclusion Support Program Guidelines, Section D](#), or contact the Inclusion Agency.