

# Identifying barriers to inclusion and designing an Innovative Solutions Support project



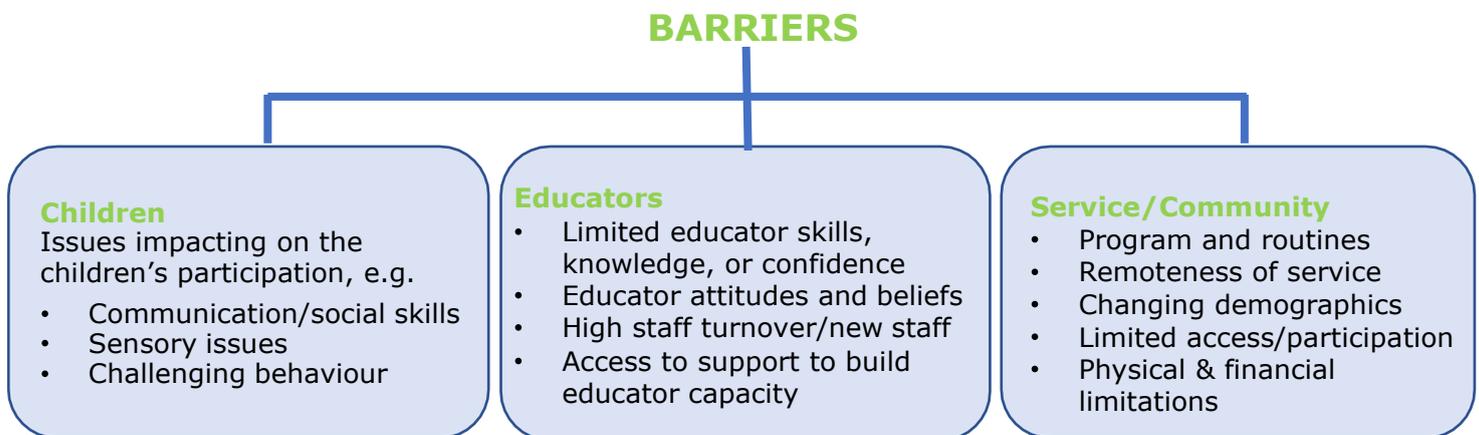
Children's Services  
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**Include Me.**  
Child and Family  
Inclusion Programs.

Identifying the barriers to inclusion is the first step in developing an Innovative Solutions Support project. Once the barriers are clearly identified the service can begin to design a project which builds on the foundation of knowing what the barriers to inclusion are and how they are impacting on children and educators. The Innovative Solutions project is designed to address these barriers, leading to the genuine inclusion of children with additional needs and building the capacity of educators.

## Identifying Barriers - *What are the barriers to inclusion?*

To apply for Innovative Solutions Support the service must complete an online application. This application includes a Project Proposal which must identify the barriers to inclusion in relation to the cohorts (groups) of children that the project will assist. This may be a combination of barriers relating to the children, educators and/or learning environment.



### Example of identified barriers to inclusion

**Children related** - There are several children who present with challenging behaviour, which is limiting their engagement with the program and their interactions between peers. The behaviours displayed are increasing in frequency and can often include hitting and yelling at others and throwing equipment. Educators have observed that this is occurring when children try to join in play with others, when moving between care environments and activities, and when there is a change in the routine, or challenges such as increased noise. Some children are avoiding playing with the children presenting with these behaviours and others appear fearful or can get upset when these behaviours occur.

**Educator related** - Educators had implemented known strategies and approaches to guide children's behaviour. Two educators had attended a professional development session but do not know how to apply what they had learnt at the service nor how to explain it to other educators. Educators do not know what to try next and are lacking confidence and strategies to support children's participation.

**Service/Community** - As a small community there are limited options for families to access child care. The service director is concerned that new families are not enrolling due to this issue.

# Identifying barriers to inclusion and designing an Innovative Solutions Support project

## The Project Proposal

There are three main elements to the project proposal. These are **Barriers-Solutions-Outcomes**. Each of these elements are linked. The service must outline how the project will specifically address the identified barriers to inclusion, through both the design of the project itself and the outcomes the project is expected to achieve.



## Preparing the Project Proposal

1. The proposal explains how the identified **Barriers** are impacting on the ability of the service to support all children to access and participate in the care environment and/or service.

To identify the **Barriers**, consider what is occurring in the service that concerns you about children's level of participation in the program and/or their interactions with peers, and why educators think this is happening.

2. Outline how the **Solution** will specifically address the barriers to inclusion. This includes an overview of the project, describing each component, who will be implementing it, how and when will it be implemented. This should include estimated timeframes, including the number of hours spent in each component and estimated timeframe the project will take.
3. Outline the expected **Outcomes** of the project. Consider what would specifically change or improve as a result of implementing the project. These identified outcomes should address the service's identified barriers to inclusion in relation to the identified cohort/s of children.

The project should build educator skills, knowledge and confidence in implementing strategies, which support the inclusion of children with additional needs and include planning to ensure that the outcomes of the project can be sustained once the project has ended.

*Educators recognise and respond to barriers to children achieving a positive self-identity, sense of purpose and positive view of personal future. In response they challenge practices that contribute to inequities and make decisions that promote inclusion and participation of all children. By developing their professional knowledge and skills, and working in partnership with children, families, communities, other services and agencies, they continually strive to find equitable and effective ways to ensure that all children have opportunities to experience a sense of personal worth and achieve outcomes.*

**My Time, Our Place – Framework For School Age Care in Australia**