



# Guide for Family Day Care Educators

## Developing a Paper-Based Strategic Inclusion Plan

### Who will need this Guide?

This Guide is intended for FDC Educators developing a Strategic Inclusion Plan (SIP)

### The Paper-based SIP Template

[Paper-based SIP Template for FDC Educators](#)

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# What is a Strategic Inclusion Plan?

A Strategic Inclusion Plan (SIP) is the Inclusion Support Programs (ISP) inclusion assessment and planning tool that supports educators in Early Childhood Education and Care (ECEC) services to engage in reflective practice and planning to improve and embed inclusive practice, in line with the National Quality Standard (NQS).

Developing a SIP, in consultation with your Family Day Care (FDC) Coordination Unit (Service) and with the support of an Inclusion Professional from the Inclusion Agency, is the first step to accessing ongoing support from the Inclusion Support Program (ISP).

FDC Educators are required to develop a SIP when engaging in inclusion planning or accessing Specialist Equipment through the Inclusion Agency and if required Family Day Care Top Up and Innovative Solutions Support funding through the Inclusion Development Fund Manager (IDFM).

With support of their FDC service, individual FDC Educators are required to document their Strategic Inclusion Plan on the Inclusion Support Portal (IS Portal), the online gateway for Early Childhood Education and Care services to engage in inclusion planning and access Inclusion Development Funding options.

FDC Educators can use the [Paper-based SIP Template for FDC Educators](#) as a tool for documenting their inclusion planning before being supported by their FDC service to transfer it onto the IS Portal. The paper-based SIP template can also be used when the FDC service does not have the necessary infrastructure to support the Inclusion Support Portal for the following reasons.

- Access to the ISPortal has not been granted by the service provider;
- The service is experiencing IT issues;
- The service is experiencing PRODA access issues; or
- The FDC Educator is seeking to engage in inclusion planning, Specialist Equipment and Inclusion Development Funding options are not required.

## Planning for Inclusion

A Strategic Inclusion Plan is a 'living' document that:

- Recognises a FDC Educators current inclusion capacity and capability;
- Identifies barriers that impact on their capacity to include children with additional needs;
- Outlines strategies and actions they plan to implement, to improve and embed inclusive practice, to support the inclusion of all children.

FDC Educators, in consultation with their FDC service, will be supported by an Inclusion Professional to develop a SIP tailored to their individual needs.

Family Day Care Services are responsible for supporting their FDC educators to document their SIP on the Inclusion Support Portal (IS Portal) and to access it regularly to support them to:

- Record the progress they have made towards implementing their strategies and actions;
- Document changes and/or updates to their identified inclusion needs; and
- Complete a 12-month SIP review.

## Parts of the Strategic Inclusion Plan

When seeking support from the Inclusion Support Program, FDC Educators will complete the following components of the SIP.

### Care Environment

A Care environment refers to a specific setting or grouping of children.

The Inclusion Support Program acknowledges that Family Day Care Educators experience different inclusion barriers and will need to identify strategies that can be implemented based on their unique physical environment, existing experience and capability, and the age, skills and abilities of the children.

For FDC Educators, the Care Environment section of the SIP will include creating an **Inclusion Profile**, an **Educator Profile** and identifying **Barriers, Strategies and Actions**.

### Children

When a request to access to Family Day Care Top up is being sought by a FDC Educator, through the Inclusion Development Fund Manager, information about a specific child/ren is added to a SIP via the IS Portal to support their funding request.

### Reviews

Each FDC Educator, with support from and Inclusion Professional from the Inclusion Agency (IA), will undertake a review of the SIP at least once in a 12-month period.

The yearly review provides the opportunity for educators to reflect on the progress and changes they have made through implementing their SIP and to update it to reflect their current inclusion planning.

Inclusion Professionals also complete additional SIP reviews. This provides the opportunity for the Inclusion Professional to acknowledge the progress of the service in relation to implementing their SIP over the last 12 months, comment on the service's plans for the next 12 months, and how these plans were developed to increase educators' capacity and confidence to embed inclusive practices in their service and include all children.

# Developing a Paper-Based Strategic Inclusion Plan

FDC Educators, in consultation with their FDC service, will be supported by an Inclusion Professional to develop a SIP tailored to their individual needs.

The following pages in this document provide details about each part of the SIP and the information that needs to be provided.

Icons to look out for



Step by Step Guide to working with the Paper-based SIP



Things to consider



Important information

Accessing the drop-down options

The Paper-based SIP Template includes dropdown options and text fields. Click on them to enter information or choose the ▼ to access a list of available options.

## Creating a Care Environment

The Care Environment section of the SIP includes both an **Inclusion** and **Educator Profile**. It also outlines the **Barriers** being experienced by the educator along with the **Strategies and Actions** they plan to implement to address each Barrier. **Progress notes** are also regularly recorded to acknowledge the achievement's the service experiences and the progress made towards addressing their identified inclusion Barriers.

### Educator Profile

#### Educator Inclusion Practices

1. In the text box provided, **identify** your current **Inclusion Practices**.

Answer the following question: *How does do you promote learning experiences, interactions and participation to build on children's strengths and encourage involvement?*

Use the questions to consider found in this section of the template, to help guide your response.

2. In the text box provided, **develop** a **Community Outreach Strategy**.


Answer the following question: *How will you engage with families in the community who do not currently access early childhood education and care services?*

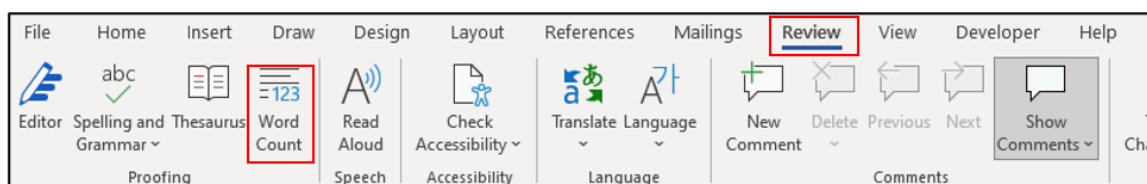
Use the *questions to consider* found in this section of the template, to help guide your response.

A maximum of 4000 characters can be used when responding to each of the above questions.

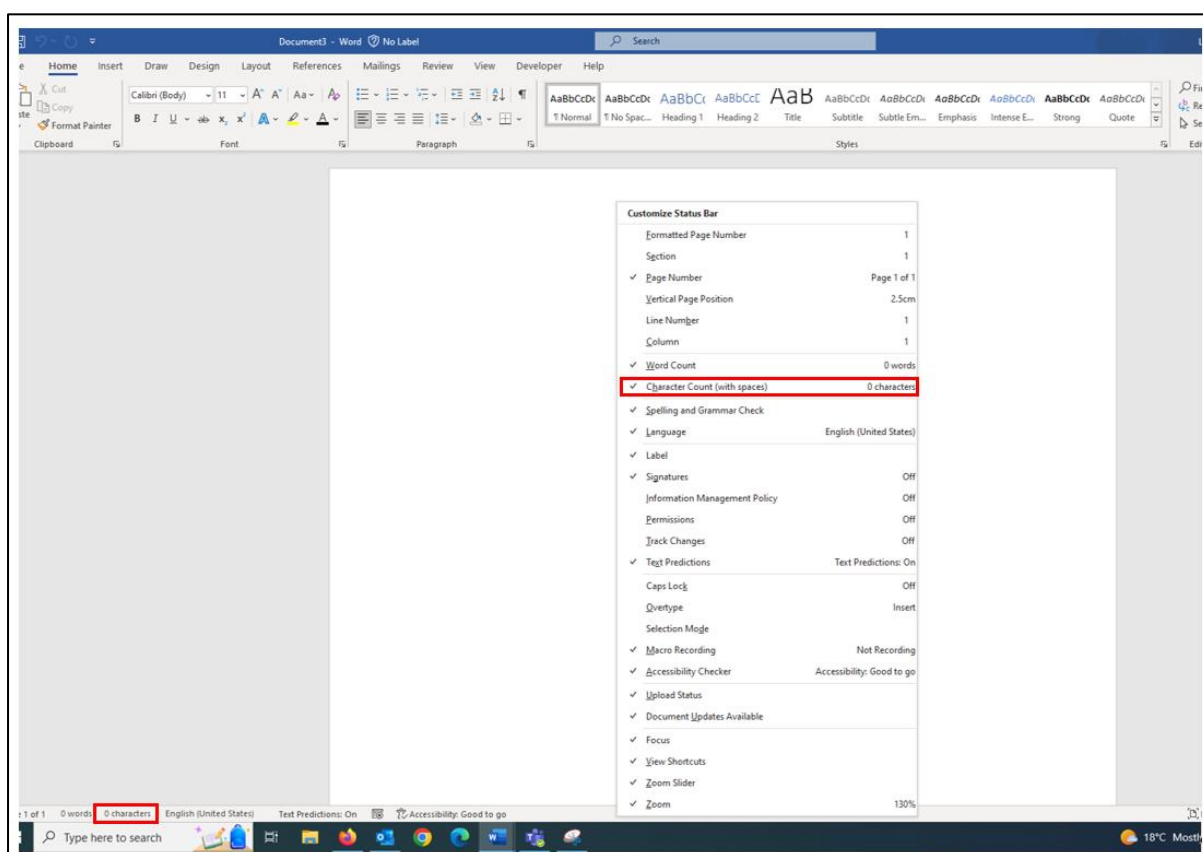


The character count, which including spaces, can be checked by adding the character count to status bar at the bottom of the Word Document.

1. On the **Review** tab, select  **Word count**



2. To add the character count to the stats bar, right-click the status bar at the bottom of the document and select **Character Count (with spaces)**. Refer to the image on the next page.



- To see the character count of a specific field of text, select the text and check the status bar.

A maximum of 4000 characters can be used when responding to each of the above questions.

The character count, which including spaces, can be checked by adding the character count to status bar at the bottom of the Word Document.

141 of 230 characters

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## Inclusion Profile

- Complete the **Inclusion Profile** fields using the text box and dropdown options

Date of effect (date this profile was created)	<a href="#">Click here to enter a date.</a>			
What is the total number of children in this care environment per standard week?				
Age of the youngest child in the care environment?	Years	<a href="#">Choose an age</a>	Months	<a href="#">Choose an age</a>
Age of the oldest child in the care environment?	Years	<a href="#">Choose an age</a>	Months	<a href="#">Choose an age</a>
On average, how confident are you including children with additional needs?	<a href="#">Select a response</a>			

## Identifying Barriers

### Steps to addressing the Barriers to inclusion



The number of Barriers identified, and Strategies and Actions developed will differ depending on the context and dynamics of your FDC service and your current inclusion capacity and capability.

A **Barrier** is something that is impacting your ability to include children with additional needs alongside their typically developing peers.

Each Barrier identified links to a Barrier Category. It is expected that the full range of Barrier Categories are considered when determining the Barriers to inclusion.

Barrier Categories include:

- Child Specific
- Educator
- Program Structure
- Parent Concerns/Expectations
- Physical Environment
- Supervision of All Children
- Custom categories can also be created.

Addressing Barriers to inclusion across this range of Barrier Categories will assist you to adjust the program, environment and practices to include all children rather than expecting children to change to fit the program.

### Barrier Options

A variety of Barrier are available for selecting using the drop-down options within the paper-based template. These options are the same those available on the IS Portal. The available barrier options are outlined in the table below. Custom barriers can also be created as required.



**Barrier Category: Child specific barriers**

Barrier	Definition
<b>Absconder</b>	A child attempts to leave the service unattended
<b>Challenging behaviours</b>	Behaviours that threaten the quality of life and/or physical safety of an individual or others
<b>Difficulty feeding</b>	Child/ren may require more assistance with feeding
<b>Difficulty settling/sleeping</b>	Child/ren may require more assistance when settling and sleeping
<b>Limited communication skills</b>	Child/ren are unable to communicate effectively
<b>Limited mobility</b>	Child/ren with additional needs has limited mobility and needs assistance moving around the care environment
<b>Limited social skills</b>	Child/ren has limited social skills and need assistance interacting with peers
<b>Sensory issues</b>	Child/ren experience sensory issues which may require assistance participating in the care environment
<b>Toileting requirements</b>	Child/ren require assistance when toileting
<b>Transition between experiences</b>	Child/ren may require assistance to successfully transition between experiences in the care environment
<b>Transition to/from the service</b>	Child/ren may require assistance to successfully transition to and from the care environment at drop off and pick up times
<b>Unsuitable equipment</b>	Equipment available in the care environment may not be suitable for all children

**Barrier Category: Educator**

Barrier	Definition
<b>English as a second language</b>	Educators with English as a second language may present language barriers, which affects communication between staff and parent/guardians
<b>High staff turnover</b>	ECEC service experiences high staff turnover
<b>Lack of teamwork</b>	Educators are unable to work as a team effectively
<b>Limited experience-child care</b>	Educator has limited experience working in early childhood education and care
<b>Limited knowledge-inclusion</b>	Educator has limited knowledge of working with children with additional needs
<b>Limited options-training</b>	Educators are limited in the types of training they can attend
<b>Limited reflection/planning time</b>	Educators have limited opportunity for reflection and planning time in the care environment
<b>Limited time-training</b>	Educators are limited in opportunity to attend training and professional development courses
<b>Staff changes-care environment</b>	Staff changes within a care environment, including educators moving between rooms regularly, which can be unsettling and disruptive to the care environment

**Barrier Category: Parent/guardian concerns**

Barrier	Definition
<b>Communication with educators</b>	Limited opportunity for parent/guardian to communicate with the educators
<b>Limited educator knowledge</b>	Parent/guardian concerned about educators' knowledge or experience working with children with additional needs

<b>Parent/guardian expectations</b>	Parent/guardian expectations may be different to the support the educators can provide the child
<b>Parent/guardian not receptive</b>	The parent/guardian may not accept the child has additional needs and the service is unable to seek the support required

**Barrier Category:** Physical Environment

<b>Barrier</b>	<b>Definition</b>
<b>Access to toileting facilities</b>	Toileting facilities may be in another room or other location away from the care environment
<b>Environment not suitable</b>	The care environment may not be suitable to cater for all children, particularly those with limited mobility
<b>Multiple use building</b>	Building may be used for other purposes and the resources must be packed away after each session
<b>Non-purpose built building</b>	The building is not built for the purposes of providing child care
<b>Physical access limitations</b>	Physical access to the ECCC service or care environment may be limited, in particular for child/ren with limited mobility

**Barrier Category:** Program structure

<b>Barrier</b>	<b>Definition</b>
<b>Child/ren's ages/needs vary</b>	Children of varying ages and abilities are in the same care environment, most common in OSHC services
<b>Educator to child ratios</b>	Ratios are met under the NQF however these are not sufficient to include a child/ren with additional needs
<b>Financial viability</b>	The ECCC service may experience financial implications when they enrol a child/ren with additional needs in the service.
<b>Inflexible routines</b>	Programme structure doesn't offer flexibility to include all children in the care environment
<b>Limited planning time</b>	Educators have limited opportunity to effectively plan and implement a suitable programme structure
<b>Transition between experiences</b>	Child/ren may require assistance to successfully transition between experiences in the care environment

**Barrier Category:** Supervision of all children

<b>Barrier</b>	<b>Definition</b>
<b>Child/ren's ages/needs vary</b>	Children of varying ages and abilities are in the same care environment, most common in OSHC services
<b>Limited educator communication</b>	Limited opportunity for educators to communicate with each other
<b>Limited visibility</b>	Educators are unable to provide adequate supervision of all children in the care environment. This may be due to the physical layout of the building, outdoor environment or other factors.
<b>Single-educator care model</b>	One educator is present in the care environment and supervision may be limited, most common in OSHC services



## Step by Step Guide to Identifying Barriers

The Barriers, Strategies and Actions section of the SIP starts on page 7 of the blank paper-based SIP template.

The template provides the opportunity to document up to 4 Barriers with associated Strategies, Actions and Progress Notes. Additional Barriers, Strategies and Action can be added to this template or removed as required

2. Use the dropdown options to **choose** the ***date the barrier was identified*** and to **select** a ***Barrier Category***.
3. **Choose** a ***Barrier*** from the dropdown list provided or by **create** a **custom Barrier**.

*Please note:* The *barrier end date* and the *reason the barrier has ended* fields are only completed when the barrier no longer exists.

To indicate that a Barrier no longer exists, all Actions must have Progress Notes and be in a status of Completed or No longer required.

Inclusion Barrier	
Choose a Barrier or create a Custom Barrier	
Date this barrier was identified:	Click here to choose a date.
Barrier category	Click here to select a barrier category
Barrier	Click here to choose a barrier
Custom barrier	
Date this Barrier ended	Click here to choose a date.
Reason the Barrier ended	

## Creating Strategies

A **Strategy** identifies what you are going to do to address the **Barrier** to inclusion. For every inclusion Barrier identified there must be at least one Strategy. Multiple Strategies may be needed to address each Barrier.

For every inclusion **Barrier** identified there must be at least one **Strategy** identified to address that, Barrier. There may be multiple Strategies needed to address one Barrier.

A list of strategies are available for selecting, as outlined in the table below. Custom Strategies can also be created as required.

## Strategy Options

Strategy	Definition
<b>Access appropriate language resources</b>	Contact the appropriate organisations or services to access resources to assist with language and communication skills
<b>Access bicultural support</b>	Contact an appropriate organisation that offers bicultural support for assistance with supporting a child or children in the care environment
<b>Access to toileting/change room facilities</b>	Provide appropriate access to toileting and/or change room facilities
<b>Adjust program structure and activities</b>	Adjust the program structure and activities to ensure all children are included in the care environment
<b>Assistance to settle children</b>	Assist children to settle in the care environment
<b>Assistance with entering and leaving the care environment</b>	Assist families and children to enter and leave the care environment safely
<b>Assistance with meal times</b>	Assist children to be included with their peers at meal times
<b>Assistance with toileting</b>	Assist children with toileting requirements
<b>Attend appropriate language courses</b>	Educators to attend appropriate courses or forums to develop and build language and communication skills
<b>Attend appropriate staff training</b>	Educators to attend appropriate training courses and forums, including specialists courses to address inclusion barriers
<b>Build educator skills, knowledge and confidence</b>	Provide opportunities to educators to build their skills, knowledge and confidence when supporting children in the care environment
<b>Build on children's strengths and interests</b>	Encourage and scaffold children's play based on their interests and strengths
<b>Build self-help skills</b>	Assist children to build skills to enable them to undertake tasks on their own, such as eating and toileting
<b>Building modifications</b>	Undertake building modifications to make the care environment suitable for all children
<b>Changes to physical environment</b>	Change the layout in a care environment to make it suitable for all children
<b>Choice for non-sleepers</b>	Provide other activities in the care environment for children who do not sleep during the day
<b>Collaborate with allied health professionals</b>	Work collaboratively with allied health professionals to support children in the care environment
<b>Considerations to room layout</b>	Consider the way a care environment is set up to ensure all children can participate
<b>Consistent approach to behaviour management</b>	Educators to discuss and implement a consistent approach to manage the behaviours of all children in the care environment
<b>Consistent behaviour guidance strategies</b>	Develop and implement strategies to provide consistent behaviour guidance to all children in the care environment
<b>Develop collaborative relationships between educators and families</b>	Work collaboratively with families and educators to support all children in the care environment

Strategy	Definition
<b>Develop collaborative relationships with schools</b>	Liaise with schools to support children's inclusion at the service
<b>Diversity of educator roles</b>	Educators have the opportunity to learn new skills and take on different roles within the care environment or the service
<b>Employ an additional educator</b>	Recruit, employ and orientate an additional educator to include children in the care environment
<b>Establish communication board</b>	Educators to provide a visual communication board to communicate effectively with children in the care environment. For example advising of transition to another activity
<b>Establish communication book</b>	Educators to establish a communication book in the care environment as an effective method of recording progress and information for any child/ren with a requirement to have one
<b>Establish quiet areas</b>	Educators to set up quiet areas in the care environment to accommodate children who may be overstimulated and require a calm environment
<b>Flexibility with activities</b>	Flexibility in the program structure to allow for children to participate in activities that interest them
<b>Flexibility with meal times</b>	Flexibility in the program structure to allow for staggered meal times
<b>Flexibility with rest times</b>	Flexibility in the program structure to allow for staggered rest times
<b>Flexibility with transitions</b>	Flexibility in the program structure to assist children who have difficulty transitioning from activities
<b>Flexible and responsive practices for all children</b>	The care environment should be flexible and responsive to all children's needs, interest and abilities to ensure a well organised and structured learning environment.
<b>IA attendance at staff meetings</b>	Where appropriate, Inclusion Agencies to attend staff meetings to provide support and assistance to ensure all children are included in the care environment
<b>IDF Funding</b>	Where funding through the IDF Subsidy is the most appropriate solution to overcome an inclusion barrier
<b>Implement a supervision plan</b>	Educators to develop and implement a supervision plan to ensure all children are adequately supervised in the care environment
<b>Implement Behaviour Management Plan</b>	Educators develop and implement a Behaviour Management Plan for all children in the care environment
<b>Implement consistent educator practices</b>	Ensure consistent practices are implemented by all educators in the care environment
<b>Implement safe lifting and positioning techniques</b>	Ensure all educators are aware of safe lifting and positioning practices
<b>Implement Social Skills program</b>	Implement social skills programs that aim to enhance the personal and social skills of all children
<b>Inclusive policies and practices</b>	Ensure all policies and practices in place at the ECCC service are inclusive of all children



Strategy	Definition
<b>Innovative Solutions funding</b>	Where funding through the Innovative Solutions support is the most appropriate solution to overcome an inclusion barrier
<b>Knowledge sharing between educators</b>	Educators to share knowledge between themselves, in particular those familiar with caring for children with additional needs
<b>Mentoring for educators</b>	Provide mentoring for educators to develop their skills to support children in the care environment
<b>Modelling behaviours</b>	Educators model the behaviours expected by all children in the care environment
<b>Monitor and remove hazards</b>	Remove anything that may be a hazard to children in the care environment
<b>Offer indoor/outdoor program</b>	Develop a program that offers both indoor and outdoor activities for children in the care environment
<b>On the job learning</b>	Assist educators learn new skills or processes within the normal work environment
<b>Open communication between educators</b>	Ensure educators communicate openly and effectively to ensure all educators and children are supported in the care environment
<b>Peer support initiative for children</b>	Establish a peer support system for children in the care environment, to encourage children to support their peers in the care environment
<b>Plan for children's transition to school</b>	Work collaboratively with the school and the educator team to support children's transition from the ECCC service to the school setting
<b>Positioning of educator/s</b>	Ensure educators are positioned for maximum supervision in the care environment
<b>Practices to consider all children's needs</b>	Ensure all policies and practices in place at the ECCC service consider all children in the care environment
<b>Prior warning for transitions</b>	Establish a system to ensure children are giving prior warning for transitions, such as a visual board
<b>Provide calming resources</b>	Provide calming resources, such as fidget toys or weighted blankets, for children to use when required
<b>Provide planning time</b>	Educators to have adequate planning time away from the care environment
<b>Reflective conversations</b>	Reflective conversations encourage educators to critically reflect and learn through the reflective process. They provide a means to build capacity for critical reflection and embed reflective thinking as part of the work environment
<b>Review and develop educator practices</b>	The use of self-assessment, reflection and peer review to evaluate current educator practices to identify strengths and areas that need improvement.
<b>Revise staff structure</b>	Ensure an effective staff structure is in place to allow for maximum supervision and care in the care environment
<b>Roster for planning time</b>	Develop a roster to allow educators receive adequate planning time away from the care environment
<b>Small group times</b>	Establish small group times as part of the program structure

Strategy	Definition
<b>Specialist equipment</b>	Access specialist equipment to include a child/ren with additional needs in the care environment
<b>Staff meetings to assist in planning</b>	Schedule regular staff meetings to assist educators effectively plan a program for their care environment. This will allow conversations and knowledge sharing between educators
<b>Storage solution</b>	Provide adequate storage for resources, in particular if the ECCC service is in a shared environment
<b>Use Auslan</b>	Use Auslan as a communication method for child or children who are hearing impaired. This can also be taught to all children in the care environment so they can effectively communicate with child/ren who are hearing impaired
<b>Use Key Word Sign</b>	Use Key Word Sign hand signs and natural gestures concurrently with speech to support children's language development.
<b>Use sensory aids and supports</b>	Provide sensory aids to include a child/ren with additional needs in the care environment
<b>Use visual aids and reminders</b>	Use visual aids, such as a communication board, to effectively communicate with all children in the care environment



## Step by Step Guide to Creating Strategies

The Barriers, Strategies and Actions section of the SIP starts on page 8 of the blank paper-based SIP template.

1. Use the drop-down option to **choose a Strategy** or **create a Custom Strategy**.

Strategy	
Choose a Strategy or create a Custom Strategy	
Strategy	Click here to choose a strategy
Custom strategy	

## Planning Actions

**Actions** are the steps that you plan to take, on a daily basis, to implement the **Strategies** you have identified.



For **every Strategy** there must be **at least one Action**. Multiple Actions may be needed to implement one Strategy.

### When developing Actions, consider the following:

- What will you do to support the **participation & engagement** of **all** children in the program alongside their **peers**?
- What **specific Actions** do you need to implement to facilitate inclusion and **when** during the day are they needed?



- What can you already do **without additional support**? Is access to a stream of **Inclusion Development Funding** needed? **When** is it needed?



## How to write an Action

When writing an Action:

1. Give a **brief description** of the action
  - provide an overview of the action/steps that will be taken towards implementing the strategy
2. Identify **how and when** this action will be implemented
  - outline how the action will be implemented/what will be done, by who and when
3. Outline the **resources** that will be used to implement this action
  - state what specific resources that will use to implement the action

Actions should be able to be implemented based on the details provided.



## Words that may be helpful when writing Actions



To check if Actions are clear and specific to the care environment, consider the following:



Can you **visualise** what you will be doing in the care environment?



Can you put the **actions into practice** after reading them?



Do you **know why** they are implementing these Actions? Are you **aware** of the Inclusion Barriers the Actions are addressing?



Can **service management** identify what they need to do and the resources you require?



### Step by Step Guide to Planning Actions

The Barriers, Strategies and Actions section of the SIP starts on page 7 of the blank paper-based template. Actions start on page 9.

Refer to image on page the next page of this document.

1. Use the dropdown option to **choose** the **Action Start date**
2. Use the dropdown option to **identify** the **status of the Action**.

Allocating a status to each Action helps to ensure that the SIP is current and may assist with implementing and monitoring progress more effectively.

Action status options include:

- **Not Started:** The service plans to implement this Action in the future.
  - **In Progress:** The service has commenced implementing the Action.
  - **Completed:** The Action has been implemented.
  - **No Longer Required:** The Action is no longer appropriate or possible to be implemented.
3. **Complete the *Action fields*** using the guiding information outlined on the previous pages. Up to two Actions can be planned for each Strategy. If additional Actions are required, please copy and paste additional Action and Progress Notes Sections into the template.

Barriers, Strategies, Actions and Progress Notes			
<b>Action 1</b> <small>Maximum 2000 characters for each text box</small>			
Action Start date	<a href="#">Click here to choose a date.</a>	Status of this Action	<a href="#">Click here to choose a status.</a>
What is the action to address this strategy?	How and when will you implement this action?		What resource will be used to implement this action?
<b>Progress Notes</b> <small>Maximum 2000 characters per Progress Note</small>			
Date	Notes		Progress status
<a href="#">Click here to choose a date.</a>			<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>			<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>			<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>			<a href="#">Click here to choose a status.</a>
<b>Action 2</b> <small>Maximum 2000 characters for each text box</small>			
Action Start date	<a href="#">Click here to choose a date.</a>	Status of this Action	<a href="#">Click here to choose a status.</a>
What is the action to address this strategy?	How and when will you implement this action?		What resource will be used to implement this action?
<b>Progress Notes</b> <small>Maximum 2000 characters per Progress Note</small>			
Date	Notes		Progress status
<a href="#">Click here to choose a date.</a>			<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>			<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>			<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>			<a href="#">Click here to choose a status.</a>

## Progress Notes

Progress Notes can be added to Actions at any time once you have started to implement your SIP. It is recommended that Progress Notes are added to each Action at least quarterly (every 3 months).

Why are Progress Notes important?

Recording Progress Notes enables you to identify and document the changes that have occurred, the achievements that you have experienced and the practices that you have been implemented within the care environment.

Progress notes also assist you to reflect on your current inclusion planning and identify any further adjustments needed. This may include recording new Barriers and identifying new Strategies and Actions.

The process of adding Progress Notes and updating the SIP assists you to engage in and document your continuous improvement planning in line with the National Quality Standards (NQS).



## Step by Step Guide to Recording Progress Notes

1. Access the dropdown option to **choose a date** the Progress Notes was recorded.

Progress Notes <small>Maximum 2000 characters per Progress Note</small>		
Date	Notes	Progress status
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>

2. **Add a note** about how the implementation of the Action is progressing.

Things to consider when documenting a progress note:

- What is working well and why?
- What has been achieved and how?
- How have inclusion practices changed within the care environment by implementing this Action? What does this look like?
- What is not working so well and why?
- What could be done differently?
- Is a new Strategy or Action required?

Progress Notes <small>Maximum 2000 characters per Progress Note</small>		
Date	Notes	Progress status
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>

3. Access the dropdown option to **Update the Progress Note Status**

Options include:

- **Not Started:** The Action has not yet been implemented.
- **In Progress:** The Action is being implemented and educators have documented progress towards implementing the Action.
- **Completed:** The Action has been successfully implemented and is embedded in practice. Progress notes have been finalised.
- **No Longer required:** Reflective practice reveals that the Action was unable to be implemented. A different Action is required, or a new Strategy created.

Progress Notes <small>Maximum 2000 characters per Progress Note</small>		
Date	Notes	Progress status
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>

## Ending Barriers

Before ending a Barrier, the following steps need to occur:

1. **Each Action** linked to a Strategy, **must have Progress Notes** documented.
2. The **Progress Status** must be **updated** to Completed or No longer required; and
3. The **Status of the Action** needs to be **updated** to Completed or No longer Required

Action 1 <small>Maximum 2000 characters for each text box</small>		
Action Start date	<a href="#">Click here to choose a date.</a>	Status of this Action
Completed		
What is the action to address this strategy?	How and when will you implement this action?	What resource will be used to implement this action?
XXX XXXX XX	XXX XXXX XXX XXXX	XXX XXX XXX

Progress Notes <small>Maximum 2000 characters per Progress Note</small>		
Date	Notes	Progress status
7 June 2022	XXX XXXX XXX XXXX	In progress
26 September 2022	XXX XXXX XXX XXXX	In progress
2 January 2023	XXX XXXX XXX XXXX	Completed
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>

4. To end a Barrier, **select the *date*** the Barrier ended
5. Briefly **document a *reason why the Barrier has ended***

Inclusion Barrier	
<i>Choose a Barrier or create a Custom Barrier</i>	
Date this barrier was identified:	7 June 2022
Barrier category	Educator
Barrier	Educator – Limited knowledge – Inclusion
Custom barrier	
Date this Barrier ended	2 January 2023
Reason the Barrier ended	Example: Identified strategies and actions are now embedded in everyday practice.

## SIP Reviews

A Strategic Inclusion Plan is actively implemented over a 12 month period. Throughout this period, two reviews of the SIP are undertaken at different stages, these include a Care Environment and Yearly review.

The Care Environment review is completed by your Inclusion Professional after your SIP has been uploaded to the IS Portal by your FDC service.

Where a paper-based SIP is unable to be uploaded to the IS Portal and the FDC Educators is not requiring access to Specialist Equipment and/or Inclusion Development Funding options, the services Inclusion Professional will complete the Service Profile review on the paper-based template.

As part of the SIP Yearly review process, the FDC Educators Inclusion Professional (IP) will acknowledge the progress of the FDC Educator in relation to implementing their SIP over the last 12 months, comment on their plans for the next 12 months, and how these plans were developed to

increase their capacity and confidence to embed inclusive practices in their service and include all children.

Where a paper-based SIP is unable to be uploaded to the IS Portal and the FDC Educator is not requiring access to Specialist Equipment and/or Inclusion Development Funding options, the services Inclusion Professional will complete the Annual review on the paper-based template.

This Inclusion Professional Reviews are located on page 16 of the paper-based SIP template.