

Strategic Inclusion Plan (SIP)

Barriers, Strategies and Actions Fact Sheet



Section 1 – Overview of Barriers, Strategies and Actions

What are the steps to addressing the Barriers to inclusion in a care environment?



Each care environment within a service can be included in the SIP. For each care environment the service will complete an Inclusion Profile and identify the Barriers to inclusion. The service will then develop and implement Strategies and Actions to address the Barriers to facilitate inclusion of all children in the care environment.

How many Barriers, Strategies and Actions should be in our SIP?

The number of Barriers identified, and Strategies and Actions developed, will differ depending on the particular care environment.

As a minimum, it is expected a service considers the full range of Barrier Categories when determining the Barriers to inclusion, rather than only Child Specific Barriers.

Barrier Categories also include:

- Educator
- Programme Structure
- Parent Concerns/Expectations
- Physical Environment and
- Supervision of All Children

Addressing Barriers to inclusion across the categories will assist the service to adjust the program, environment and practices to include all children rather than expecting children to change to fit the program.

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

For **every Strategy** there must be **at least one Action** identified to implement the Strategy. There will often be multiple Actions needed to implement one Strategy.

Section 2 – Developing Actions

Why are Actions important?

Actions show what educators will do on a day to day basis to implement their Strategies to reduce or remove any Barriers to inclusion in the care environment.

If a service is applying for the IDF Subsidy for an Additional Educator the Actions will show why the increased educator to child ratio is needed, including **what educators will do** and **when they will do it**.

What should be considered when developing Actions?

When developing **Actions** consider the following:

- What will educators do to support the **participation & engagement** of **all** children in the program alongside their **peers**?
- What **specific Actions** do educators need to implement to facilitate inclusion and **when** during the day?
- What can educators already do **without additional support**? Is an **increased educator to child ratio** needed? **When** is this needed?



How do Actions help services to decide how many days and hours of IDF Subsidy they want to request?

It is expected that an additional educator would not be required for all the hours a child with ongoing high support needs attends the service. Services, with support from their Inclusion Professional, will decide on the actions to be implemented to address the barriers to inclusion. This discussion and completion of the specific Actions in the SIP will assist services to decide **how many days** and **how many hours** of IDF Subsidy each day they may need.

How to write an Action?

When writing an Action in the IS Portal, it is recommended services, as a minimum, include the information below:

1. Give a **brief description** of the action item (provides an overview of the action/step educators will take towards implementing the strategy)
2. Outline **how and when** educators will implement this action (outlines how the action will be implemented/what educators will do/when will they do it)
3. Outline what **resources** will be used to implement this action (states what specific resources educators will use to implement the action)

What words may be helpful when writing Actions?



How specific should Actions be?

Actions that are implemented to reduce or remove barriers to inclusion are **specific to the care environment**. Actions should detail the **specific** tasks and approaches educators will implement and **when across the day** they will be implemented.

Educators should be able to implement the Action based on the detail provided in the Action Item, including the Resources listed.

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



Can educators **visualise** what they would be doing in the care environment?



Can educators put **Actions into practice** after reading them?



Do educators know **why** they are implementing the Actions and the Barriers they are addressing?



Can **service management** identify what they need to do and what resources are required by educators?

Section 3 – Implementing the Strategies and Actions

How can educators use the information in the SIP on a daily basis in the care environment?

To ensure all educators have access to the information in the SIP, services can print the SIP which will display all current Barriers, Strategies and Actions for each care environment. Using a printable SIP is a great way to share the SIP with all educators in a care environment. This will help educators to implement the Strategies and Actions in the SIP, as well as discuss their progress as a team.

How can educators access a paper copy of the SIP?

To generate a printable SIP:

- Select the 'Report' tile on a SIP homepage.
- Select the 'Run report' button
- Select the 'View report' button. In some browsers select the bell symbol, next to the Home button, when the number '1' appears. Do not refresh the page until the 'View report' button is available.

This will create a PDF version of the SIP for educators to share. This document can be printed, saved on the computer or emailed as a pdf attachment.

Please note that Google Chrome is the preferred browser to generate a printable SIP on the IS Portal.

How is the Report tile on the SIP useful for tracking a service's progress in implementing the SIP and embedding inclusive practices?

The Report tile on the SIP homepage will display a history of all the SIP reports (printable SIPs) previously generated. Services can view or print out the SIP generated at different times to compare the changes and progress made.

This provides an opportunity for services to view their progress and achievements over time. The service can reflect on changes in their service and educator capacity to include all children and embed inclusive practices within each care environment. It may be helpful in showing how the service has implemented changes in educator practice to meet the National Quality Standards (NQS).

What information is displayed in the printable SIP?

The information shown in the SIP on the IS Portal may be different to the information shown in the printable SIP. The following information is displayed in the printable SIP:

- **Service Profile and Inclusion Profile information:** These sections will display for centre-based services. The Educator Profile will display for FDC services.
- **Scheduled SIP Review:** All Reviews which are 'Scheduled' or 'In Progress'.
- **Barriers:** Active barriers that have no end date or a future end date.
- **Action items:** Actions in a status of 'In Progress' or 'Not started'.
- **Inclusion Support and Innovative Support Cases:** A summary of current cases.

Section 4 – Updating the SIP and Progress Notes

When can the SIP be updated?

The Strategies and Actions in the SIP need to be implemented on an ongoing basis in the care environment over the 12-month period. Barriers, Strategies and Actions can be updated at any time throughout this period to accurately reflect the current circumstances in the care environment.

In what circumstances should the SIP be updated?

The service should update the SIP when the following occurs:

- There are new Barriers to inclusion identified, e.g. new children or educators commence in the care environment.
- Strategies and Actions are implemented, and some Actions are complete, or new Actions are needed.
- The service is requesting increased hours of IDF support, or a renewal of IDF for a care environment.
- The SIP Yearly Review is due.

When should Progress Notes be added?

Progress Notes can be added to Actions at any time once the service starts implementing their SIP. It is recommended that Progress Notes be added to each Action at least quarterly.

Why are Progress Notes important?

Recording Progress Notes enables services to identify and document the changes which have been achieved and practices educators have been using when implementing the Strategies, to address the Barriers to inclusion in each care environment.

The Progress Notes provide:

- A record of the service's achievements and progress; and

- Information to assist services to reflect on their current inclusion planning and identify the adjustments needed to their planning. Adjustments may include recording new Barriers and identifying new Strategies and Actions needed.

The process of adding Progress Notes and updating the SIP will assist services to engage in and document their continuous improvement planning in line with the National Quality Standards (NQS).