



# Guide for CBDC & OSHC Services

## Developing and Managing a Strategic Inclusion Plan in the Inclusion Support Portal

### About this Guide

This guide has been developed to support services to understand and work with the Inclusion Support Portal (IS Portal) enhancements released in June 2024. It is anticipated that amendments to this document may be required in the future. Services are encouraged to access the most current version of this document by visiting the resources page on the Inclusion Development Fund (IDFM) website.

This document has been created in sections to allow users to extract and print individual sections as needed.

### Who will need this guide?

This guide is intended for service representatives in Centre Based Day Care (CBDC) and Out of School Hours Care (OSHC) Services, who have access to the IS Portal, to develop and manage the Strategic Inclusion Plan (SIP) for their service.

### What is this guide for?

This guide provides information about the SIP, inclusion planning and step-by-step instructions to support navigating the IS Portal.

Icons to look out for:



Step by Step Guide to navigating the IS Portal



Things to consider



Important information

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# The Strategic Inclusion Plan

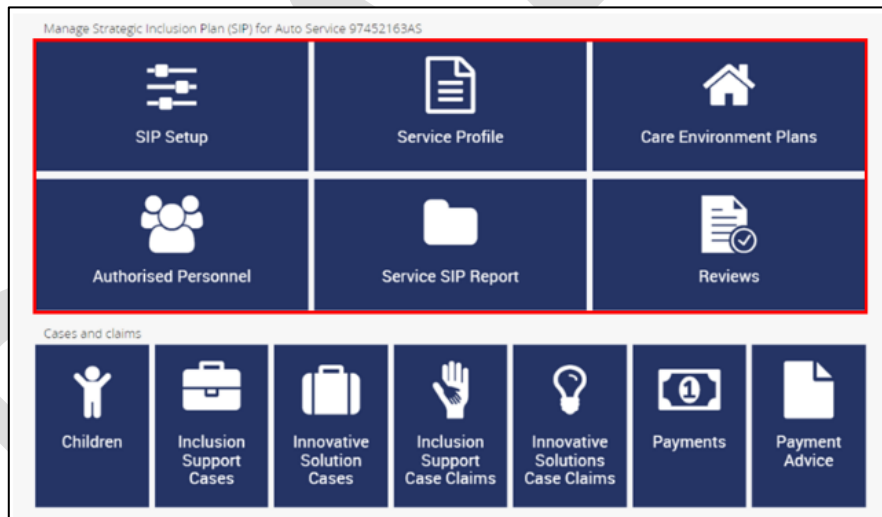
A Strategic Inclusion Plan (SIP) is the Inclusion Support Program's (ISP) inclusion assessment and planning tool that supports educators in Early Childhood Education and Care (ECEC) services to engage in reflective practice and planning to improve and embed inclusive practice, in line with the National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

Developing a SIP, with the support of an Inclusion Professional (IP) from the Inclusion Agency (IA), is the first step to accessing ongoing support from the Inclusion Support Program (ISP) including, accessing Specialist Equipment through the IA and funding through the Inclusion Development Fund (IDF).

A SIP is required to be documented on the Inclusion Support Portal (IS Portal), the online gateway for Early Childhood Education and Care services, to engage in inclusion planning and access IDF options.

Below are examples of the IS Portal home page that are seen when users log in to the IS Portal. The home page view will vary depending on their level of access. The tiles related to the SIP are highlighted.

## Inclusion Support ECEC User



## Inclusion Support ECEC User – SIP only



A [paper-based SIP template](#) and [Guide to Developing a Paper-based SIP](#) are also available for CBDC and OSHC services to use as a tool, if they choose, to document their inclusion planning before transferring it onto the IS Portal.

The paper -based SIP template can also be used by services in the following circumstances:

- Access to the IS Portal has not been granted by the service provider.
- The service is a Community Child Care Fund-Restricted (CCCFR) service.
- The service is experiencing IT issues.
- The service is experiencing PRODA access issues.
- The service is seeking to engage in inclusion planning and is not requiring access to Specialist Equipment and/or IDF options.

## Planning for Inclusion

A SIP is a 'living' document that reflects the individual inclusion needs of each service by:

- Recognising a service's current inclusive capacity and capability;
- Identifying barriers to inclusion that educators are experiencing in individual Care Environments; and
- Outlining strategies and actions educators plan to implement, to improve and embed inclusive practice, to support the inclusion of all children.

Each CBDC and OSHC service seeking support through ISP will be required to have one SIP, regardless of the number of service types they operate from the same location.

For example:

- A large ECEC provider with multiple ECEC services at different locations would have multiple SIPs on the IS Portal – one for each service location seeking support from the ISP.
- Outside School Hours Care (OSHC) services operating three service types (before school care, after school care and vacation care) will have only one SIP on the IS Portal.

Services are responsible for regularly accessing their SIP to:

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

## Parts of the Strategic Inclusion Plan

When seeking support from the Inclusion Support Program, educators in CBDC and OSHC services will be required to complete a combination of the following components of the SIP. The components required will be determined by the type of inclusion support required.



### SIP Set up

All communication from the IS Portal will be sent to the email address listed in the Service Provider Details section of this tile.



## Service Profile

The purpose of the Service Profile is to create a service overview that is shared with the IA to help them to understand the inclusion needs and practices of the service.

The Service Profile includes **Service Details**, **Inclusion Practices** and a **Community Outreach** strategy.



## Care Environment Plans

A care environment is a specific setting, room or grouping of children within the ECEC service.

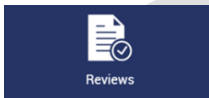
A Care Environment Plan can be created for the whole service and for each individual Care Environments.

A Care Environment Plan includes an **Inclusion Profile**, identifying **Barriers** to inclusion, creating **Strategies** and **Actions** to address the Barriers and adding **Progress Notes** as the Actions are implemented.



## Reports

The Report tile provides an opportunity for the service to generate a PDF version of their SIP. The inclusion planning that has occurred at both a service level and within individual Care Environments can be seen.



## Reviews

Reviews are completed by IPs. They provide an opportunity for the IP to acknowledge the progress the service has made towards implementing their SIP over the last 12 months and to comment on the service's inclusion planning to increase educator capacity and confidence to embed inclusive practices in their service to include all children, for the next 12 months.

## SIP Requirements when accessing Inclusion Support Program Support Options.

The SIP assists services to plan for inclusion and also forms part of applications to access the Specialist Equipment Library (SEL), through the IA, and funded supports through the Inclusion Development Fund Manager (IDFM). The components of the SIP that are required to be completed vary depending on the type/s of support required by the service.

The table below outlines the SIP components that a service is required to complete when accessing individual support options through the Inclusion Support Program.

Types of Support ➔	Planning for Inclusion	Specialist Equipment	IDF Subsidy for an Additional educator	IDF Subsidy for Immediate/Time Limited Support	Innovative Solutions Support Projects				
SIP Components ⬇					Bilingual Support	Cultural Mentoring	Guided Practice	Specialist Training and Advice	Unique Projects
<b>Service Profile</b>	Yes	Yes	Yes	Yes*	Yes**	Yes	Yes	Yes**	Yes
<b>Care Environment</b>	Yes	Yes	Yes	Yes	Yes**	Yes	Yes	Yes**	Yes
<b>Inclusion Profile</b>	Yes	Yes	Yes	Yes*	Yes**	Yes	Yes	Yes**	Yes
<b>Inclusion Barriers, Strategies and Actions</b>	Yes	Yes	Yes	Yes*	Yes**	Yes	Yes	Yes**	Yes
<b>SIP Yearly Review</b>	Yes	Yes	Yes	Yes	Yes**	Yes	Yes	Yes**	Yes

\* The service is required to complete these components of the SIP following the assessment and outcome of the funding application.

\*\* In the case of urgent applications for Bilingual Support and Specialised Training and Advice projects only, a SIP is not required. In such cases it is expected that, after the assessment and outcome of the application, the service will then develop a SIP. Where an urgent application has been approved without a SIP, any subsequent applications will not be considered until the service has developed their SIP.

# Accessing the IS Portal

Service representatives seeking access to the IS Portal are referred to as Users. There are three User types available to service representatives with each providing a different level of access to and management of the services SIP.

## User Types

- Authorised Access Delegate
- Inclusion Support ECEC User
- Inclusion Support ECEC User – SIP Only

Gaining access to the Inclusion Support Portal in a service representative user role requires each person to:

1. Have a [PRODA account](#); and
2. Gain permission to act on behalf of the service provider.

A range of resources are available on the [departments website](#) to assist with gaining access to the IS Portal in each User role.

## Service Provider Details

The *SIP Set up tile* contains details about the Service Provider. All communication from the IS Portal will be sent to the email address listed.

The Service Provider details are prepopulated using information the Service Provider has documented in the Provider Entry Point (PEP).



### Navigating the IS Portal



1. To view the service provider details linked to the SIP, **choose** the *SIP Setup* tile.
2. Scroll down to the Service provider details section.
3. To change the email address linked to the SIP, access the following task card- [How to add, update and remove personnel details in the Provider Entry Point \(PEP\)](#)



# Managing the Service Profile

The purpose of the Service Profile is to create a service overview that is shared with the IA to help them to understand the inclusion needs and practices of the service.

The *Service Profile* includes **Service Details**, **Inclusion Practices** and **Community Outreach** strategy.

Each service will need to review and update their Service Profile at least once in each 12 month period.

## Create a Service Profile



### Navigating the IS Portal



A Service Profile can be created, at any time, with a date of effect (start date) as today or a date in the future.

1. From the IS Portal home page, **select *Service Profile*** tile.
2. If this is the services first time developing a Service Profile the Screen will look like this. **Click *Create a service profile***.

The screenshot shows the 'Service Profile' page. At the top, there is a header 'Service Profile' with a document icon. Below the header is a paragraph of text: 'The Service Profile collects information on the number of children enrolled in the service by the cohorts the programme supports, including children with disability, from refugee/humanitarian background, culturally and linguistically diverse backgrounds and Aboriginal and Torres Strait Islander status. It also identifies the service's inclusion practices and community outreach strategy.' Below this text is a large empty text area. At the bottom right of the page, there is a blue button labeled 'Create a service profile' which is highlighted with a red rectangle.

If the service has previously developed a Service Profile the screen will look like this. An overview of the current and previous profiles can be seen by **clicking** on the adjacent **triangle**.

The screenshot shows the 'Service Profile' page for a user with existing profiles. It has the same header and introductory text as the previous screenshot. Below the text area, there are two expandable sections: 'Current service profile' and 'Previous service profiles', each with a right-pointing triangle icon. At the bottom right, there is a blue button labeled 'Create a service profile' highlighted with a red rectangle. At the bottom left, there is another expandable section labeled 'Reviews' with a right-pointing triangle icon.

There are four sections on the *Create service profile* page. The Service Details, Type of Support, Inclusion Practices and Date of Effect (Start date).

### 3. Complete the **Service details**.

Provide information about the number of children enrolled in the whole service broken down by the cohorts of children the ISP supports. Children can be counted in more than one cohort. Ensure the numbers provided are correct as at the date of effect (start date) of this profile.

The screenshot shows the 'Create service profile' form. At the top right, there is a '\* required' label. Below the title, a note states: 'The Service Profile should be completed in the context of the whole service and the numbers are correct as at the date of effect of this profile.' The main section is titled 'Service details' and contains the following fields:

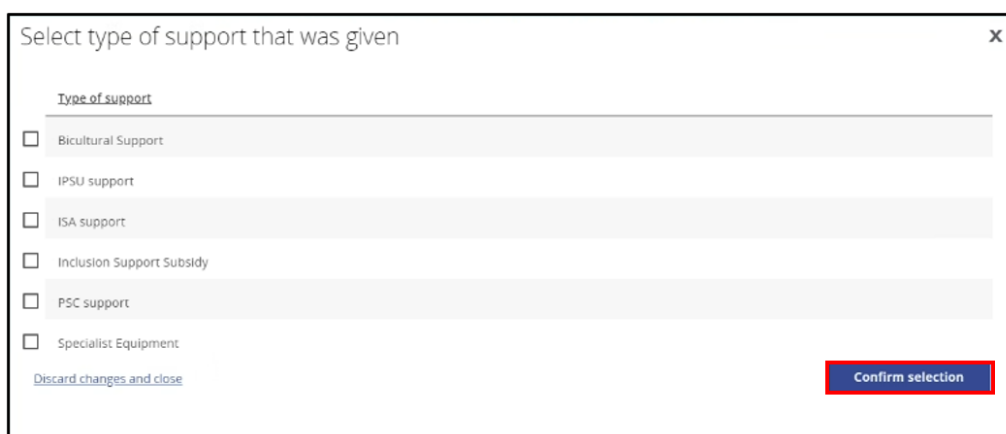
- Total number of children enrolled at the service:\*
- Total number of licensed places:\*
- Total number of staff:\*
- Number of enrolled children with a disability or undergoing assessment:\*
- Number of enrolled children from a Culturally and Linguistically Diverse background:\*
- Number of enrolled Aboriginal or Torres Strait Islander children:\*
- Number of enrolled children from refugee or humanitarian background:\*
- Number of enrolled children with language/speech delays:\*
- Number of enrolled children with challenging behaviours:\*
- Total number of children with additional needs:\*

### 4. Type of Support

Use the **dropdown options** to indicate a yes or no response to the question- *Did the service accessed support under the Inclusion and Professional Support Program (2013-2016)*.

The screenshot shows the 'Type of support' section. It contains a question: 'Did your service receive support under the Inclusion and Professional Support Program (IPSP)?\*'. Below the question is a dropdown menu with a red box around the arrow icon. Below this, there is a section titled 'If yes, what support was given?' with a note: 'Use the 'Select a support type' button to select the supports your service has received.' At the bottom right of this section is a red button labeled 'Select support type'.



5. Use the **Select support type** button to identify the type of support accessed and then **click confirm selection**.



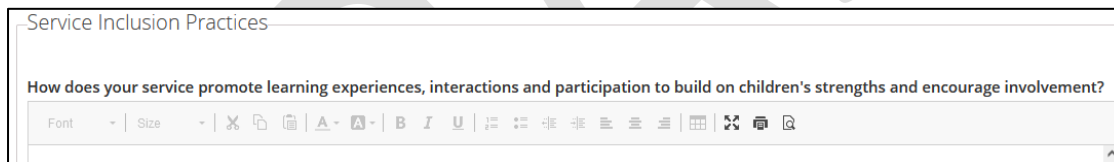
## Service Inclusion Practices



The following text boxes have a 16000 character limit – this includes spaces and special characters.

Click the maximise icon  to enlarge the size of this text box to document a response. When complete click the  icon again to return to the original screen.

6. **Respond to Question 1** – How does your service promote learning experiences, interactions and participation to build on children’s strengths and encourage involvement?



When responding to this question consider:

- What does the service do on a daily basis to show their commitment to the inclusion of all children?
- What is the service’s philosophy and policies in relation to inclusion?
- How is this reflected in the service’s practices?
- How does the service ensure their program and daily routines cater to all children?
- How is the physical environment organised to encourage participation and interaction between peers?
- What strategies do educators use to encourage participation and interaction between peers?
- How does the service identify and build on children’s strengths?
- What resources do educators use or modifications are made to encourage children’s engagement?
- What professional development is provided to educators to strengthen inclusive practices?
- What are the service’s strengths in regard to including all children?
- What would the service like to do to build on their strengths in this area?

## Community Outreach

7. **Respond to Question 2** – How will your service engage with families in the community who do not currently access early childhood and childcare services?

A screenshot of a text editor window titled "Community outreach". The main text area contains the question: "How will your service engage with families in the community who do not currently access early childhood and childcare services?". Below the text area is a rich text editor toolbar with various icons for text formatting and alignment.

When responding to this question consider:

- How does the service currently engage with the local community to encourage access to their service for children with additional needs?
- How will the service target and engage with families not accessing their services? For example, CALD families, Aboriginal families.
- How will the service highlight the educational benefits for children with additional needs attending their service?
- What involvement does the service have in the local community? How will the service utilise these opportunities to promote access for all children and families?
- How will the service liaise with other sectors and local agencies/groups (e.g. health, migrant services and the other educational institutions in the local area) to build educator knowledge and build community links?
- How will the service seek feedback from the community to identify if their service is catering to the needs of the community and local families?

8. **Choose the *Date of effect*.**

The date of effect is the date all the (Start Date) information entered in the Service Profile is correct and final. This can be today's date or dated in the future.



Once the *Date of effect* (start date) is reached, and the Service Profile is submitted, the information in the Service Profile cannot be changed.

9. Next Steps

- **Option 1:** Select **Save as draft** to amend the information documented at a later date.
- **Option 2:** Select **Save and submit** when the information documented is ready to be reviewed by the services IP.
- **Option 3:** Select **Created in error** if the service profile is in Draft and no longer needed.

A screenshot of a form titled "Date of effect". It features a text input field with the placeholder text "Date of Effect: \* dd/mm/yyyy". To the right of the input field is a calendar icon. Below the input field, there are three buttons: "Created in error" (highlighted with a red box), "Save as draft" (highlighted with a red box), and "Save and submit" (highlighted with a red box). A "Discard changes and return" link is visible on the left side of the form.

9. Click **Return to Strategic Inclusion Plan**. The IS Portal home page will then be displayed.

### Service Profile

The Service Profile collects information on the number of children enrolled in the service by the cohorts the programme supports, including children with disability, from refugee/humanitarian background, culturally and linguistically diverse backgrounds and Aboriginal and Torres Strait Islander status. It also identifies the service's inclusion practices and community outreach strategy.

#### Current service profile

Status	Date of effect	Total number of children	Licensed Places	Last reviewed date	Actions
Submitted	30/06/2023	313	40		Actions-

[Create a service profile](#)

#### Reviews

Status	Due date	Start date	End date	Findings	Actions
Scheduled	14/07/2023	30/06/2023	14/07/2023		Actions-

[Create Review](#)

[Return to Strategic Inclusion Plan](#)

DRAFT



# Managing Care Environments

The ISP acknowledges that individual Care Environments within services experience different Barriers to inclusion and will need to identify individual Strategies and Actions that can be implemented in each Care Environment based on the physical environment, educators' existing experience and capability, and the age, skills and abilities of the children.

A Care Environment Plan is created for each care environment seeking to engage in inclusion planning and/or requiring support from the ISP. A Care Environment Plan can be created for the service as a whole and for individual Care Environments.

Developing a Care Environment Plan involves creating an **Inclusion Profile** and identifying **Barriers, Strategies and Actions**. As the Actions identified in the Care Environment Plan are implemented, **Progress Notes** are recorded. It is expected that Progress Notes will be recorded, at a minimum, every 3 months.

## Adding Care Environment Plans



### Navigating the IS Portal



Click the **Care Environment Plans** button on the services IS Portal home page.

Care Environment Plans previously added to the SIP will be listed and additional plans can be added.



Clicking the **triangle** next to the name of a Care Environment will display key information.

Name of environment	Age group (years/months)	Active barriers	Status	
Baby room 1	0 yr/0 m to 0 yr/6 m	5	Active	Manage
▼ Toddler room 1	1 yr/0 m to 2 yr/0 m	0	Active	Manage
Care environment plan id: 4-3R1KPZ6 Created date: 11/12/2023 Description: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.				
▶ Toddler room 1 (OLD)	1 yr/0 m to 2 yr/0 m	3	Inactive	Manage
▶ Senior toddler room 2	2 yr/0 m to 3 yr/0 m	5	Active - Pending Review	Manage

Empty placeholder text: There are no care environments listed. Select 'Add' to create a care environment record.

Select Format, Press Export, and Save Download

Format: Tab Separated Export

Return to Strategic Inclusion Plan

1. To create a new care environment, **select Add**

### 🏠 Care environments

This page contains a list of the ECEC service's Care Environments. A Care Environment is a specific setting, room or grouping of children at the ECEC service. Inclusion planning is documented for each Care Environment and includes developing an Inclusion Profile, identifying Barriers to inclusion and creating Strategies and Actions to address the Barriers.

**Add**

The Create Care Environment page will open

### 🏠 Create care environment \* required

Enter the details below to create a new care environment record.

Care environment name: \*

Description: ? Maximum of 1500 characters remaining

Care environment age group

Enter the usual age range of children this Care Environment caters for. Example: A room named Little Ladybugs caters for children 1-2 years of age. This would be documented as Ages from: 1 years and 0 months, Ages to: 2 years and 0 months.

Ages from

Years: \*  Months: \*

Ages to

Years: \*  Months: \*

[Discard changes and return](#) **Save and continue**



**Before** adding a Care Environment name, please read the information below.

- Where a service is engaging in service wide inclusion planning, a whole service care environment can be created.
- Outside School Hours Care (OSHC) services can create a Care Environment for each service type the OSHC service operates, for example, Before School Care (BSC), After School Care (ASC) and Vacation Care (VAC).
- In the unique situation where an OSHC service provides, for example, a Junior ASC and Senior ASC, in separate spaces but at the same location, individual care environments can be created.

2. **Add a Care Environment name.**

### 🏠 Create care environment \* required

Enter the details below to create a new care environment record.

Care environment name: \*

- The **description** field is optional. It can, however, be used to provide additional information to describe the Care Environment if required.

Description:  Maximum of 1500 characters remaining



- In the **Care Environment age group** section, use the dropdown menus to **enter the usual age range of children** this Care Environment caters for and then **Click Save and Continue**.

The image below examples a Care Environment catering for children 1-2 years of age.



**Care environment age group**

Enter the usual age range of children this Care Environment caters for. Example: A room named Little Ladybugs caters for children 1-2 years of age. This would be documented as Ages from: 1 years and 0 months. Ages to: 2 years and 0 months.

**Ages from**

Years: \*   Months: \*  

**Ages to**

Years: \*   Months: \*  

[Discard changes and return](#) Save and continue

The Care Environment has now been added and a Care Environment Plan created. The *Manage care environment details* page is displayed along with the navigation menu.

**Care environment plan**

Environment: TEST

Age group: 0 yr/10 m to 5 yr/11 m

Status: Active

Inclusion profile date of effect:

Active barriers: 0

Active strategies: 0

Active actions: 0

Latest progress note:

Care environment plan id: 4 6809/R22

[Back to all care environment plans](#)

**Manage care environment details**

Below are the details of this Care Environment. The Care Environment name, age group, status and description can be updated. A history of any change of Care Environment name is displayed. Update

Care environment name:	Status:
TEST	Active
-----	
Care environment age group (years/months):	Created date:
0 yr/10 m to 5 yr/11 m	09/04/2024
-----	
Description:	
Testing	
-----	

**Care environment name history**

There are no previous versions of the name for this care environment.



## Navigation Menu

A navigation menu is accessible on the left hand side of the screen, after a Care Environment has been added. It is used to access and manage inclusion planning for the Care Environment.

The top section of this menu provides key information about the Care Environment Plan including a brief summary of the current inclusion planning. This information will change as the Care Environment Plan is implemented and updated.

An option to return to a list of all Care Environment plans associated with the service is also available.

### Care environment plan

---

Environment: Toddler room 1  
Age group: 1 yr/0 m to 2 yr/0 m  
Status: Active  
Inclusion Profile date of effect: 11/08/2023  
Active barriers: 3  
Active strategies: 7  
Active actions: 8  
Latest progress note: 18/08/2023  
Care environment plan Id: 4-61JHL7Q  
[Back to all care environment plans](#)

The menu located below the Care Environment overview provides quick access to each part of the Care Environment plan.

- Manage care environment details
- Manage inclusion profile
- Add barriers
- Manage barriers and strategies
- View strategies and manage actions
- View actions and manage progress notes
- Care environment plan report
- Related reviews and cases
  - Environment reviews
  - Environment cases

## Manage Care Environment details

The *Manage care environment details* page displays the current details about this Care Environment. Updates can be made to the Care Environment details from this page including inactivating a Care Environment when it no longer exists.

### Managing the Status

The Status of the Care Environment is automatically set to *Active* and must remain *Active* to allow for any changes or updates to be made to the inclusion planning in the Care Environment and if required, to create and submit cases to access IDF subsidy options.

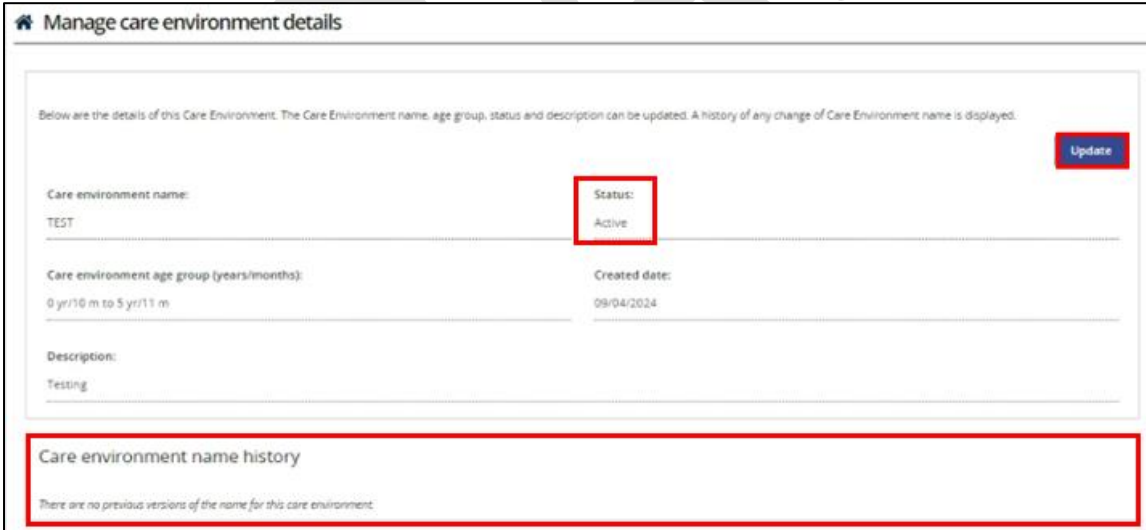
### Updating the Care Environment Details

The Care Environment details can be updated at any time by **clicking** the **Update button**. A history of any changes made to the Care Environment name are displayed at the bottom of the page.

### Inactivating a Care Environment

When only the Care Environment name or age group changes, it should not be inactivated. Instead, the Care Environment details should be updated to reflect these changes by **choosing** the **Update button**.

When a care environment no longer exists, final Progress Notes must first be added to Actions, and Barriers finalised before changing the Care Environment status to Inactive by **choosing** the **Update button**.



**Manage care environment details**

Below are the details of this Care Environment. The Care Environment name, age group, status and description can be updated. A history of any change of Care Environment name is displayed.

Care environment name: TEST	Status: Active	Update
Care environment age group (years/months): 0 yr/10 m to 5 yr/11 m	Created date: 09/04/2024	
Description: Testing		

Care environment name history

There are no previous versions of the name for this care environment.

## Managing the Inclusion Profile

The Inclusion Profile provides an overview of the total number and actual ages (youngest/oldest) of the children currently enrolled in the Care Environment, the number of educators in the Care Environment and their level of confidence including children with additional needs at an identified point in time.

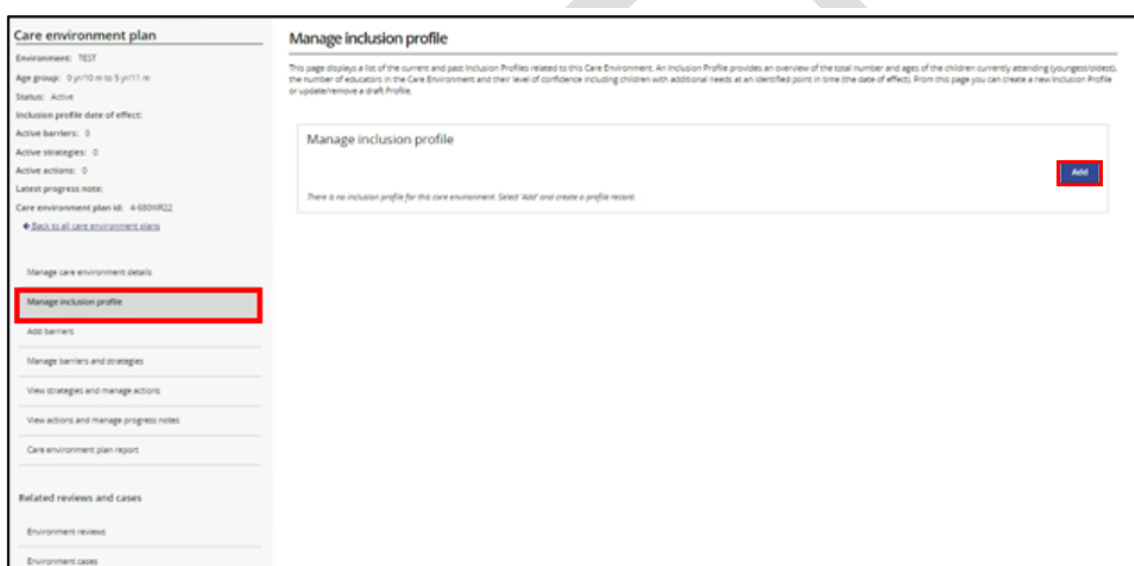
From the *Manage inclusion profile* page a new Inclusion Profile can be added, a profile can be viewed or copied and an Inclusion Profile in the status of draft can be updated or removed.

## Adding a new Inclusion Profile



### Navigating the IS Portal

1. Choose the **Manage inclusion profile** option in the navigation menu.
2. Click **Add**.



The Add/update inclusion profile page will open. Refer to image on the next page.

3. Enter **responses** into each field.
4. Select one of the following options:
  - **Option 1: Save as Draft** to be able to amend the information at a later date.
  - **Option 2: Select Save and Submit** when you are ready for the information to be reviewed by the service's IP.

### Add/update inclusion profile \* required

An Inclusion Profile provides an overview of the total number and ages of the children currently attending (youngest/oldest), the number of educators in the care environment and their level of confidence including children with additional needs at an identified point in time (the date of effect).

Date of effect: \* *dd/mm/yyyy* ?

Child-based State Government funding offered for Kindergarten or Preschool program: \*

---

**Educators**

Number of educators in the care environment per standard week (excluding additional educators): \*

Average educator level of confidence to include children with additional needs: \*

---

**Children details**

Number of children currently enrolled in the care environment per standard week: \*

**Age of the youngest currently enrolled child**

Years:

Months:

---

**Age of the oldest currently enrolled child**

Years:

Months:

[Discard changes and return](#)

Save as draft and return

Submit and return

## View an Inclusion Profile



### Navigating the IS Portal

1. Click the **triangle** next to the effect date of a profile to quickly view key information.

### Manage inclusion profile

This page displays a list of the current and past Inclusion Profiles related to this Care Environment. An Inclusion Profile provides an overview of the total number and ages of the children currently attending (youngest/oldest), the number of educators in the Care Environment and their level of confidence including children with additional needs at an identified point in time (the date of effect). From this page you can create a new Inclusion Profile or update/remove a draft Profile.

[Add](#)

	Date of effect	Currently enrolled children	Educators	Educator confidence	Status	Last reviewed date	
▶	29/04/2023	10	2	Highly confident	Submitted		Actions ▼
▼	20/04/2023	9	2	Low confidence	Submitted	18/04/2023	Actions ▼

Age of youngest currently enrolled child: 1 yr/7 m

Age of oldest currently enrolled child: 2 yr/8 m

Funding offered for Kindergarten or Preschool program: Yes

- To view the whole Inclusion Profile, **click the *Actions* button and choose *view*.**

**Manage inclusion profile** You are currently viewing: fjrhw 53304860A5 At Sve

This page displays a list of the current and past Inclusion Profiles related to this Care Environment. An Inclusion Profile provides an overview of the total number and ages of the children currently attending (youngest/oldest), the number of educators in the Care Environment and their level of confidence including children with additional needs at an identified point in time (the date of effect). From this page you can create a new Inclusion Profile or update/remove a draft Profile.

Date of effect	Currently enrolled children	Educators	Educator confidence	Status	Last reviewed date
09/04/2024	10	2	Low confidence	Submitted	

Add  
 Select Format, Press Export, and Save Download  
 Format: Tab Separated

**Actions** dropdown menu:

- View
- Mark as 'Created in error'
- Copy profile

## Update an Inclusion Profile

Only Inclusion Profiles in the status of Draft can be updated.

Where an Inclusion Profile is in a status of Submitted and an update is required, the profile can be copied, updated and submitted or a new Inclusion Profile can be added.



### Navigating the IS Portal

- To update an Inclusion Profile in the status of Draft, **select the *Actions* button and then *Update*.**
- When the *Add/Update Inclusion Profile page* opens, update the relevant information and **choose *Save as draft and return* or *Submit and return*.**

**Manage inclusion profile**

This page displays a list of the current and past Inclusion Profiles related to this Care Environment. An Inclusion Profile provides an overview of the total number and ages of the children currently attending (youngest/oldest), the number of educators in the Care Environment and their level of confidence including children with additional needs at an identified point in time (the date of effect). From this page you can create a new Inclusion Profile or update/remove a draft Profile.

Date of effect	Currently enrolled children	Educators	Educator confidence	Status	Last reviewed date
09/04/2024	75	25	Confident	Draft	
09/04/2024	150	20	Confident	Submitted	

Add  
 Select Format, Press Export, and Save Download  
 Format: Tab Separated

**Actions** dropdown menu:

- View
- Update
- Copy profile
- Remove

## Copying an Inclusion Profile



### Navigating the IS Portal

Inclusion profiles in the status of Draft and Submitted can be copied.

1. To make a copy of an Inclusion Profile, **click the *Actions* button and choose *Copy Profile***.
2. When the *Add/Update Inclusion Profile* page opens, update the relevant information and **choose *Save as draft and return* or *Submit and return***.

Image of an Inclusion Profile in the status of Submitted

**Manage inclusion profile** You are currently viewing: firmw 53304860AS At Sve

This page displays a list of the current and past Inclusion Profiles related to this Care Environment. An Inclusion Profile provides an overview of the total number and ages of the children currently attending (youngest/oldest), the number of educators in the Care Environment and their level of confidence including children with additional needs at an identified point in time (the date of effect). From this page you can create a new Inclusion Profile or update/remove a draft Profile.

Date of effect	Currently enrolled children	Educators	Educator confidence	Status	Last reviewed date	
09/04/2024	10	2	Low confidence	Submitted		<b>Actions</b> View Mark as 'Created in error' <b>Copy profile</b>

Select Format, Press Export, and Save Download  
Format: Tab Separated

Image of an Inclusion Profile in the status of Draft.

**Manage inclusion profile**

This page displays a list of the current and past Inclusion Profiles related to this Care Environment. An Inclusion Profile provides an overview of the total number and ages of the children currently attending (youngest/oldest), the number of educators in the Care Environment and their level of confidence including children with additional needs at an identified point in time (the date of effect). From this page you can create a new Inclusion Profile or update/remove a draft Profile.

Date of effect	Currently enrolled children	Educators	Educator confidence	Status	Last reviewed date	
09/04/2024	75	25	Confident	Draft		<b>Actions</b> View Update <b>Copy profile</b> Remove
09/04/2024	150	20	Confident	Submitted		

Select Format, Press Export, and Save Download  
Format: Tab Separated

## Removing an Inclusion Profile

Only Inclusion Profiles in the status of Draft can be removed.

Inclusion Profiles in the status of Submitted cannot be removed but can be marked as *Created in error*.

1. To remove an Inclusion Profile that is in a status of draft, **click the *Actions button*** and **choose *Remove***.

**Manage inclusion profile**

This page displays a list of the current and past Inclusion Profiles related to this Care Environment. An Inclusion Profile provides an overview of the total number and ages of the children currently attending (youngest/oldest), the number of educators in the Care Environment and their level of confidence including children with additional needs at an identified point in time (the date of effect). From this page you can create a new Inclusion Profile or update/remove a draft Profile.

Date of effect	Currently enrolled children	Educators	Educator confidence	Status	Last reviewed date
11/04/2024	65	25	Confident	Draft	

Format: Tab Separated

Actions: View, Update, Copy profile, Remove

Click **Confirm and close**.

**Confirm remove record**

Are you sure you want to remove this record?

[Discard changes and close](#) **Confirm and close**

The Manage inclusion profile page will be displayed where the Inclusion Profile can be managed as required.

## When an Inclusion Profile has been created by mistake

When an Inclusion Profile has been created by mistake and the status of the profile displays as Submitted it cannot be removed. The status can however be changed to 'Created in error'.

This option would be used when a Profile has inadvertently been created in the wrong Care Environment Plan.

Where an Inclusion Profile has been created and the details are incorrect it must be *Updated* and not marked as *Created in error*.

1. Click the Actions button and choose **Mark as 'Created in error'**.

**Manage inclusion profile**

This page displays a list of the current and past Inclusion Profiles related to this Care Environment. An Inclusion Profile provides an overview of the total number and ages of the children currently attending (youngest/oldest), the number of educators in the Care Environment and their level of confidence including children with additional needs at an identified point in time (the date of effect). From this page you can create a new Inclusion Profile or update/remove a draft Profile.

Date of effect	Currently enrolled children	Educators	Educator confidence	Status	Last reviewed date	
11/04/2024	100	15	Confident	Submitted		Actions

Buttons: Add, View, Mark as 'Created in error', Copy profile

Export options: Select Format, Press Export, and Save Download. Format: Tab Separated

Read over the details in the pop up window and choose **Confirm and close**.

**Mark as 'Created in error'**

By confirming, this record will be recorded as 'Created in error'. Do you want to proceed?

[Discard changes and close](#) **Confirm and close**

The Manage inclusion profile page will be displayed where the Inclusion Profile can be managed as required.



## Managing Barriers

### Steps to addressing the Barriers to inclusion in a care environment



The number of Barriers identified, and Strategies and Actions developed will differ depending on the context and dynamics of each care environment and the current capacity and capability of educators.

A **Barrier** is something that is impacting the educators' 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 educators 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 Categories and Barrier options are available for selecting, as 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 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

Barrier	Definition
<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

Barrier	Definition
<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

Barrier	Definition
<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

## Adding pre-defined Barriers

Barriers are identified one at a time and can be chosen from the list of available Barrier options or by creating a Custom Barrier if required.

- To choose a Barrier from a list of available Barrier options refer to steps 1-6.
- To create a custom Barrier, refer to [steps 7-11](#).



## Navigating the IS Portal

1. To add a new Barrier, **Choose** the **Add barriers** option in the left-hand navigation menu. The add barriers page will open.

A list of Barriers previously identified for this Care Environment will be displayed along with the option to **Add** a new Barrier.

Care environment plan

Environment: Toddler room 1  
Age group: 1 yr/0 m to 2 yr/0 m  
Status: Active  
Inclusion Profile date of effect: 11/08/2023  
Active barriers: 3  
Active strategies: 7  
Active actions: 6  
Latest progress note: 18/08/2023  
Care environment plan id: 4-61JHL7Q  
[Back to all care environment plans](#)

Manage care environment details

Manage inclusion profile

**Add barriers**

Manage barriers and strategies

View strategies and manage actions

View actions and manage progress notes

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### Add barriers

A Barrier impacts the educators' ability to include children with additional needs alongside their typically developing peers within a Care Environment. Barriers must be identified and added to the SIP before Strategies to address the Barriers are identified. When Barriers have been added, access 'Manage barriers and strategies', located in the left hand menu, to identify Strategies.

[Add](#) [View filter](#)

Barrier name	Barrier category	Start date	End date
High staff turnover	Educator	12/04/2023	
End reason:			
Staff changes-care environment	Educator	12/04/2023	
My custom barrier	Custom	16/11/2023	
Physical access limitations	Physical environment	30/03/2022	07/09/2022
Challenging behaviours	Child specific barriers	12/01/2022	05/05/2022

Select Format, Press Export, and Save Download  
Format:  [Export](#)

Empty placeholder text: There are no barrier records. Select 'Add' to create a barrier



The **View Filter** button can be used to filter the list of Barriers by Barrier name, category or by whether an end date has been recorded or not. **Click** the **View Filter** button [View filter](#), **choose** a **filter option** and **click Apply Filter**. A list of results will be displayed.

### Filter options

Barrier name:

Barrier category:

End dated barriers:

[Clear filter options](#) [Apply Filter](#)

2. To create a Barrier **click Add**. The Add barrier page will open.

3. First **select a Barrier Category** using the drop-down menu.
4. Then **select a Barrier Name** using the drop-down menu.
5. **Select a start date** – this can be today's date or a future date, within the next 4 weeks.
6. The information in the *About the barrier* field will be automatically prepopulated. **Click Save and close**.

To add additional Barriers from the list of available Barriers, repeat steps 2-6

## Adding Custom Barriers

1. To add a Custom Barrier, **Choose** the **Add barriers** option in the left-hand navigation menu. The add barriers page will open.

A list of Barriers previously identified for this Care Environment will be displayed along with the option to **Add** a new Barrier.

Care environment plan

Environment: Toddler room 1  
Age group: 1 yr/0 m to 2 yr/0 m  
Status: Active  
Inclusion Profile date of effect: 11/08/2023  
Active barriers: 3  
Active strategies: 7  
Active actions: 6  
Latest progress note: 18/08/2023  
Care environment plan id: 4-61JHL7Q  
[Back to all care environment plans](#)

Manage care environment details

Manage inclusion profile

**Add barriers**

Manage barriers and strategies

View strategies and manage actions

View actions and manage progress notes

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### Add barriers

A Barrier impacts the educators' ability to include children with additional needs alongside their typically developing peers within a Care Environment. Barriers must be identified and added to the SIP before Strategies to address the Barriers are identified. When Barriers have been added, access 'Manage barriers and strategies', located in the left hand menu, to identify Strategies.

[Add](#) [View filter](#)

Barrier name	Barrier category	Start date	End date
High staff turnover	Educator	12/04/2023	
End reason:			
Staff changes-care environment	Educator	12/04/2023	
My custom barrier	Custom	16/11/2023	
Physical access limitations	Physical environment	30/03/2022	07/09/2022
Challenging behaviours	Child specific barriers	12/01/2022	05/05/2022

Select Format, Press Export, and Save Download

Format:  [Export](#)

The **View Filter** button can be used to filter the list of Barriers by Barrier name, category or by current/ended. **Click** the **View Filter** button, **choose** a **filter option** field and **click Apply Filter**.



The **View Filter** button can be used to filter the list of Barriers by Barrier name, category or by whether an end date has been recorded or not. **Click** the **View Filter** button [View filter](#), **choose** a **filter option** and **click Apply Filter**. A list of results will be displayed.

### Filter options

Barrier name:

Barrier category:

End dated barriers:

[Clear filter options](#) [Apply Filter](#)

2. To create a Custom Barrier **click Add**.

Care environment plan

Environment: TEST  
Age group: 0 yr/0 m to 5 yr/11 m  
Status: Active - Pending Review  
Inclusion profile date of effect: 09/04/2024  
Active barriers: 0  
Active strategies: 0  
Active actions: 0  
Latest progress note:  
Care environment plan id: 4-680NR22  
[Back to all care environment plans](#)

Manage care environment details

Manage inclusion profile

**Add barriers**

### Add barriers

A Barrier impacts the educators' ability to include children with additional needs alongside their typically developing peers within a Care Environment. Barriers must be identified and added to the SIP before Strategies to address the Barriers are identified. When Barriers have been added, access 'Manage barriers and strategies', located in the left hand menu, to identify Strategies.

There are no barriers for this care environment. Select Add to create a barrier record.

[Add](#)

The Add barrier page will open.

3. **Select *Custom*** from the Barrier Category drop-down menu.
4. **Create a *Barrier Name***.
5. **Select a *start date*** – this can be today's date or a future date, within the next 4 weeks.
6. The *About the Barrier* field is prepopulated and cannot be changed.

**Click *Save and close***.

To add additional Custom Barriers, repeat steps 2-7.

The Barrier home page will open displaying a list of all Barriers.

## Ending Barriers

Ending a Barrier in the IS Portal is referred to as finalising a Barrier.

A Barrier can be finalised when it no longer exists or no longer applies to the Care Environment.

### Before ending a Barrier

Final Progress Notes must be added to all Strategy Actions, in the status of Active, associated with the Barrier.

Refer to the [Managing Progress Notes](#) section in this guide for support to finalise Progress notes.

When Final Progress Notes have been added to all Active Strategy Actions associated with the Barrier, the IS Portal will automatically change the status of the Strategy to inactive and the Barrier can then be Finalised.

1. **Access the *Manage barriers and strategies page*** using the left hand menu.  
A list of Barriers will be displayed along with information about the associated Strategies.

**Visually check** that there are **no Active Strategies** associated with the Barrier.

The example highlighted below shows a Barrier that has 1 associated Strategy but no Active Strategies. This Barrier can be finalised.

## Manage barriers and strategies

This page contains a list of Barriers to inclusion identified in this Care Environment. From here you can manage the Strategies to address each Barrier and finalise a Barrier when it no longer exists or no longer applies to this Care Environment. Additional Barriers can be added by accessing the 'Add Barriers' option located in the left hand menu.

Barrier name	Start date	End date	All strategies	Active strategies	
▶ Custom Test	11/04/2024		0	0	Manage Strategies
▶ Limited educator knowledge	11/04/2024		1	0	Manage Strategies

Select Format, Press Export, and Save Download

Format:

## Finalising a Barrier



### Navigating the IS Portal

1. Choose the **Manage barriers and strategies** option in the left-hand navigation menu. The **Manage barriers and strategies** page will open.

A list of current and past Barriers for this Care Environment can be seen. Use the **View Filter** button to filter this list by Barrier name, category or by Barriers with or without an end date and click **Apply Filter**. A list of filter results will be displayed.

To access key information about the Barrier, click on **the triangle** next to the Barrier name.

2. Click the **Manage Strategies** button located at the end of a Barrier

Care environment plan

Environment: Toddler room 1  
Age group: 1 y5/0 m to 2 y5/0 m  
Status: Active  
Inclusion Profile date of effect: 11/05/2023  
Active barriers: 3  
Active strategies: 7  
Active actions: 8  
Latest progress note: 15/05/2023  
Care environment plan id: 4-61HL7Q  
[Back to all care environment plans](#)

Manage care environment details

Manage inclusion profile

Add barriers

**Manage barriers and strategies**

View strategies and manage actions

View actions and manage progress notes

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### Manage barriers and strategies

This page contains a list of Barriers to inclusion identified in this Care Environment. From here you can manage the Strategies to address each Barrier and finalise a Barrier when it no longer exists or no longer applies to this Care Environment. Additional Barriers can be added by accessing the 'Add Barriers' option located in the left hand menu.

Barrier name	Start date	End date	All strategies	Active strategies	
▶ Custom Test	11/04/2024		0	0	Manage Strategies
▶ Limited educator knowledge	11/04/2024		1	0	Manage Strategies

Select Format, Press Export, and Save Download

Format:



The *Manage strategies* page will open.

3. Click **Finalise Barrier**.

The Finalise barrier pop up window will open.

4. Identify an **end date** and provide a **reason why** the Barrier is being finalised.

It is expected that the reason documented will provide some detail rather than a single word response. For example:

- Identified strategies and actions are embedded in everyday practice.
- Educator inclusion needs have changed in this care environment.

5. Click **Save and Close**.

## Reopening a Barrier

Barriers that have been finalised can be reopened only if the Barrier was finalised by mistake.



If the Barrier re-emerges in the Care Environment at a later date, it must be added to the Care Environment Plan as a new Barrier with a new date of effect (start date).

To reopen a Barrier:

Refer to image on the next page.

1. Choose the **Manage barriers and strategies** option in the left-hand navigation menu.
2. Click the **Manage Strategies** button located at the end of a Barrier.

**Care environment plan**

Environment: Toddler room 1  
 Age group: 1 yr/0 m to 2 yr/0 m  
 Status: Active  
 Inclusion Profile date of effect: 11/06/2023  
 Active barriers: 3  
 Active strategies: 7  
 Active actions: 8  
 Latest progress note: 18/06/2023  
 Care environment plan id: 4-61JHL7Q  
[Back to all care environment plans](#)

Manage care environment details

Manage inclusion profile

Add barriers

**Manage barriers and strategies**

View strategies and manage actions

View actions and manage progress notes

Care environment plan report

Related reviews and cases

Environment reviews

Environment cases

## Manage barriers and strategies

This page contains a list of Barriers to inclusion identified in this Care Environment. From here you can manage the Strategies to address each Barrier and finalise a Barrier when it no longer exists or no longer applies to this Care Environment. Additional Barriers can be added by accessing the 'Add Barriers' option located in the left hand menu.

Barrier name	Start date	End date	All strategies	Active strategies	
▶ Custom Test	11/04/2024		0	0	Manage Strategies
▶ Limited educator knowledge	11/04/2024		1	0	Manage Strategies

Select Format, Press Export, and Save Download

Format:

3. Click **Reopen Barrier**.

## Manage strategies \* required

This page contains a list of Strategies the service has identified to address this Barrier. From here you can add and update Strategies, access the Actions associated with each Strategy and finalise the Barrier when it no longer exists, or no longer applies to this Care Environment.

**Barrier name:**  **Barrier start date: dd/mm/yyyy**  **Barrier end date: dd/mm/yyyy**

**End reason:**

The original end date recorded when this Barrier was finalised will be removed. New Strategies and Actions can be added or managed as needed.

## Managing Strategies

A **Strategy** identifies what the service is 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.

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

### Strategy Options

**Strategy Category:** Communication

Strategy	Definition
<b>Access appropriate language resources</b>	Contact appropriate organisations or services to access resources to assist with language and communication skills
<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>Knowledge sharing between educators</b>	Educators to share knowledge between themselves, in particular those familiar with caring for children with additional needs.
<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>Staff meetings to assist in planning</b>	Schedule regular staff meetings to assist educators to effectively plan a program for their care environment. This will allow conversations and knowledge sharing between educators.
<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 visual aids and reminders</b>	Use visual aids, such as a communication board, to effectively communicate with all children in the care environment.

**Strategy Category:** Educator Practices

Strategy	Definition
<b>Assistance to settle children</b>	Assist children to settle 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>Choice for non-sleepers</b>	Provide other activities in the care environment for children who do not sleep during the day
<b>Consistent behaviour guidance strategies</b>	Develop and implement strategies to provide consistent behaviour guidance to all children in the care environment
<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.

Strategy	Definition
<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 Social Skills program</b>	Implement social skills programs that aim to enhance the personal and social skills of all children.
<b>Modelling behaviours</b>	Educators model the behaviours expected by all children in the care environment.
<b>Positioning of educator/s</b>	Ensure educators are positioned for maximum supervision in the care environment.
<b>Small group times</b>	Establish small group times as part of the program structure.

**Strategy Category:** Educator reflection & learning

Strategy	Definition
<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>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>Mentoring for educators</b>	Provide mentoring for educators to develop their skills to support children in the care environment.
<b>On the job learning</b>	Assist educators learn new skills or processes within the normal work 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.

**Strategy Category:** Engaging with Families and others

Strategy	Definition
<b>Collaborate with allied health professionals</b>	Work collaboratively with allied health professionals to support 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
<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.

**Strategy Category:** Inclusion Development Fund

Strategy	Definition
<b>IDF Innovative Solutions</b>	Where funding through the Innovative Solutions support is the most appropriate solution to overcome an inclusion barrier.
<b>IDF Subsidy - Additional Educator</b>	Where funding through the IDF Subsidy for an additional educator is the most appropriate solution to overcome an inclusion barrier (CBDC and OSHC)
<b>IDF Subsidy - FDC top up</b>	Where funding through the IDF Subsidy is the most appropriate solution to overcome an inclusion barrier (FDC only).

**Strategy Category:** Physical Environment

Strategy	Definition
<b>Access to toileting/change room facilities</b>	Provide appropriate access to toileting and/or change room facilities
<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>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>Storage solution</b>	Provide adequate storage for resources, in particular if the ECCC service is in a shared environment.

Strategy Category: Program Delivery

Strategy	Definition
<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 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>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 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>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

Strategy Category: Program policy and planning

Strategy	Definition
<b>Considerations to room layout</b>	Consider the way a care environment is set up to ensure all children can participate
<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>Flexibility with activities</b>	Flexibility in the program structure to allow for children to participate in activities that interest them
<b>Implement safe lifting and positioning techniques</b>	Ensure all educators are aware of safe lifting and positioning practices.
<b>Inclusive policies and practices</b>	Ensure all policies and practices in place at the ECCC service are inclusive of all children.
<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>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.

Strategy	Definition
<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.

**Strategy Category:** Resources

Strategy	Definition
<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>Specialist Equipment</b>	Access specialist equipment to include a child/ren with additional needs in the care environment.
<b>Use sensory aids and supports</b>	Provide sensory aids to include a child/ren with additional needs in the care environment.



When a Care Environment Plan is supporting an application to access:

- **Specialist Equipment**, the Strategy category of **Resources** and Strategy of **Specialist Equipment** must be chosen from the list of available Strategies options and be linked to at least one or more Barriers.

Creating a custom Strategy, relating to Specialist Equipment, cannot be used.

- **IDF Subsidy for an Additional Educator**, the Strategy category of **Inclusion Development Fund** and Strategy of **IDF Funding** must be chosen from the list of available Strategies options and be linked to at least one or more Barriers.

Creating a custom Strategy, relating to Funding, cannot be used.

- Innovative Solution Support, the strategy category of **Inclusion Development Fund** and Strategy of **IDF Innovative Solutions Support** must be chosen from the list of available Strategies options and be linked to at least one or more Barriers.

Creating a custom Strategy, relating to Funding, cannot be used.

For every inclusion Barrier identified there must be at least one Strategy. Multiple Strategies may be needed to address each Barrier.

Strategies are identified one at a time and can be chosen from a list Strategy options or by creating a custom Strategy, if required.



The status of the Strategy will automatically be set to Draft then automatically changed by the IS Portal to *Active* after an Action has been created and submitted.

- To select a Strategy from a list of available Strategy options refer to steps 1-4 on [pages 40-43](#).
- To create a custom Strategy, refer to steps 1-7 on [pages 43-45](#).

## Adding Strategies from the list of Strategy options



### Navigating the IS Portal

1. To add a Strategy, **Choose the *Manage barriers and strategies*** option in the left-hand navigation menu. The *Manage barriers and strategies* page will open.

A list of current and past Barriers for this Care Environment can also be seen on this page. **Use the *View Filter*** button to filter this list by Barrier name, category or end date and **click *Apply Filter***.

To access key information about the Barrier, **click on *the triangle*** next to the Barrier name.

2. To add a Strategy to a Barrier, **click the *Manage Strategies*** button located at the end of a Barrier.

The screenshot displays the 'Manage barriers and strategies' interface. On the left, a sidebar contains navigation options, with 'Manage barriers and strategies' highlighted. The main content area shows a table of barriers. The first barrier, 'High staff turnover', is selected, and its details are expanded below the table. The details include 'Barrier category: Educator' and 'End reason:'. A 'Manage strategies' button is located to the right of the selected barrier. The table also shows other barriers like 'Staff changes-care environment', 'My custom barrier', 'Physical access limitations', and 'Challenging behaviours'. At the bottom, there is an 'Export' button and a format selector set to 'Tab Separated'.

The *Manage strategies* page will open.

The Barrier can be seen at the top of the page and a list of Strategies the service has previously identified to address this Barrier will be visible.

To access key information about the Strategy, **click on *the triangle*** next to the Strategy name.

From this page new Strategies can be added, Strategies that are in a status of Draft can be updated, Actions associated with each Strategy can be accessed and the Barrier finalised when it no longer exist or no longer apply to this Care Environment.

Please refer to [page 31-33](#) for information about finalising Barriers.

3. To add a Strategy to this Barrier, **click *Add***.



### Manage strategies

This page contains a list of Strategies the service has identified to address this Barrier. From here you can add and update Strategies, access the Actions associated with each Strategy and finalise the Barrier when it no longer exists, or no longer applies to this Care Environment.

[Finalise barrier](#)

Barrier name: High staff turnover      Barrier start date: 01/01/2023      Barrier end date:

#### Strategies

Below is a list of Strategies, identified by the service, to help address this Barrier. The Strategy status is automatically set and updated by the system as the service manages their Actions and adds Progress Notes.

[Add](#)

Strategy name	Created date	Latest progress note date	Strategy status	
<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">▼</span> Provide calming resources	08/08/2023		Draft	<a href="#">Actions ▼</a>
Strategy eligible for funding: No Strategy finalised date: Additional description: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.				
▶ Choice for non-sleepers	01/08/2023	08/08/2023	Active	<a href="#">Actions ▼</a>

[Back](#)

The Barrier remains visible at the top of the *Add strategy for barrier* page that opens.

Strategies can be chosen from the list of available Strategy options by applying a filter to the Strategy Category or Strategy Name fields.

4. Choose a filter option.

To filter by Strategy Category:

Refer to image on the next page.

- **Select a *Strategy Category option*** from the drop down menu and **clicking *Apply Filter***; then
- **Select a *Strategy*** from the list of filter results by **clicking *the circle*** next to a Strategy name
- **Click *Select and Continue***. The status of the Strategy will automatically be set to Draft.

The *Manage strategies* page will open and a list of Strategies linked to this Barrier will be visible. To add additional Strategies from the list of available Strategies, repeat steps 3 and 4.



The status of the Strategy will automatically be set to Draft then automatically changed to *Active* after an Action has been created, and submitted, for the Strategy.

Filter options

Strategy name:  Strategy category:

[Clear filter options](#)

Strategies

Below is a list of Strategies based on the selected search criteria. Select a Strategy and click the 'Save and continue' button. If none of the pre-defined Strategies are suitable, select 'Add a custom strategy'. In preference to creating custom strategies, services are encouraged to try and use the Strategies provided and add an additional description to tailor it to their needs.

Strategy name	Category
<input checked="" type="radio"/> Access appropriate language resources	Communication
<input type="radio"/> Establish communication board	Communication
<input type="radio"/> Establish communication book	Communication
<input type="radio"/> Knowledge sharing between educators	Communication
<input type="radio"/> Open communication between educators	Communication
<input type="radio"/> Staff meetings to assist in planning	Communication
<input type="radio"/> Use Auslan	Communication
<input type="radio"/> Use Key Word Sign	Communication
<input type="radio"/> Use visual aids and reminders	Communication

[Discard changes and return](#)

To filter by Strategy Name:

Refer to the image on the next page

This filter option can be used to view a list of strategies that start with a specific word.

- **Enter an asterisk \*** on either side of a specific word into the Strategy name field For example, \*Innovative\* and **click Apply Filter**.



For additional assistance searching for a strategy using this filter option, **click the Help icon**.

Strategy name:

**Help**

Wildcard search options (\*) are available for the Strategy name:

- Place an asterisk before, after or in the middle of the search text to find an occurrence of that search term
- For example \*support\* will find any occurrence of the word support in the list of strategies
- Support or support\* will find any strategy that starts with the word support. The system will automatically add the asterisk at the end of the search term.

Note that the filter is case insensitive - searching by upper or lower case text will return the same results.

[Discard changes and return](#)

- **Select a Strategy** from the list of filter results by **clicking the circle** next to a Strategy name
- **Click Select and Continue**. The status of the Strategy will automatically be set to Draft.

The *Manage strategies* page will open and a list of Strategies linked to this Barrier will be visible.

To add additional Strategies from the list of available Strategies, repeat steps 3 and 4.

**Add strategy for barrier** \* required

Use the filter option below to select the Strategies educators will implement to address this Barrier. To filter the list of available Strategies, choose a strategy category or enter free text into the strategy name field. Note: The same Strategy can be added to more than one Barrier.

Barrier name: Communication with educators  
 Barrier start date: dd/mm/yyyy 09/04/2024  
 Barrier end date: dd/mm/yyyy

**Filter options**

Strategy name:  Strategy category:

[Clear filter options](#)

**Strategies**

Below is a list of Strategies based on the selected search criteria. Select a Strategy and click the 'Save and continue' button. If none of the pre-defined Strategies are suitable, select 'Add a custom strategy'. In preference to creating custom strategies, services are encouraged to try and use the Strategies provided and add an additional description to tailor it to their needs.

Strategy name	Category
IDF Innovative Solutions Support	Inclusion Development Fund

[Discard changes and return](#)

## Adding Custom Strategies

In preference to creating custom strategies, services are encouraged to try and use the Strategies provided and add an additional description to tailor it to their needs. However, if none of the pre-defined Strategies are suitable, a custom Strategy can be created.



## Navigating the IS Portal

Refer to image on the next page

1. To create a Custom Strategy, **Choose the *Manage barriers and strategies*** option in the left-hand navigation menu. The *Manage barriers and strategies* page will open.

A list of current and past Barriers for this Care Environment can be seen when the *Manage barriers and strategies* page opens. **Use the *View Filter*** button to filter this list by Barrier name, category or end date and **click *Apply Filter***.

To access key information about the Barrier, **click on *the triangle*** next to the Barrier name.

2. To add a Custom Strategy to a Barrier, **click the *Manage Strategies*** button located at the end of a Barrier.

**Care environment plan**

Environment: Toddler room 1  
 Age group: 1 yr/0 m to 2 yr/0 m  
 Status: Active  
 Inclusion Profile date of effect: 11/08/2023  
 Active barriers: 3  
 Active strategies: 7  
 Active actions: 8  
 Latest progress note: 18/08/2023  
 Care environment plan id: 4-61JHL7Q  
[Back to all care environment plans](#)

Manage care environment details

Manage inclusion profile

Add barriers

**Manage barriers and strategies**

View strategies and manage actions

View actions and manage progress notes

Care environment plan report

Related reviews and cases

Environment reviews

Environment cases

**Manage barriers and strategies**

This page contains a list of Barriers to inclusion identified in this Care Environment. From here you can manage the Strategies to address each Barrier and finalise a Barrier when it no longer exists or no longer applies to this Care Environment. Additional Barriers can be added by accessing the 'Add Barriers' option located in the left hand menu. [View filter](#)

Barrier name	Start date	End date	All strategies	Active strategies	
High staff turnover	12/04/2023		2	0	<a href="#">Manage strategies</a>
Staff changes-care environment	12/04/2023		4	2	<a href="#">Manage strategies</a>
My custom barrier	16/11/2023		0	0	<a href="#">Manage strategies</a>
Physical access limitations	30/03/2022	07/09/2022	4	2	<a href="#">Manage strategies</a>
Challenging behaviours	12/01/2022	05/05/2022	2	2	<a href="#">Manage strategies</a>

Barrier category: Educator  
 End reason:

Select Format, Press Export, and Save Download  
 Format:  [Export](#)

The *Manage strategies* page will open.

The Barrier can be seen at the top of the page and a list of Strategies the service has previously identified to address this Barrier will be visible.

To access key information about the Strategy, **click on *the triangle*** next to the Strategy name.

From this page new Strategies can be added, Strategies that are in a status of Draft can be updated, Actions associated with each Strategy can be accessed and the Barrier finalised when it no longer exist or no longer apply to this Care Environment.

Please refer to [page 31-33](#) for information about finalising Barriers.

3. To add a Custom Strategy to this Barrier, **click *Add***.

**Manage strategies**

This page contains a list of Strategies the service has identified to address this Barrier. From here you can add and update Strategies, access the Actions associated with each Strategy and finalise the Barrier when it no longer exists, or no longer applies to this Care Environment. [Finalise barrier](#)

Barrier name: High staff turnover  
 Barrier start date: 01/01/2023  
 Barrier end date:

**Strategies**

Below is a list of Strategies, identified by the service, to help address this Barrier. The Strategy status is automatically set and updated by the system as the service manages their Actions and adds Progress Notes. [Add](#)

Strategy name	Created date	Latest progress note date	Strategy status	
Provide calming resources	08/08/2023		Draft	<a href="#">Actions</a>
Choice for non-sleepers	01/08/2023	08/08/2023	Active	<a href="#">Actions</a>

Strategy eligible for funding: No  
 Strategy finalised date:  
 Additional description: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

[Back](#)

The Barrier remains visible at the top of the *Add strategy for barrier* page that opens.

4. Click the **Add Custom Strategy** button.

**Add strategy for barrier**

Use the filter option below to select the Strategies educators will implement to address this Barrier. To filter the list of available Strategies, choose a strategy category or enter free text into the strategy name field. Note: The same Strategy can be added to more than one Barrier.

Barrier name: High staff turnover      Barrier start date: 01/01/2023      Barrier end date:

Filter options  
Strategy name:       Strategy category: Please Select

[Clear filter options](#)

**Strategies**

Below is a list of Strategies based on the selected search criteria. Select a Strategy and click the 'Save and continue' button. If none of the pre-defined Strategies are suitable, select 'Add a custom strategy'. In preference to creating custom strategies, services are encouraged to try and use the Strategies provided and add an additional description to tailor it to their needs

Strategy name	Category
Provide calming resources	Educator Practices
Choice for non sleepers	Educator Practices

**Add custom strategy**

About the strategy: Pre-defined text describing the strategy  
Additional Description: Previously entered description for the care environment strategy

[Discard changes and return](#)      [Save and continue](#)

5. The **Add custom strategy** pop up window will open. **Add a Short description** about the Strategy.
6. Optional - **Add more detail** about the Strategy **in the Additional description** field.
7. **Click Save and Close.**

**Add custom strategy** [X]

Enter the custom strategy short description and add more detail (additional description) if required.

Custom strategy:  *Maximum of 150 characters remaining*

Additional description (Optional):  *Maximum of 1000 characters remaining*

Save and close

The **Manage strategies** page will open and a list of Strategies linked to this Barrier will be visible. To add additional Custom Strategies, repeat steps 1-7.

## Managing Actions

Actions are the steps educators plan to take, on a day-to-day basis, to implement the Strategies they have identified, to reduce or remove the Barriers to inclusion being experienced in the Care Environment.

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

**Progress Notes** are added **for each Action** as they are implemented by educators. It is anticipated that this will occur, at a minimum, every three months.

### Things to consider when creating Actions

- 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 are they needed?
- What can educators already do **without additional support**? Is access to a stream of **IDF** needed? **When** is it needed?



## How to write an Action

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

1. Give a **brief description** of the action item
  - provide an overview of the action/step educators will take towards implementing the strategy
2. Outline **how and when** educators will implement this action
  - outline 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
  - state what specific resources educators will use to implement the action

## Words that may be helpful when writing Actions



## How specific should Actions be?

Actions that are implemented to address 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 details provided, including the Resources identified.

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



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



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



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



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



### Action requirements when seeking IDF options or Specialist Equipment

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

If a service is applying to access **Innovative Solutions Support** specific Actions will need to show why the project is needed to support educators, children, and the overall care environment.

If a service is applying to access **Specialist Equipment**, through the IA, specific Actions will need to show how accessing specialist equipment will support the child with additional needs to be included alongside their typically developing peers.



### How do Actions help services to decide how many days and hours of IDF Subsidy they may need 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 IP, 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.

## Creating Actions

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



### Navigating the IS Portal

1. To Add an Action to a Strategy, **Choose** the ***View strategies and manage actions*** option in the left-hand navigation menu. The *View strategies and manage actions* page will open. Refer to the image on the next page



A list of current and past Strategies for this Care Environment can be seen on this page.

Use the **View Filter** button to filter this list by Strategy name, status, category or funding eligibility and click **Apply Filter**.

By clicking on **the triangle**, next to a Strategy name, key information about the Strategy can be seen which includes the number of associated Barriers and Actions.

**Care environment plan**  
Environment: TEST  
Age group: 0 yr/10 m to 5 yr/11 m  
Status: Active - Pending Review  
Inclusion profile date of effect: 09/04/2024  
Active barriers: 2  
Active strategies: 0  
Active actions: 0  
Latest progress note:  
Care environment plan id: 4-680WR22  
[Back to all care environment plans](#)

**View strategies and manage actions**

This page contains a list of Strategies identified by the service to help address their Barriers to inclusion. From here Actions to assist achieving each Strategy can be managed. The Strategy status is automatically managed by the system. The Strategy status will be set to active when the first Action is submitted, and made inactive after the final Progress Note for each Action has been added.

Strategy name	Strategy status	All actions	Active actions	All barriers
Access appropriate language resources	Draft	0	0	1
IDF Innovative Solutions Support	Draft	0	0	1
This is a Custom Strategy	Draft	0	0	1

Latest progress note submitted date:  
Strategy eligible for funding: No  
Additional descriptions:

Select Format, Press Export, and Save Download  
Format: Tab Separated  
Export

2. To create an Action, click the **Manage actions button** alongside the relevant Strategy.

**View strategies and manage actions**

This page contains a list of Strategies identified by the service to help address their Barriers to inclusion. From here Actions to assist achieving each Strategy can be managed. The Strategy status is automatically managed by the system. The Strategy status will be set to active when the first Action is submitted, and made inactive after the final Progress Note for each Action has been added.

Strategy name	Strategy status	All Actions	Active Actions
Implement a supervision plan	Active	3	2

View filter

Manage actions

The **Manage strategy action** page will open. This page displays the Strategy and associated Barriers along with a list of Actions, if previously created by the service, for the chosen Strategy.

Key information about the Strategy Barriers and each Actions can be viewed by clicking the **adjacent triangles**. Click the **triangle** again to hide this information.

3. To add an Action to the chosen Strategy, click **Add**. The Add/update action page will open. Refer to the images on the next two pages.

## Manage strategy actions

This page displays a list of Actions created by the service. Actions are the steps educators plan to take, usually on a day-to-day basis, to implement the Strategies they have identified. For every Strategy there must be at least one Action identified. There may be multiple Actions needed to implement one Strategy. From here new Actions can be added to the Strategy and Progress Notes managed for each Action.

Strategy name:

My custom strategy name with a really long name that I recorded myself, that is not available in any of the system's predefined list of values

Strategy status:

Active

Eligible for funding:

No

Latest progress note submitted date:

08/08/2023

Additional description:

Addition notes when adding for details in regards to situation specifics and or slight variations on the chosen predefined strategy.

### ▼ Strategy barriers

Barrier name	Barrier category	Start date	End date
▼ High staff turnover	Educator	12/04/2023	

End reason:

### Actions

Below is a list of the Actions linked to this Strategy. Select 'Add' to create a new Action. Actions in a status of 'Draft' can be updated or removed. When the Action is submitted the status is automatically set to 'In progress'. An Action is closed by the system when a Final Progress Note is submitted.

Add

No.	Action	Action status	Progress notes
▼ 0	My action is quite detailed and specific, it has no bounds. It's existential and excessive and it will	Draft	0

Created date: 12/02/2023  
Last changed date: 12/02/2023

Latest progress note submitted date: 12/02/2023

Action:  
My action is quite detailed and specific, it has no bounds. It's existential and excessive and it will amaze your socks. Ea modi magni eos architecto labore ea animi corporis aut corrupti voluptatibus. Non fugit harum non ipsam architecto aut quibusdam saepe vel atque architecto vel laborum eveniet aut autem vitae qui adipisci rerum. Non ducimus quia et reprehenderit architecto sed soluta mollitia. Est atque possimus eos rerum obcaecati qui fugiat doloribus ut quia quos!

▶ 1	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna a	In Progress	4
-----	-----------------------------------------------------------------------------------------------------------------------	-------------	---

The *Add/update action* page displays the chosen Strategy at the top and requires the service to complete the Action details section. This involves providing a brief description of the Action, outlining how and when educators will implement the Action and the resources required.

4. **Respond** to each of the questions in the **Action Details** section. **Click** on the **? icons** to access information to consider when answering each question.
5. To review and edited these Action details at another time **click *Save as draft and return***.
6. If the Action details have been completed, **click *Submit and return***.

**Add/update action**

Strategy name:  
My custom strategy name with a really long name that I recorded myself, that is not available in any of the system's predefined list of values

Strategy status: Active      Strategy eligible for funding: No

Additional description:  
Addition notes when adding for details in regards to situation specifics and or slight variations on the chosen predefined strategy.

**Action details**

Action status: Draft

What is the action to address this strategy? \* You have 1993 of 2000 characters remaining ?  
Testing

How and when will you implement this action? You have 993 of 1000 characters remaining ?  
Testing

What resources will be used to implement this action? You have 993 of 1000 characters remaining ?  
Testing

[Discard changes and return](#)      [Save as draft and return](#)      [Submit and return](#)

The *Manage strategy actions* page will open and the *Action status* will automatically be set to *In Progress*. Refer to the image on the next page.

## Manage strategy actions

This page displays a list of Actions created by the service. Actions are the steps educators plan to take, usually on a day-to-day basis, to implement the Strategies they have identified. For every Strategy there must be at least one Action identified. There may be multiple Actions needed to implement one Strategy. From here new Actions can be added to the Strategy and Progress Notes managed for each Action.

Strategy name:  
Access appropriate language resources

Strategy status: Active      Strategy eligible for funding: No      Latest progress note submitted date:

Additional description:

### ► Strategy barriers

### Actions for this strategy

Below is a list of the Actions linked to this Strategy. Select 'Add' to create a new Action. Actions in a status of 'Draft' can be updated or removed. When the Action is submitted the status is automatically set to 'In progress'. An Action is closed by the system when a Final Progress Note is submitted.

No.	Action	Action Status	Progress notes	
1	Testing	In Progress	0	Actions-

Select Format, Press Export, and Save Download  
Format:

To add more Actions, repeat steps 3-6.



## Updating Actions

Actions can only be updated if they are in a status of Draft.



### Navigating the IS Portal

4. Choose the **View strategies and manage actions** option in the left-hand navigation menu.
5. Click the **Manage Actions Button** located to the right-hand side of the relevant Strategy.

**Care environment plan**

Environment: Toddler room 1  
Age group: 1 yr/0 m to 2 yr/0 m  
Status: Active  
Inclusion Profile date of effect: 11/08/2023  
Active barriers: 3  
Active strategies: 7  
Active actions: 8  
Latest progress note: 18/08/2023  
Care environment plan id: 4-61JHL7Q  
[Back to all care environment plans](#)

Manage care environment details

Manage inclusion profile

Add barriers

Manage barriers and strategies

**View strategies and manage actions**

View actions and manage progress notes

Care environment plan report

Related reviews and cases

Environment reviews

Environment cases

**View strategies and manage actions**

This page contains a list of Strategies identified by the service to help address their Barriers to inclusion. From here Actions to assist achieving each Strategy can be managed. The Strategy status is automatically managed by the system. The Strategy status will be set to active when the first Action is submitted, and made inactive after the final Progress Note for each Action has been added.

Strategy name	Strategy status	All actions	Active actions	All barriers	
Access appropriate language resources	Active	1	1	1	Manage actions
Latest progress note submitted date: Strategy eligible for funding: No Additional description:					
IDF Innovative Solutions Support	Draft	0	0	1	Manage actions
This is a Custom Strategy	Draft	0	0	1	Manage actions

Select Format, Press Export, and Save Download  
Format: Tab Separated

6. Locate the Draft Action and **click on the Actions button** located at the end of the Action listing.
7. **Click Update.**

**Actions for this strategy**

Below is a list of the Actions linked to this Strategy. Select 'Add' to create a new Action. Actions in a status of 'Draft' can be updated or removed. When the Action is submitted the status is automatically set to 'In progress'. An Action is closed by the system when a Final Progress Note is submitted.

No.	Action	Action Status	Progress notes	
0	Test4	Draft	0	Actions-
2	Action Test	In Progress	0	Update Remove

Select Format, Press Export, and Save Download  
Format: Tab Separated

8. **Revise** the responses documented in the relevant **Action Details questions**.
9. **Click on the ? icons** to access information to consider when answering each question.
10. To review and edit these Action details later **click Save as draft and return**.
11. If the Action details have been completed, **click Submit and return**. The Action status will automatically be recorded as **In Progress**.

## Removing Actions

Actions can only be removed if they are in a status of Draft.



### Navigating the IS Portal

1. Choose the **View strategies and manage actions** option in the left-hand navigation menu.
2. Click the **Manage Actions Button** located to the right-hand side of the relevant Strategy.

Care environment plan

Environment: Toddler room 1  
Age group: 1 yr/0 m to 2 yr/0 m  
Status: Active  
Inclusion Profile date of effect: 11/08/2023  
Active barriers: 3  
Active strategies: 7  
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Latest progress note: 18/08/2023  
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**View strategies and manage actions**

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Care environment plan report

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Environment cases

View strategies and manage actions

This page contains a list of Strategies identified by the service to help address their Barriers to Inclusion. From here Actions to assist achieving each Strategy can be managed. The Strategy status is automatically managed by the system. The Strategy status will be set to active when the first Action is submitted, and made inactive after the final Progress Note for each Action has been added.

Strategy name	Strategy status	All actions	Active actions	All barriers	
Access appropriate language resources	Active	1	1	1	Manage actions
Latest progress note submitted date: Strategy eligible for funding: No Additional description:					
IDF Innovative Solutions Support	Draft	0	0	1	Manage actions
This is a Custom Strategy	Draft	0	0	1	Manage actions

Select Format, Press Export, and Save Download

Format: Tab Separated

Export

3. Locate the Draft Action and **click** on the **Actions button** located at the end of the Action listing.
4. **Click remove.**

Actions for this strategy

Below is a list of the Actions linked to this Strategy. Select 'Add' to create a new Action. Actions in a status of 'Draft' can be updated or removed. When the Action is submitted the status is automatically set to 'In progress'. An Action is closed by the system when a Final Progress Note is submitted.

No.	Action	Action Status	Progress notes	
0	Test4	Draft	0	Actions
2	Action Test	In Progress	0	Update Remove

Select Format, Press Export, and Save Download

Format: Tab Separated

Export

5. Confirm this Action can be removed by **selecting Confirm and Close.**

Confirm remove record

Are you sure you want to delete the selected record?

[Discard changes and close](#) [Confirm and close](#)

## Managing Progress Notes

Progress Notes can be added to Actions when educators have started implementing their Care Environment Plan. It is expected that Progress Notes will be added to each Action quarterly (every 3 months).

### The Importance of Progress Notes?

Recording Progress Notes provide an opportunity for educators to document their changes in practice and to acknowledge the achievements and progress they have made towards addressing their inclusion barriers. Additions and changes to the Care Environment Plan can also be made at the same time, if needed.

The process of adding Progress Notes and updating the Care Environment Plan assists educators to engage in and document their continuous improvement planning in line with the National Quality Standards (NQS).

### Adding Progress Notes



#### Navigating the IS Portal

Progress Notes can only be added to Actions when they are in the status of *In Progress*.

The status of a Progress Note is automatically managed by the IS Portal. Progress notes statuses include Draft, Submitted and Closed (fully completed, partially completed or not implemented).

1. Choose **View actions and manage progress notes** option in the left-hand menu.

The View actions and manage Progress notes page will open.

2. Click the **Actions** button located at the end of the relevant Action.
3. Choose **Manage progress notes**.

**Care environment plan**

Environment: TEST  
Age group: 0 yr/10 m to 5 yr/11 m  
Status: Active - Pending Review  
Inclusion profile date of effect: 09/04/2024  
Active barriers: 2  
Active strategies: 2  
Active actions: 2  
Latest progress note:  
Care environment plan id: 4-680WR22  
[Back to all care environment plans](#)

Manage care environment details  
Manage inclusion profile  
Add barriers  
Manage barriers and strategies  
View strategies and manage actions  
**View actions and manage progress notes**  
Care environment plan report

Related reviews and cases  
Environment reviews  
Environment cases

**View actions and manage progress notes**

This page contains a list of Actions the service has created to achieve the identified Strategies. From here, Progress Notes can be recorded for each Action and a final Progress Note documented, when the Action has been completed. Filters can be applied to display a list of Actions by status (draft, in progress, completed, closed) or to view Actions linked to a specific Strategy.

No.	Action	Strategy name	Action Status	Progress notes
2	Action Test	IDF Innovative Solutions Support	In Progress	0
1	Testing	Access appropriate language resources	In Progress	0

Created date: 09/04/2024  
Last changed date: 09/04/2024

Strategy status: Active  
Latest progress note submitted date:

Action: Action Test

Select Format, Press Export, and Save Download  
Format: Tab Separated

Export

The Manage Progress Notes page will open. A list of progress notes, if previously documented, will be visible.

4. **Click Add.**

The screenshot shows the 'Manage progress notes' interface. On the left is a sidebar with navigation links. The main area has a header 'Manage progress notes' and a sub-header explaining the purpose of progress notes. Below this is a table with columns for 'Action status' and 'Action no.'. A 'Progress notes' section follows, containing instructions and an 'Add' button.

5. In the **Progress note details** section **describe the progress that has been made towards implementing this Action.**
6. To finish recording this Progress Note at another time, **select Save as Draft and return.**
7. To save a Progress Note that has been completed, **select Submit and return.**

The screenshot shows the 'Add/update progress note' form. It has a title and a sub-header explaining the purpose of progress notes. The form includes a dropdown for 'Action:', a 'Strategy and action details' section, and a 'Progress note details' section with a text area for 'How have you progressed the action?'. At the bottom are buttons for 'Discard changes and return', 'Save as draft and return', and 'Submit and return'.

A pop up window will appear asking if the Progress Note being saved is the Final Progress Note for this Action.

8. Where an Action will continue to be implement in the Care Environment, additional Progress Notes will need to be added at another time. **Choose No** and then **Save and Close.**



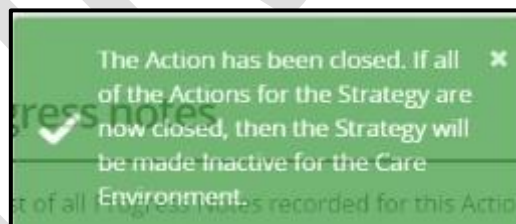


9. If the Progress Note recorded is the **Final Progress Note** for this Action, **click Yes** and **choose the outcome**.

- o Closed – Fully completed
- o Closed – Partially completed
- o Closed – Not implemented

10. Click **Save and Close**.

The IS Portal will indicate that the Action has been closed. If all of the Actions for the Strategy have been finalised, the associated Strategy will also be closed.



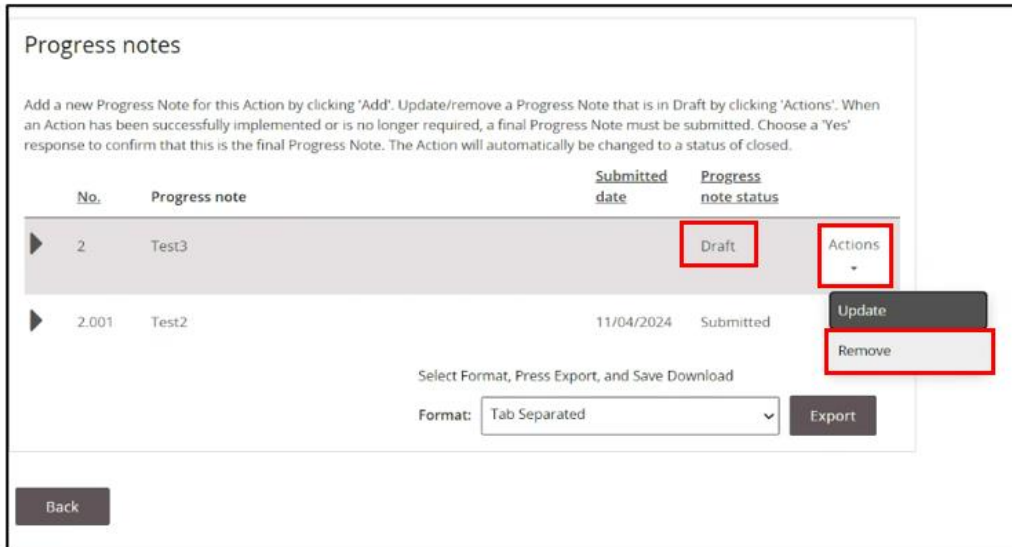
The *View actions and manage progress notes* page will be displayed.



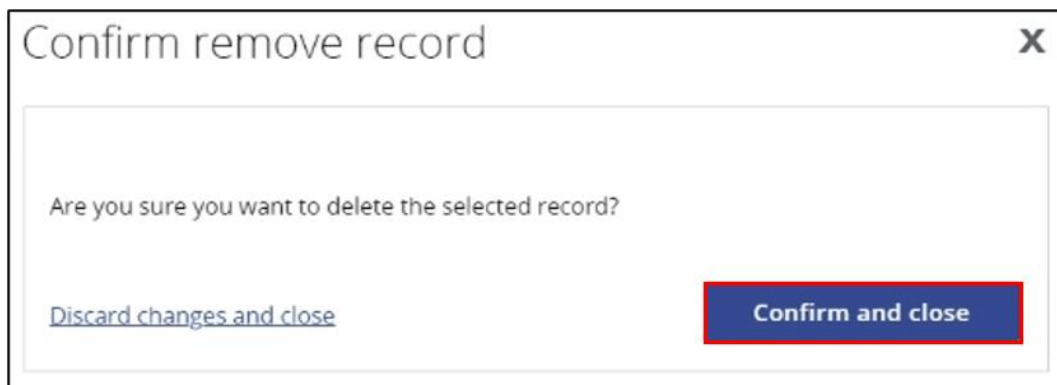
## Removing Progress Notes

Progress Notes can only be removed when they are in a status of Draft.

1. Choose **View actions and manage progress notes** option in the left-hand menu. The View actions and manage Progress notes page will open.
2. Click the **Actions button** located at the end of an Action in the Status of Draft.
3. Choose **Remove**.



4. Confirm the Draft Progress Note can be removed by clicking **Confirm and Close**.



The *Manage progress notes* page will open.

# Care Environment Plan Report

A copy of the inclusion planning undertaken for this Care Environment, including all current Barriers, Strategies, Actions and Progress Notes can be accessed by generating a *Care Environment Plan Report*.

Sharing a copy of this report amongst the educator team may assist with implementing the identified Strategies and Actions. It also provides an opportunity for progress to be recorded as it occurs, making it easier to then document Progress Notes on the IS Portal.

## Generating a Report



### Navigating the IS Portal

1. Access the **Care Environment Plan Report option in the left hand menu**.
2. Choose a **Report Name** and then **Generate Report**. This may take a little bit of time to populate.

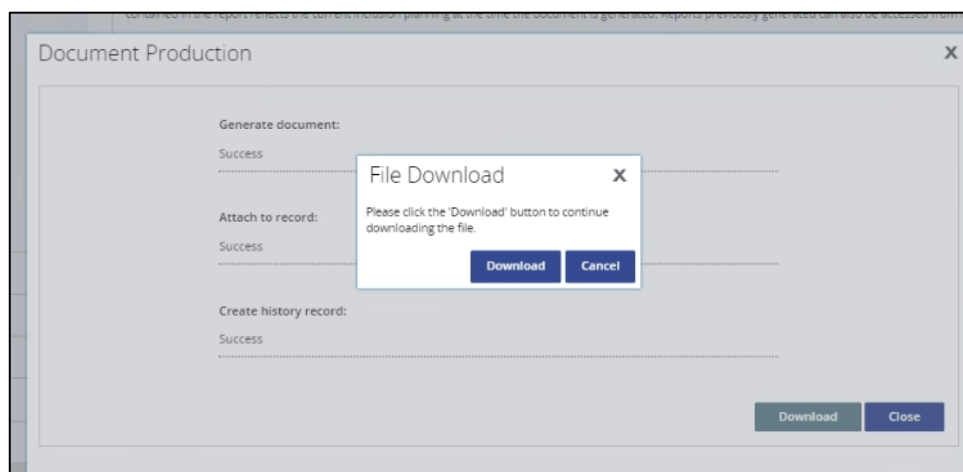
The screenshot displays the 'Care environment plan report' interface. On the left, a sidebar menu lists various options, with 'Care environment plan report' highlighted in red. The main area is titled 'Care environment plan report' and includes a 'Generate a report' section. This section contains a form with two input fields: 'Care environment plan id' (containing '4-680WR22') and 'Care environment name' (containing 'TEST'). Below these fields is a dropdown menu for 'Report name', which is currently open and shows 'Care Environment Report' selected. A red box highlights the dropdown menu. To the right of the dropdown is a 'Generate report' button. Below the form, there is a section for 'Care environment reports' which currently shows no documents.

3. Select **Download** to generate the report.

The screenshot shows a 'Document generation outcome' dialog box. It contains three lines of text, each followed by a horizontal line: 'Generate document: Success', 'Attach to record: Success', and 'Create history record: Success'. At the bottom right of the dialog, there are two buttons: 'Download' and 'Close'. The 'Download' button is highlighted with a red box.

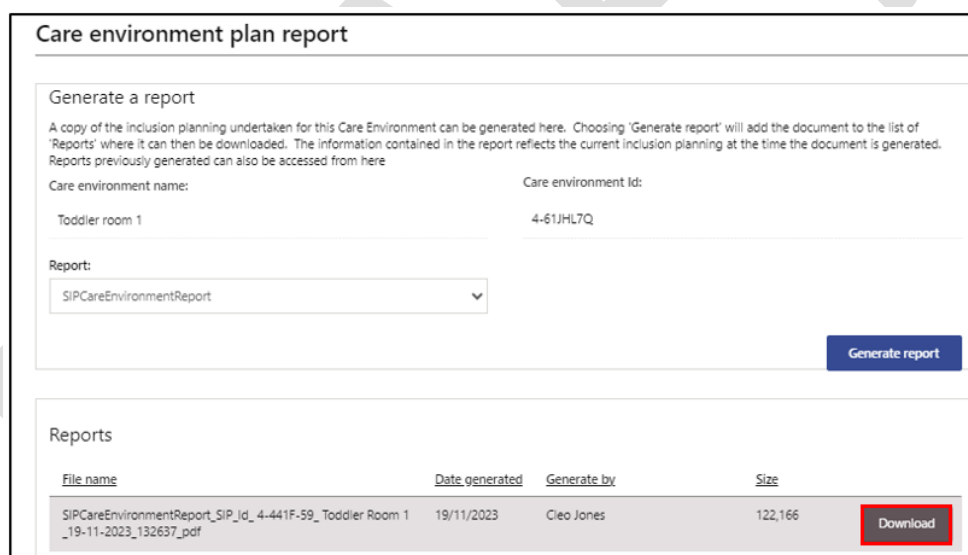


4. Select Download again.



The document will be added to the list of Reports. From here a PDF copy of the report can be downloaded and saved to the services computer system a printed and shared with the educator team.

5. **Click *Download*** and print or save a copy of the file to the services computer system. Reports previously generated can also be accessed at any time from the list of Reports.



The information contained in the Care Environment Report reflects the inclusion planning at the time the document is generated.

Services are encouraged to generate a report after the Care Environment Plan has been developed and again when progress notes have been added.

IP's may generate Care Environment reports when undertaking SIP Review requirements.

The IDFM may generate Care Environment reports when assessing IDF cases

# Service SIP Report

A copy of the inclusion planning undertaken for the service, including all Care Environments, can be accessed by generating a Service SIP Report via the SIP Homepage.



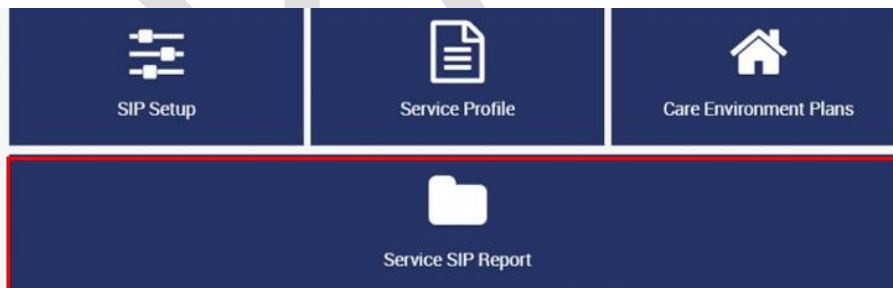
## Navigating the IS Portal

1. Choose the **Service SIP report tile** from the SIP homepage.

Inclusion Support ECEC User



Inclusion Support ECEC User – SIP Only



2. Click **Generate Report** and **Download**.

The screenshot shows a form titled 'Reports'. It contains the following fields and buttons:

- SIP Id:** 4-67P18X9
- Service name:** kszwt 64387354AS At Sve
- Generate Report** button
- View reports prior to Nov 2020** button
- Return to Home Page** button

# Reviews and IDF Cases

## Environment Reviews

Care Environment reviews are completed by the services IP. They provide an opportunity for the IP to acknowledge the progress the service has made towards implementing their SIP over the last 12 months and to comment on the service's inclusion planning to increase educator capacity and confidence to embed inclusive practices in their service to include all children, for the next 12 months.

A list of scheduled, in progress and completed reviews for the Care Environment can be viewed by accessing the *Environment review* page in the Care Environment Plan navigation menu.

## Accessing Care Environment Reviews



### Navigating the IS Portal

1. Choose the **Environments review** page in the left hand menu.
2. Key information about the review, including the findings documented by the services IP, can be seen by **clicking** the associated **triangle**.
3. Full details of each review can be accessed by **clicking** the **View review button**.



Service Representatives who have been approved in the role of Inclusion Support ECEC Users will also be able to **access** the **Go to All reviews page** button where a list all reviews related to the service can be viewed.

**Care environment plan**

Environment: Toddler room 1  
Age group: 1 yr/0 m to 2 yr/0 m  
Status: Active  
Inclusion Profile date of effect: 11/08/2023  
Active barriers: 3  
Active strategies: 7  
Active actions: 8  
Latest progress note: 18/08/2023  
Care environment plan id: 4-61JHL7Q  
[Back to all care environment plans](#)

Manage care environment details

Manage inclusion profile

Add barriers

Manage barriers and strategies

View strategies and manage actions

View actions and manage progress notes

Care environment plan report

Related reviews and cases

**Environment reviews**

Environment cases

**Environment reviews**

Reviews are completed by Inclusion Professionals. This page contains a list of scheduled and completed Reviews for this Care Environment. Select the 'Go to All reviews page' to view a list of all Reviews.

Status	Due date	Start date	End date	
In Progress	13/09/2023	08/09/2023	08/09/2024	<a href="#">View review</a>
<b>Review details</b>				
Findings: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.				
Scheduled	13/09/2023	24/11/2023	24/11/2024	<a href="#">View review</a>
Complete	23/05/2023	09/05/2023	23/05/2023	<a href="#">View review</a>
Complete	25/04/2023	11/04/2023	12/04/2023	<a href="#">View review</a>

[Go to All Reviews Page](#)

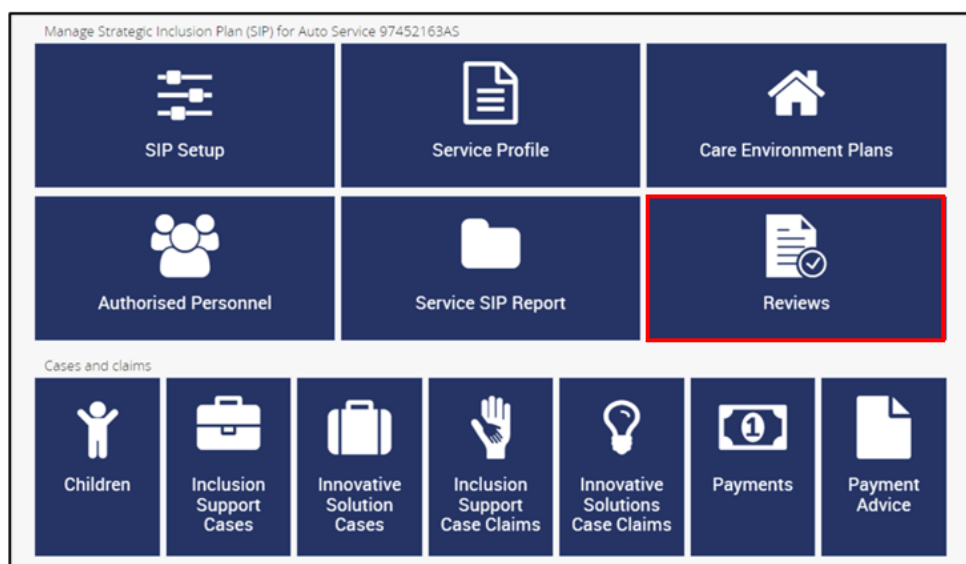
## Accessing Service Reviews

Only service representatives who have been granted access the IS Portal in the role of **Inclusion Support ECEC user** can access all Reviews for the service via the SIP home page.



### Navigating the IS Portal

1. Click the **Reviews tile**.



A list of all reviews will be displayed.

2. Key information about the review, including the findings documented by the services IP, can be seen by **clicking** the associated **triangle**.
3. Full details of each review can be accessed by **clicking** the **View review button**.

## Environment Cases

A list of Inclusion Support and Innovative Solutions cases, linked to this care environment, can be viewed seen by accessing the Environment Cases page via the left hand menu.



Service representatives who have been granted access to the IS Portal in the role of **Inclusion Support ECEC User** will be able to create and view the content of a case from this page.



Service representatives who have been granted access to the IS Portal in the role of **Inclusion Support ECEC User – SIP Only**, will only be able view the list of cases. They will not be able to create or view the content of a case.



### Navigating the IS Portal

1. **choosing** the **Environment cases** page in the left hand menu.
2. **Select** the **View case** button to see the details of a specific case.

### 3. Select a *create button* to start a new case.

Care environment plan

Environment: Toddler room 1  
Age group: 1 yr/0 m to 2 yr/0 m  
Status: Active  
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Latest progress note: 18/08/2023  
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Manage care environment details

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View strategies and manage actions

View actions and manage progress notes

Care environment plan report

Related reviews and cases

Environment reviews

Environment cases

#### Environment cases

This page contains a list of Inclusion Support and Innovative Solutions cases linked to this care environment. Select the 'View case' button to see the details of a specific case, or select one of the 'create' buttons to start a new case.

Case Id	Service type	Case type	Status	End date	
4-63RF6A3	CBDC	IDF Subsidy	Started	24/11/2024	<a href="#">View case</a>
4-63RF6A3	CBDC	Innovative Solutions	Started	13/12/2024	<a href="#">View case</a>
4-61MIMEL	CBDC	Innovative Solutions	Approved	23/08/2023	<a href="#">View case</a>
4-61MIMFW	CBDC	Immediate/Time limited	Approved	07/10/2023	<a href="#">View case</a>
4-63VT2WB	CBDC	IDF Subsidy	Withdrawn	09/09/2021	<a href="#">View case</a>

[Create an Inclusion Support case](#)

[Create an Innovative Solutions Case](#)

## All Service Cases

All Inclusion Support and Innovative Solutions cases, linked to the service, can only be accessed by Service representatives who have been granted access to the IS Portal in the role of **Inclusion Support ECEC User**. Cases can be accessed by choosing the relevant tile on the SIP homepage.

Cases and claims

- Children
- Inclusion Support Cases**
- Innovative Solution Cases**
- Inclusion Support Case Claims
- Innovative Solutions Case Claims
- Payments
- Payment Advice