



# Guide for Family Day Care Coordination Units

## Developing a Paper-Based Strategic Inclusion Plan

### Who will need this Guide?

This Guide is intended for service representatives in Family Day Care Coordination Units (Services) seeking to engage in service-wide inclusion planning.

### What is this task card for?

This Task Card provides information and a step-by-step guide to support the development and management of a paper-based Strategic Inclusion Plan.

### The Paper-based SIP Template

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

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# What is a Strategic Inclusion Plan?

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

Developing a SIP, with the support of an Inclusion Professional from the Inclusion Agency, is the first step to accessing ongoing support from the Inclusion Support Program (ISP) and is required when accessing support through the Inclusion Agency and funding options through the Inclusion Development Fund Manager (IDFM).

When engaging in service-wide inclusion planning, the Department of Education currently requires Family Day Care (FDC) Coordination Units (Services) to create a paper-based Strategic Inclusion Plan.

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

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

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

## Planning for Inclusion

A Strategic Inclusion Plan is a 'living' document that, for FDC Services, reflects the inclusion needs of the whole family day care service by:

- Recognising the service's current inclusive capacity and capability;
- Identifying barriers that impact the services capacity to include children with additional needs;
- Outlining strategies and actions that the FDC service, as a whole, plans to implement to improve and embed inclusive practice to support the inclusion of all children.

Family Day Care services will be supported by an Inclusion Professional, from the Inclusion Agency to develop a service-wide paper-based SIP.

FDC Coordination Units are responsible for regularly accessing their SIP to:

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



Family Day Care Services are also responsible for supporting their FDC Educators to document and manage their SIP on the Inclusion Support Portal (IS Portal).

## Parts of the Strategic Inclusion Plan

When seeking support from the Inclusion Support Program, Family Day Care Coordination Units (FDC Services) will complete the following components of the SIP.

### Service Profile

The purpose of the Service Profile is to create an overview of the whole FDC service that is shared with the Inclusion Agency (IA) to help them to understand the inclusion needs and practices of the service.

In the Service Profile, **service details** which include the number of children enrolled across the whole FDC service, broken down by the cohorts of children the Inclusion Support Program supports, are recorded. The service also identifies their current **Inclusion Practices** and develops a **Community Outreach** strategy.

### Care Environments

The Inclusion Support Program acknowledges that FDC services can experience a range of inclusion barriers. The Care Environment section of the SIP identifies **Barriers, Strategies and Actions** for the whole service.

### Reviews

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

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

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

# Developing a Paper-Based Strategic Inclusion Plan

Family Day Care Services are supported by an Inclusion Professional (IP), from the Inclusion Agency (IA), to develop their Strategic Inclusion Plan (SIP).

The following pages in this document provide details about each part of the SIP, the information that needs to be provided along with guidance about how to create and manage a Paper-based SIP.

Icons to look out for



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



Things to consider



Supporting resource



Important information

Accessing the drop-down options

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

## Creating a Service Profile

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

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

The Service Profile is updated every 12 months.



### Step by Step Guide to creating a Service Profile

The Service Profile section of the SIP is located on pages 3-6 of the blank paper-based SIP template.

1. Under the Service Details heading - **Complete** each of the **Service Details** fields
  - A Service Profile can be created, at any time, with a date of effect (start date) as today or a date in the future.
  - Provide information about the number of children enrolled across the whole FDC service broken down by the cohorts of children the Inclusion Support Program 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 SIP.

Service Details	
Date of effect (Service Profile start date)	
Total number of children enrolled across the whole FDC service	
Total number of licensed places across the whole FDC service	
Total number of Coordination Unit staff	
Total number of individual FDC Educators	
Number of enrolled children who:	
• have a disability or developmental delay	
• are presenting with challenging behaviours	
• have a serious medical or health condition, inclusion mental health	
• are presenting with trauma related behaviours	
• are Aboriginal or Torres Strait Islander children	
• are children from culturally and linguistically diverse backgrounds	
• are from a Refugee or Humanitarian background	
Total Number of Children with additional needs	

2. In the text box provided, **identify** the services current **Inclusion Practices**.

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

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

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


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

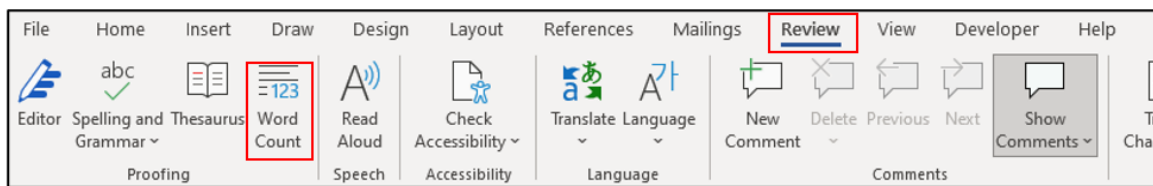
Use the *questions to consider* found in this section of the template, to help guide your response.

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

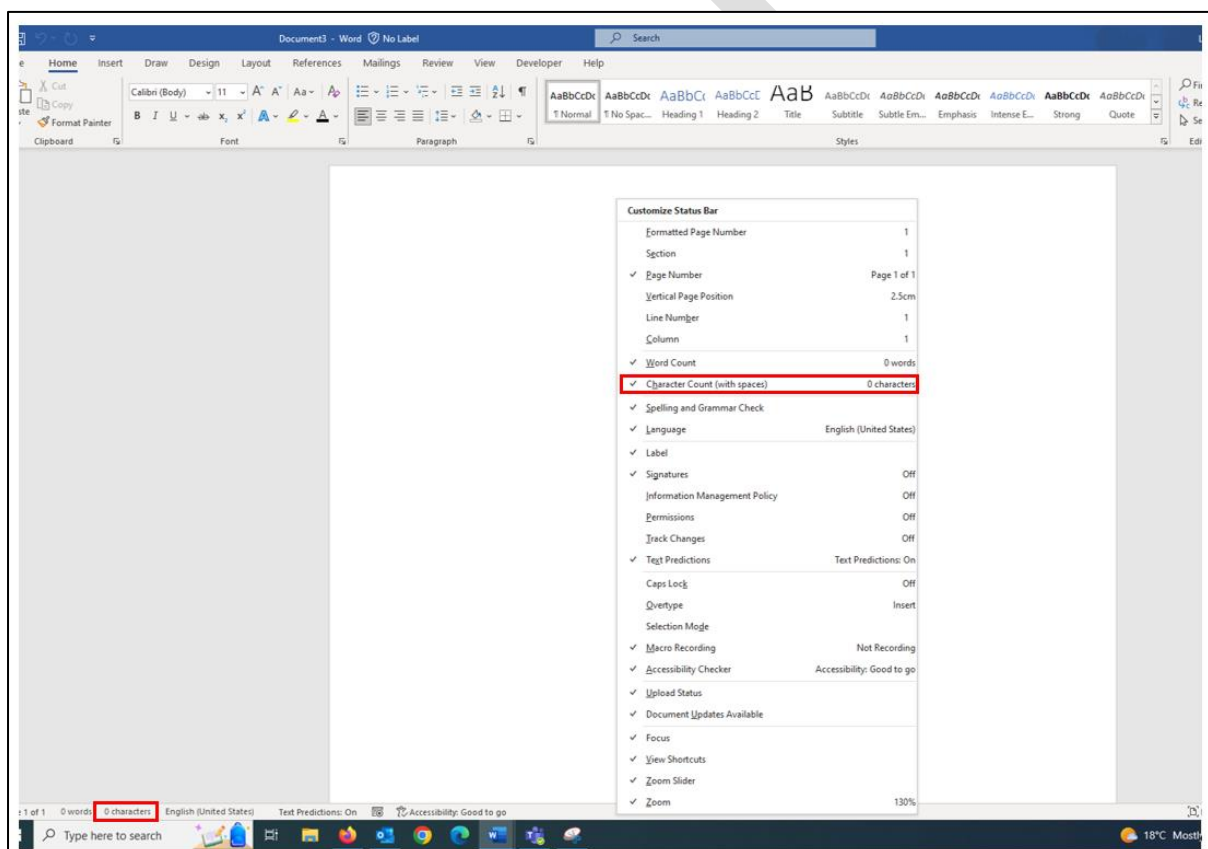


The character count, which including spaces, can be checked by adding the character count to status bar at the bottom of the Word Document.

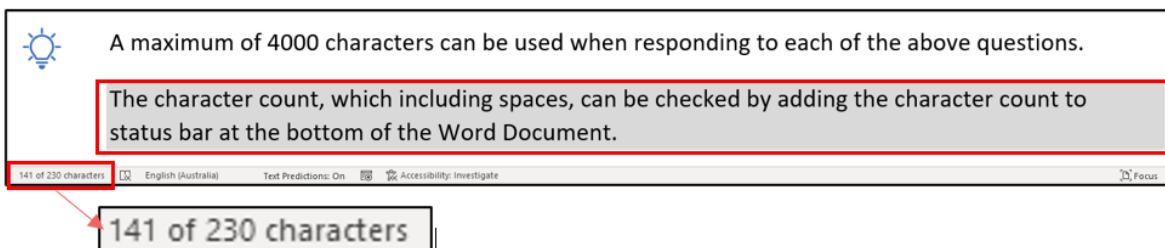
1. On the **Review** tab, select  **Word count**



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



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



## Creating a Care Environment

The Care Environment section of the SIP outlines the **Barriers** the service is experiencing along with the **Strategies and Actions** they plan to implement to address each Barrier. **Progress notes** are also regularly recorded to acknowledge the achievement's the service experiences and the progress made towards addressing their identified inclusion Barriers.

### Identifying Barriers

#### Steps to addressing the Barriers to inclusion



The number of Barriers identified, and Strategies and Actions developed will differ depending on the context and dynamics of the whole FDC service 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 are available for selecting using the drop-down options within the paper-based template. The available barrier options are outlined in the table below. Custom barriers can also be created as required.



**Barrier Category: Child specific barriers**

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

**Barrier Category: Educator**

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

**Barrier Category: Parent/guardian concerns**

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

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

#### Barrier Category: Physical Environment

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



### Step by Step Guide to Identifying Barriers

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

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

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

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

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

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

## Creating Strategies

A **Strategy** identifies what 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.

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

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

## Strategy Options

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



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



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

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



### Step by Step Guide to Creating Strategies

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

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

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

### Planning Actions

**Actions** are the steps that the whole service plans to take, on a daily basis, to implement the **Strategies** they have identified.



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

#### When developing Actions, consider the following:

- What will 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 **Inclusion Development Funding** needed? **When** is it needed?



## How to write an Action

When writing an Action:

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

Actions should be able to be implemented, by all FDC staff, based on the details provided.



## Words that may be helpful when writing Actions



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



Can 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?



### Step by Step Guide to Planning Actions

The Barriers, Strategies and Actions section of the SIP starts on page 9, Actions start on page 10 of the blank paper-based SIP template.

Refer to image on page 18 of this document.

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

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

Action status options include:

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

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

## Progress Notes

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

### Why are Progress Notes important?

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

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

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



## Step by Step Guide to Recording Progress Notes

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

Date	Notes	Progress status
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>

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

Things to consider when documenting a progress note:

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

Date	Notes	Progress status
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>

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

Options include:

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

Date	Notes	Progress status
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>
<a href="#">Click here to choose a date.</a>		<a href="#">Click here to choose a status.</a>

## Ending Barriers

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

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

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

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

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

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

## SIP Reviews

A Strategic Inclusion Plan is actively implemented over a 12 month period. Throughout this period, reviews of the SIP are undertaken at different stages.

There are three types of SIP reviews.

Two reviews are completed by the service's Inclusion Professional; these reviews include a:

- Service Profile Review (located on page 6 of the paper-based SIP template); and
- Care Environment Review (located on page 16 of the paper-based SIP template)

As a part of these reviews, Inclusion Professionals comment on the service's plans for the next 12 months and how these plans were developed to increase educators' capacity and confidence to embed inclusive practices in their service and include all children.

The third is an annual yearly review. The review is completed by the FDC service with support of their Inclusion Professional.

During this review, the Inclusion Professional will acknowledge the progress of the whole FDC service in relation to implementing their SIP over the last 12 months, comment on the service's plans for the next 12 months, and how these plans were developed to increase the services' capacity and confidence to embed inclusive practices in their service and include all children. This Inclusion Professional Review is located on page 16 of the paper-based SIP template.

