



Guide for Family Day Care Educators

Developing a Paper-Based Strategic Inclusion Plan

About this Guide?

This Guide provides information and step-by-step instructions to support FDC Educators to develop and manage their paper-based SIP Care Environment Plan. It is designed to be used in conjunction with the *Paper-based SIP Care Environment Plan template for FDC Educators*.

Who will need this Guide?

The Department of Education anticipates that Family Day Care (FDC) Educators will document their SIP on the Inclusion Support Portal (IS Portal), the online gateway for ECEC services to engage in inclusion planning and to access Inclusion Development Funding options, but also recognises that there will be circumstances where the use of a paper-based SIP may be required.

A paper-based SIP can be used:

- as a tool for FDC Educators to document their inclusion planning before transferring it onto the IS Portal.
- when they do 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.

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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).

When developing a SIP, FDC Services seeking service-wide support from the Inclusion Support Program (ISP) are required to create a **FDC Service Plan** with support of an Inclusion Professional (IP).

Each FDC Educator seeking support from the Inclusion Support Program (ISP) is required to create a **Care Environment Plan**. This Plan is developed in consultation with their FDC Service and with support of an Inclusion Professional (IP). Each Plan is linked to the FDC Services SIP.

These Plans are the first step to accessing ongoing support from the Inclusion Support Program (ISP) including, accessing Specialist Equipment through the IA and funding options through the Inclusion Development Fund (IDF).

The Department of Education anticipates that each FDC Educator will document their Care Environment Plan on the Inclusion support Portal (IS Portal), the online gateway for ECEC services to engage in inclusion planning and to access Inclusion Development Funding options, but also recognises that there will be circumstances where the use of a paper-based SIP may be required.

A paper-based SIP can be used:

- as a tool for FDC Educators to document their inclusion planning before transferring it onto the IS Portal.
- when they do 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.

Planning for Inclusion

A SIP is a 'living' document that reflects the individual inclusion needs of the whole FDC service and individual FDC Educators by:

- Recognising their current inclusive capacity and capability;
- Identifying barriers to inclusion; and
- Outlining strategies and actions to be implemented, to improve and embed inclusive practice, to support the inclusion of all children.

Family Day Care Educators, in consultation with their Family Day Care Service, are supported by an IP to develop a **Care environment Plan** tailored to meet their individual needs.

Family Day Care Services are responsible for assisting the FDC Educators they support, to document their Care Environment Plan on the IS Portal, and to access it regularly to:

- Record the progress they have made towards implementing their strategies and actions;
- Document changes and/or updates to their identified inclusion needs; and
- To involve them in the FDC Services SIP Yearly Review.

Parts of the Strategic Inclusion Plan

When seeking support from the Inclusion Support Program, each FDC Educator 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 FDC Service email address listed in the Service Provider Details section of this tile.



Service Profile

The FDC Service creates 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.



FDC Service Plan

When a FDC Service is seeking support from the ISP a FDC Service Plan is created.

The service is required to document an **Inclusion Profile**, identify **Barriers** to inclusion, create **Strategies** and **Actions** to address the Barriers and add **Progress Notes** to Actions as they are implemented.

Once created the FDC Service Plan is referred to as a Care Environment Plan on the IS Portal.



Care Environment Plans

Individual Care Environment Plans are created for each FDC Educator seeking support from the ISP.

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



Service SIP Report

The Report tile provides an opportunity for each user to access a downloadable version of the SIP. This report includes the current inclusion planning for the FDC Service and each FDC Educator.



Reviews

Only people who have access the IS Portal in the role of *Inclusion Support ECEC User* will have access to this tile.

Reviews are completed by IP's who acknowledge the progress the FDC Service and/or Educators have made towards implementing their SIP over the last 12 months and to comment on the inclusion planning undertaken to increase their capacity and confidence to embed inclusive practices to include all children, for the next 12 months. SIP Requirements when accessing Inclusion Support



SIP Requirements when accessing Inclusion Support Program Support Options.

The SIP assists FDC Services and Educators 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 FDC Service or Educator.

The table below outlines the components of the SIP that are required when accessing individual support options through the Inclusion Support Program.

Types of Support ➔	Planning for Inclusion	Specialist Equipment (FDC Educators only)	Family Day Care Top Up (FDC Educators only)	Innovative Solutions Support Projects				
				Bilingual Support	Cultural Mentoring	Guided Practice	Specialist Training and Advice	Unique Projects
SIP Components ⬇								
Service Profile (FDC services only)	Yes	Yes	Yes	Yes*	Yes	Yes	Yes*	Yes
Care Environment	Yes	Yes	Yes	Yes*	Yes	Yes	Yes*	Yes
Inclusion Profile	Yes	Yes	Yes	Yes*	Yes	Yes	Yes*	Yes
Educator Profile (FDC Educators only)	Yes	Yes	Yes	Yes*	Yes	Yes	Yes*	Yes
Inclusion Barriers, Strategies and Actions	Yes	Yes	Yes	Yes*	Yes	Yes	Yes*	Yes
SIP Yearly Review	Yes	Yes	Yes	Yes*	Yes	Yes	Yes*	Yes

* 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 FDC Service or FDC Educator will then then complete these SIP components. Subsequent applications for support will not be considered until they have been addressed.



Developing a Paper-Based Strategic Inclusion Plan

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

The following pages provide information and step-by-step instructions to support FDC Educators to develop and manage their paper-based SIP Care Environment Plan and is designed to be used in conjunction with the *Paper-based SIP Care Environment Plan template for FDC Educators*.

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.

Care Environment Plans

A separate Care Environment Plan is created for each FDC Educator seeking support from the Inclusion Support Program.

A Care Environment plan includes an **Educator Profile, Inclusion Profile, Barriers, Strategies, Actions** and **Progress Notes**.

Educator Profile

Educator Inclusion Practices and Community Outreach Strategy

The Educator Profile is located on pages 3-4 of the blank paper-based SIP template.

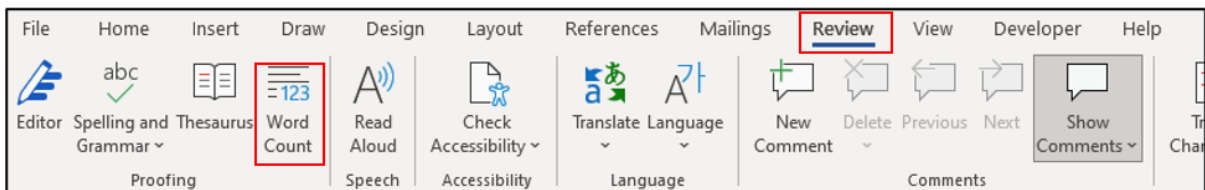
Refer to the reflection questions, in this section of the template, to help guide your responses. A maximum of 16,000 characters can be used.

Managing the character count

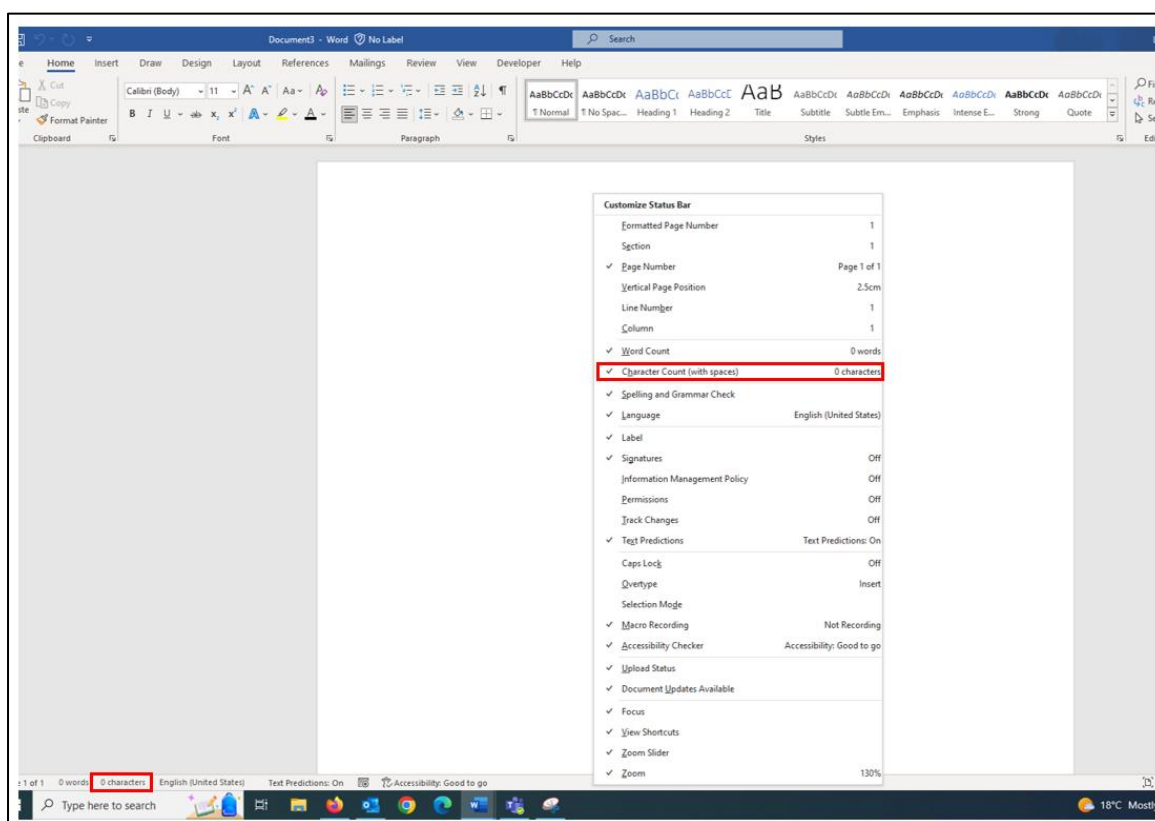
The character count, which includes spaces, can be checked by adding the character count to the status bar, located at the bottom of a Word document.

To add a character count:

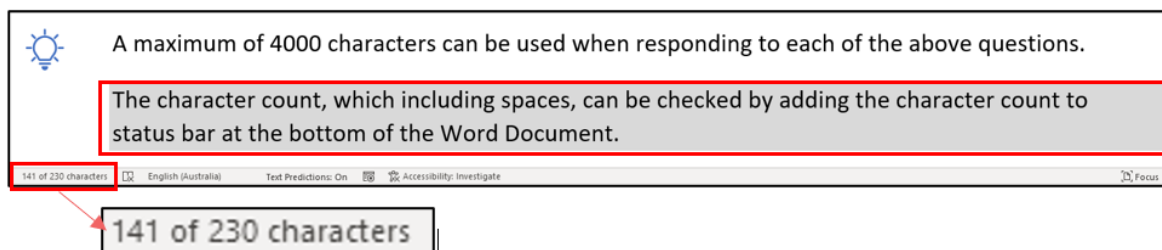
1. **Select the *Review* tab**, in the menu ribbon, at the top of the page. Refer to the image on the next page.
2. **Select *Word count***.



- Right-click the status bar at the bottom of the document and select **Character Count (with spaces)**.



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



Inclusion Profile

The Inclusion Profile is located on page 5 of the blank paper-based SIP template.

The Inclusion Profile provides an overview of the total number and actual ages (youngest/oldest) of the children currently enrolled in 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.

- At the top of the page, document the FDC *Educators Name* and a *Date of effect*.

FDC Educators Name:

Date of effect (date this profile was created)

	Click here to select a date
--	---

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

Inclusion Profile

On average, how confident are you including children with additional needs?	Select a response			
How many children are currently enrolled in your FDC service per standard week?				
What is the actual age of the youngest child in enrolled?	Years	Select an age	Months	Select an age
What is the actual age of the oldest child enrolled?	Years	Select an age	Months	Select an age

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 the FDC Educators service and their current inclusion capacity and capability.

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

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

Barrier Categories include:

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

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

Barrier Category: Educator

Barrier	Definition
English as a second language	Educators with English as a second language may present language barriers, which affects communication between staff and parent/guardians
High staff turnover	ECEC service experiences high staff turnover
Lack of teamwork	Educators are unable to work as a team effectively
Limited experience-child care	Educator has limited experience working in early childhood education and care
Limited knowledge-inclusion	Educator has limited knowledge of working with children with additional needs
Limited options-training	Educators are limited in the types of training they can attend
Limited reflection/planning time	Educators have limited opportunity for reflection and planning time in the care environment
Limited time-training	Educators are limited in opportunity to attend training and professional development courses
Staff changes-care environment	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
Communication with educators	Limited opportunity for parent/guardian to communicate with the educators
Limited educator knowledge	Parent/guardian concerned about educators' knowledge or experience working with children with additional needs
Parent/guardian expectations	Parent/guardian expectations may be different to the support the educators can provide the child
Parent/guardian not receptive	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
Access to toileting facilities	Toileting facilities may be in another room or other location away from the care environment
Environment not suitable	The care environment may not be suitable to cater for all children, particularly those with limited mobility
Multiple use building	Building may be used for other purposes and the resources must be packed away after each session
Non-purpose built building	The building is not built for the purposes of providing child care
Physical access limitations	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
Child/ren's ages/needs vary	Children of varying ages and abilities are in the same care environment, most common in OSHC services
Educator to child ratios	Ratios are met under the NQF however these are not sufficient to include a child/ren with additional needs
Financial viability	The ECCC service may experience financial implications when they enrol a child/ren with additional needs in the service
Inflexible routines	Programme structure doesn't offer flexibility to include all children in the care environment
Limited planning time	Educators have limited opportunity to effectively plan and implement a suitable programme structure
Transition between experiences	Child/ren may require assistance to successfully transition between experiences in the care environment

Barrier Category: Supervision of all children

Barrier	Definition
Limited educator communication	Limited opportunity for educators to communicate with each other
Limited visibility	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
Single-educator care model	One educator is present in the care environment and supervision may be limited, most common in OSHC services



Adding a Barriers

The paper-based template provides the opportunity for a FDC Educator to document up to 4 Barriers with associated Strategies, Actions and Progress Notes. If additional Barriers have been identified the service can copy and paste additional Barrier, Strategies, Actions and Progress Notes sections into this template.

The first Barrier can be added on page 7 of the blank paper-based template.

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 **write** a **Custom Barrier**.

Please note: The *Barrier end date* and the *reason the Barrier has ended* fields should only be completed when the Barrier no longer exists in the Care Environment and Final Progress Notes have been completed for each associated Action.

Inclusion Barrier

Choose a Barrier or create a Custom Barrier

Date this Barrier was identified:	Click here to select a date
Barrier category	Click here to select a Barrier Category
Barrier	Click here to select a Barrier
Custom Barrier	
Date this Barrier ended	Click here to select a date
Reason the Barrier ended	



Strategies

A **Strategy** identifies what the FDC Educator 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 options are available for selecting, as outlined in the tables on the following pages.

FDC Educators are encouraged to tailor a Strategy from the list of available Strategy options, to better meet their needs, before considering creating a Custom Strategy.

The available Strategy options can be tailored simply by:

- choosing a Strategy Category and selecting a Strategy that is similar to the Strategy they would like to implement, and
- then using the *Additional Description* text box field to tailor the Strategy to better describe what they want to do. **Please note:** The description field must not be used to detail the steps that will be taken to implement the Strategy. These will be outlined when Actions are created.

In the event that a FDC Educator is unable to tailor a Strategy, from the list of available Strategy options, a new Custom Strategy can be created.

Please note: When a FDC Educator is seeking IDF support, the Strategy Category of *Inclusion Development Fund* and the Strategy of either *IDF Subsidy – FDC Top UP* (FDC Educators only) or *IDF – Innovative Solutions* should be chosen, in addition to other relevant Strategies.

Strategy Options

Strategy Category: Communication

Strategy	Definition
Access appropriate language resources	Contact appropriate organisations or services to access resources to assist with language and communication skills
Establish communication board	Educators to provide a visual communication board to communicate effectively with children in the care environment. For example, advising of transition to another activity
Establish communication book	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
Knowledge sharing between educators	Educators to share knowledge between themselves, in particular those familiar with caring for children with additional needs.
Open communication between educators	Ensure educators communicate openly and effectively to ensure all educators and children are supported in the care environment
Staff meetings to assist in planning	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.
Use Auslan	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.



Strategy	Definition
Use Key Word Sign	Use Key Word Sign hand signs and natural gestures concurrently with speech to support children's language development.
Use visual aids and reminders	Use visual aids, such as a communication board, to effectively communicate with all children in the care environment.

Strategy Category: Educator Practices

Strategy	Definition
Assistance to settle children	Assist children to settle in the care environment
Build on children's strengths and interests	Encourage and scaffold children's play based on their interests and strengths
Build self-help skills	Assist children to build skills to enable them to undertake tasks on their own, such as eating and toileting
Choice for non-sleepers	Provide other activities in the care environment for children who do not sleep during the day
Consistent behaviour guidance strategies	Develop and implement strategies to provide consistent behaviour guidance to all children in the care environment
Implement a supervision plan	Educators to develop and implement a supervision plan to ensure all children are adequately supervised in the care environment.
Implement Behaviour Management Plan	Educators develop and implement a Behaviour Management Plan for all children in the care environment.
Implement consistent educator practices	Ensure consistent practices are implemented by all educators in the care environment.
Implement Social Skills program	Implement social skills programs that aim to enhance the personal and social skills of all children.
Modelling behaviours	Educators model the behaviours expected by all children in the care environment.
Positioning of educator/s	Ensure educators are positioned for maximum supervision in the care environment.
Small group times	Establish small group times as part of the program structure.

Strategy Category: Educator reflection & learning

Strategy	Definition
Attend appropriate language courses	Educators to attend appropriate courses or forums to develop and build language and communication skills
Attend appropriate staff training	Educators to attend appropriate training courses and forums, including specialists courses to address inclusion barriers
Build educator skills, knowledge and confidence	Provide opportunities to educators to build their skills, knowledge and confidence when supporting children in the care environment
Consistent approach to behaviour management	Educators to discuss and implement a consistent approach to manage the behaviours of all children in the care environment
Mentoring for educators	Provide mentoring for educators to develop their skills to support children in the care environment.
On the job learning	Assist educators learn new skills or processes within the normal work environment.
Reflective conversations	Reflective conversations encourage educators to critically reflect and learn through the reflective process. They provide a means



Strategy	Definition
	to build capacity for critical reflection and embed reflective thinking as part of the work environment.
Review and develop educator practices	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
Collaborate with allied health professionals	Work collaboratively with allied health professionals to support children in the care environment
Develop collaborative relationships between educators and families	Work collaboratively with families and educators to support all children in the care environment
IA attendance at staff meetings	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
IDF Innovative Solutions	Where funding through the Innovative Solutions support is the most appropriate solution to overcome an inclusion barrier.
IDF Subsidy - Additional Educator	Where funding through the IDF Subsidy for an additional educator is the most appropriate solution to overcome an inclusion barrier (CBDC and OSHC)
IDF Subsidy - FDC top up	Where funding through the IDF Subsidy is the most appropriate solution to overcome an inclusion barrier (FDC only).

Strategy Category: Physical Environment

Strategy	Definition
Access to toileting/change room facilities	Provide appropriate access to toileting and/or change room facilities
Building modifications	Undertake building modifications to make the care environment suitable for all children
Changes to physical environment	Change the layout in a care environment to make it suitable for all children
Monitor and remove hazards	Remove anything that may be a hazard to children in the care environment.
Offer indoor/outdoor program	Develop a program that offers both indoor and outdoor activities for children in the care environment.
Storage solution	Provide adequate storage for resources, in particular if the ECCC service is in a shared environment.

Strategy Category: Program Delivery

Strategy	Definition
Adjust program structure and activities	Adjust the program structure and activities to ensure all children are included in the care environment



Strategy	Definition
Assistance with entering and leaving the care environment	Assist families and children to enter and leave the care environment safely
Assistance with meal times	Assist children to be included with their peers at meal times
Assistance with toileting	Assist children with toileting requirements
Establish quiet areas	Educators to set up quiet areas in the care environment to accommodate children who may be overstimulated and require a calm environment
Flexibility with meal times	Flexibility in the program structure to allow for staggered meal times
Flexibility with rest times	Flexibility in the program structure to allow for staggered rest times
Flexibility with transitions	Flexibility in the program structure to assist children who have difficulty transitioning from activities
Flexible and responsive practices for all children	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.
Peer support initiative for children	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
Considerations to room layout	Consider the way a care environment is set up to ensure all children can participate
Develop collaborative relationships with schools	Liaise with schools to support children's inclusion at the service
Diversity of educator roles	Educators have the opportunity to learn new skills and take on different roles within the care environment or the service
Flexibility with activities	Flexibility in the program structure to allow for children to participate in activities that interest them
Implement safe lifting and positioning techniques	Ensure all educators are aware of safe lifting and positioning practices.
Inclusive policies and practices	Ensure all policies and practices in place at the ECCC service are inclusive of all children.
Plan for children's transition to school	Work collaboratively with the school and the educator team to support children's transition from the ECCC service to the school setting.
Practices to consider all children's needs	Ensure all policies and practices in place at the ECCC service consider all children in the care environment.
Prior warning for transitions	Establish a system to ensure children are giving prior warning for transitions, such as a visual board.
Provide calming resources	Provide calming resources, such as fidget toys or weighted blankets, for children to use when required.
Provide planning time	Educators to have adequate planning time away from the care environment.
Revise staff structure	Ensure an effective staff structure is in place to allow for maximum supervision and care in the care environment.
Roster for planning time	Develop a roster to allow educators receive adequate planning time away from the care environment.



Strategy Category: Resources

Strategy	Definition
Access bicultural support	Contact an appropriate organisation that offers bicultural support for assistance with supporting a child or children in the care environment
Specialist Equipment	Access specialist equipment to include a child/ren with additional needs in the care environment.
Use sensory aids and supports	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, is not an option.

- **IDF Subsidy for FDC Top UP**, the Strategy Category of **Inclusion Development Fund** and Strategy of **IDF Subsidy - FDC Top Up** 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, is not an option.

- **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, is not an option.

Choosing Strategies

The first Strategy section is on page 7 of the blank paper-based template.

1. Use the drop-down option to **choose** a **Strategy** Status. Options include:
 - Draft
 - Active
 - Inactive
2. **Select** a **Strategy Category** from the drop-down menu.
4. Strategy options are grouped by Strategy Category. **Locate** the group of **Strategies** that are associated with the Strategy Category selected.
5. **Select** a **Strategy**.
6. An Additional Description can be added to help clarify the Strategy.

Strategy

Choose a Strategy or create a Custom Strategy

Strategy Status	Click here to select a status
Strategy Category	Click here to select a Strategy Category
Strategy	Click here to select a Strategy
Additional Description	
Custom Strategy	

Tailoring Strategies

FDC Educators are encouraged to tailor a Strategy from the list of available Strategy options, to better meet their needs, before considering creating a Custom Strategy.

The available Strategy options can be tailored simply by:

1. **Choosing a *Strategy Category*.**
2. **Selecting a *Strategy*** that is ***similar*** to the Strategy the FDC Educator would like to implement. Use the Additional Description text box to **describe the *specific Strategy*** the FDC Educator would like to implement. **Please note:** The description field must not be used to detail the steps that will be taken to implement the Strategy. These will be outlined when Actions are created.

In the event that a FDC Educator is unable to customise a Strategy, from the list of available Strategy options a **Custom Strategy** can be created.

1. **Choose a *Strategy Category*.**
2. In the Custom Strategy text box **outline**, the ***Custom Strategy***.
3. **Use the *Additional Description*** text box to describe the Strategy in more detail. **Please note:** The description field must not be used to detail the steps that will be taken to implement the Strategy. These will be outlined when Actions are created.

Planning Actions

Actions are the steps that the FDC Educator plans to take on a daily basis, to implement the **Strategies** they have identified. Actions are implemented to address the Barriers to the inclusion, to ensure children with additional needs can participate and interact with their typically developing peers within the Care Environment.

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

When developing Actions, consider the following:

- What will you do to support the **participation & engagement** of **all** children in the program alongside their **peers**?
- What **specific Actions** do you need to implement to facilitate inclusion and **when** during the day and week are they needed? Ensure the Actions address the Barrier/s to inclusion identified.
- What can you already do **without additional support**? Is access to a stream of **Inclusion Development Funding** needed? **When** is it needed?





How to write an Action

When writing an Action, services are required to:

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** the Action will be implemented.
 - Outline how the Action will be implemented/what educators will do/when will they do it
3. Outline the **resources** that will be used to implement this Action.
 - State what specific resources educators will use to implement the action

The FDC Educator should be able to implement each Action based on the details provided.



Words that may be helpful when writing Actions



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



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



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



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



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

Action requirements when seeking Inclusion Development Fund options or Specialist Equipment

If a FDC Educator is applying to access IDF Subsidy for **FDC Top Up** specific Actions will need to demonstrate that including a child with additional and high ongoing high support needs has a significant impact on the FDC Educator, and results in the Educator being unable to enrol the maximum number of children allowed under the National law.

The FDC Educators Care Environment Plan should show the impact on the educator and Care Environment when including the child, including:

- identifying the Barriers to inclusion, and
- the specific Strategies and Actions which the educator must implement to address these barriers.

For further information on FDC Top Up eligibility please see the [IDF FDC Top Up Information Sheet](#), particularly refer to Table A and how the application will be assessed

If a FDC Educator is applying to access **Innovative Solutions Support** Actions should show:

- how the project will build the skills, knowledge and confidence of educators to include children with additional needs and lead to the genuine inclusion of children with additional needs.

If a FDC Educator is applying to access **Specialist Equipment**, through the IA, Actions should show:

- how accessing specialist equipment will support the child with additional needs to be included alongside their typically developing peers.

How do Actions help FDC Educators to decide how many days and hours of FDC Top Up they may need to request?

When developing their Care Environment Plan, FDC Educators, with support from their FDC Service and IP, will decide on the specific Actions that will be implemented to address the identified Barriers to inclusion. This discussion will assist FDC Educators to identify if there is a significant impact when including a child with ongoing high support needs and determine if FDC Top Up is an appropriate strategy.

FDC Top Up would usually be required only for the hours a child with ongoing high support needs attends and participates in the program alongside their typically developing peers.

Creating Actions

The paper-based SIP template allows for two Actions to be created for each Strategy. If additional Actions are required, please copy and paste additional Action and Progress Notes Sections into the template.

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

The first Action can be documented on page 8 of the blank paper-based SIP template. Refer to image on the next page.

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

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

Action status options include:

- **Draft:** The Action is still being developed or will be Action in the future.
- **In Progress:** The Action is being implemented.
- **Closed** – The Action is Fully completed/ Partially Completed/Not implemented.

3. **Document an Action.** Refer to the information about writing actions, outlined on pages 18-19, for assistance.



Barriers, Strategies, Actions and Progress Notes

Action 1 Maximum 2000 characters for each text box

Action Start date	Click here to choose a date.	Status of this Action	Click here to choose a status.
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?

Progress Notes Maximum 2000 characters per Progress Note

Date	Notes	Progress status
Click here to choose a date.		Click here to choose a status.
Click here to choose a date.		Click here to choose a status.
Click here to choose a date.		Click here to choose a status.
Click here to choose a date.		Click here to choose a status.

Action 2 Maximum 2000 characters for each text box

Action Start date	Click here to choose a date.	Status of this Action	Click here to choose a status.
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?

Progress Notes Maximum 2000 characters per Progress Note

Date	Notes	Progress status
Click here to choose a date.		Click here to choose a status.
Click here to choose a date.		Click here to choose a status.
Click here to choose a date.		Click here to choose a status.
Click here to choose a date.		Click here to choose a status.

Care Environment Plan Review

Each time a FDC Educator develops and submits a *Care Environment Inclusion Profile* on the IS Portal, and the date of effect (start date) is reached, a **Care Environment Review** is automatically created for the educators IP to complete.

Where a paper-based SIP is unable to be uploaded to the IS Portal and the FDC Educator is not requiring access to Specialist Equipment and/or Inclusion Development Funding options, the FDC Educator’s IP will complete the Care Environment Plan Review section of the paper-based SIP template, after inclusion planning for the Care Environment has been completed. This review is located on page 15 of the blank paper-based SIP template.

The IP will review and comment on the inclusion planning the FDC Educator has undertaken and plans to implement in the Care Environment over the next 12 months. This will include identifying how the Care Environment plan has been developed to increase the FDC Educators capacity and confidence to embed inclusive practices in the Care Environment to include all children.

Progress Notes

Progress Notes can be added to Actions at any time after the FDC Educator has started to implement their Care Environment Plan. 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 educators to identify and document the changes that have occurred, the achievements that have been experienced and the practices that have been implemented.

Progress Notes also assist educators 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 Care Environment Plan assists educators to engage in and document their continuous improvement planning in line with the National Quality Standards (NQS).

Recording Progress Notes

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

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

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 by implementing this Action? What does this look like?
- What is not working so well and why?
- What could be done differently?
- Is a new Strategy or Action required?

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

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

Options include:

- **Draft:** Additional information will be added to this Progress Note.
- **Submitted:** The Progress Note is complete at this point in time.
- **Final:** This is the last Progress Note that will be documented for this Action as it has either been successfully implemented, partially implemented or unable to be implemented.

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

Ending/Finalising a Barrier

A Barrier can be finalised when it no longer exists or no longer applies to the Care Environment Before adding a Barrier end date and reason why a Barrier has ended:

1. **Add a final Progress Note** to all active Actions associated with the Barrier.
2. **Update the *Progress Note Status*** to Final.
3. **Change the *status of the Action*** - select the relevant option.

Action 1 Maximum 1000 characters for each text box

Action Start date	1 August 2023	Status of this Action	Closed - Fully 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 xxx	Xxx xxxx xxx Xxx xxxx xxx Xxx xxxx xxx		Xxx xxxx xxx

Progress Notes Maximum 2000 characters per Progress Note

Date	Notes	Progress status
27 October 2023	Xxx xxxx xxx Xxx xxxx xxx	Submitted
2 February 2024	Xxx xxxx xxx Xxx xxxx xxx	Submitted
24 May 2024	Xxx xxxx xxx Xxx xxxx xxx Xxx xxxx xxx	Final
Click here to select a date		Click here to select a status

4. **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.