



Guide for CBDC and OSHC Services Providers

Developing a Paper-Based Strategic Inclusion Plan

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) service providers when developing a paper-based Strategic Inclusion Plan (SIP).

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. It can be used by:

- Educators in ECEC services as a tool for capturing the details and information they would like to include in their SIP before transferring it onto the IS Portal.
- Services who do not have the necessary infrastructure to support the Inclusion Support Portal.

Paper-based SIP Template

[Paper-based Strategic Inclusion Plan for CBDC and OSHC Services](#)

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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), including accessing Specialist Equipment and funding through the Inclusion Development Fund (IDF).

Strategic Inclusion Plans (SIP) are 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 Inclusion Development Funding options. The paper-based SIP template can however be used by:

- CBDC and OSHC services as a tool for capturing the details and information they would like to include in their SIP before transferring it onto the IS Portal.
- Services who do not have the necessary infrastructure to support the Inclusion Support Portal in the following circumstances:
 - Access to the ISPortal 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 Inclusion Development Funding options .

Planning for Inclusion

A Strategic Inclusion Plan 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 that educators are experiencing; and
- Outlining strategies and actions they plan to implement, to improve and embed inclusive practice, to support the inclusion of all children.

Each CBDC and OSHC service seeking support through Inclusion Support Program (ISP) will be required to have one online 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 online SIPs – one for each service location seeking support from the ISP.
- Outside School Hours Care (OSHC) services that operate three service types (before school care, after school care and vacation care) will have one online SIP for the three service types.

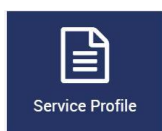
Services are responsible for regularly accessing their SIP to:

- Record the progress, they have made towards implementing their strategies and actions;
- Document changes and/or updates to their identified inclusion needs; 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 being sought.

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 service.

In the Service Profile, **service details** which include the number of children enrolled in the 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.

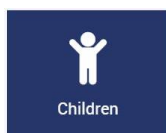
Care Environments



The Inclusion Support Program acknowledges that individual care environments within services experience different inclusion barriers and will need to identify strategies that can be implemented based on the physical environment, educators' existing experience and capability, and the age, skills and abilities of the children.

The Care Environment section of the SIP includes an **Inclusion Profile** and outlines the **Barriers, Strategies and Actions** for each care environment engaging in inclusion planning, when requiring access to Specialist Equipment from the Inclusion Agency or when requiring support from the Inclusion Development Fund (IDF).

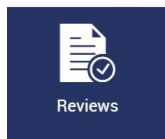
Children



Where support from the Inclusion Development Fund Manager for an Additional Educator or Immediate/Time Limited Support is required, the service is required to include information about

the specific child or children that supports their request for funding. Information regarding children is only documented on the IS Portal.

Reviews



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

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

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.

Inclusion Support Program Support Options and SIP Requirements

The tables below outline the components of the SIP that CBDC and OSHC services are required to complete, when accessing support from 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	IDF Innovative Solutions Support Projects				
SIP Components ⬇					Bilingual Support	Cultural Mentoring	Guided Practice	Specialised Training and Advice	Unique Projects
Service Profile	Yes	Yes	Yes	Yes*	Yes**	Yes	Yes	Yes**	Yes
Care Environment	Yes	Yes	Yes	Yes	Yes**	Yes	Yes	Yes**	Yes
Inclusion Profile	Yes	Yes	Yes	Yes*	Yes**	Yes	Yes	Yes**	Yes
Barriers and Strategies	Yes	Yes	Yes	Yes*	Yes**	Yes	Yes	Yes**	Yes
Children	No	No	Yes	Yes	N/A	N/A	N/A	N/A	N/A
Service Yearly Review	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 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.

Developing a Paper-Based Strategic Inclusion Plan

Educators 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. Information about SIP requirements when requesting to access funding options are also provided.

Icons to look out for



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



Things to consider



Supporting resource

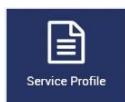


Important information

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 service.

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

You will need to review and update your Service Profile 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 in the whole 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 at the service	
Total number of licensed places	
Total number of staff	
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 your 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 your service engage with families in the community*


who do not currently access early childhood education and care services?

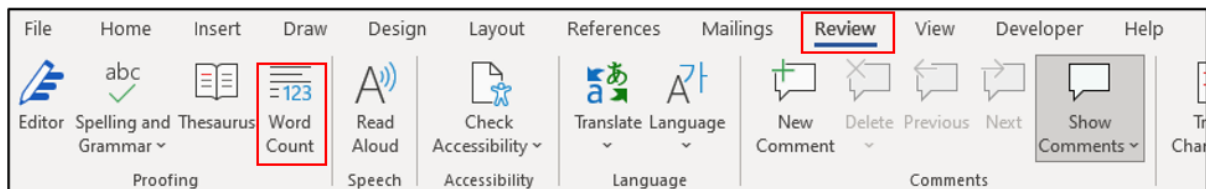
Use the *questions to consider* found in this section of the template, to help guide your response.

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

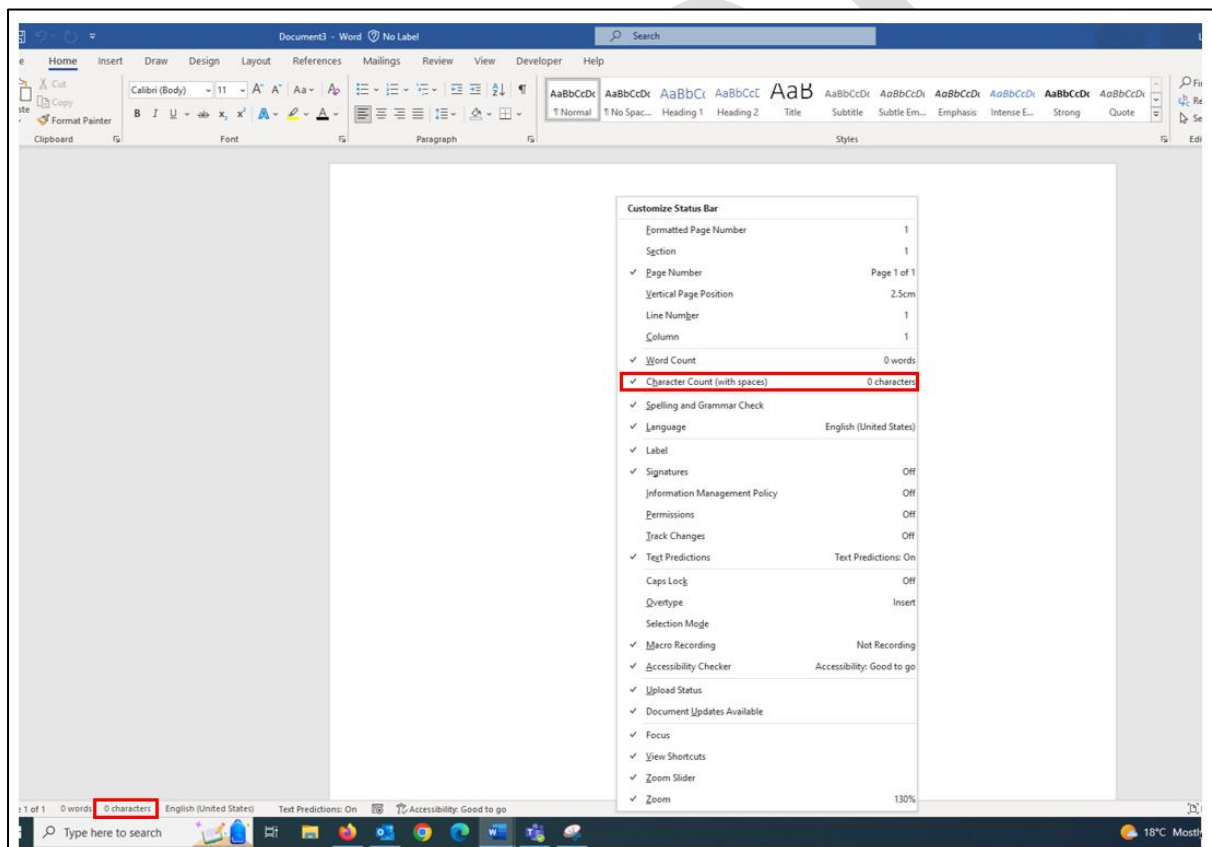


The character count, which including spaces, can be checked by adding the character count to status bar at the bottom of the Word Document.


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

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

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

141 of 230 characters

English (Australia) Text Predictions: On Accessibility: Investigate Focus

141 of 230 characters

Creating a Care Environment



A Care Environment is created for each care environment engaging in inclusion planning, when requiring access to Specialist Equipment from the Inclusion Agency or when requiring support from the Inclusion Development Fund (IDF).

The Care Environment section of the SIP includes an **Inclusion Profile**, outlines the **Barriers** educators are 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 educators are experiencing and the progress they have made towards addressing their identified inclusion Barriers.



Step by Step Guide to creating a Care Environments

The Care Environment section of the SIP is located on page 7 of the blank paper-based SIP template.

1. At the top of the page, complete the Care environment Details

<p>Care Environment</p> <p>Care Environment name:</p> <input type="text"/> <p>Description of the Care Environment</p> <input type="text"/>

- For CBDC services
 - o Identify a care environment name and provide a short description of the care environment. For example, the care environment might be called the Kookaburra's and the description is 2-3 year old's.
 - o Where a service would like to identify inclusion barriers and strategies in the context of the whole service, a care environment called Whole Service can be created.
- For CBDC services
 - o Outside School Hours Care (OSHC) services individual Care environments can be created for each service type the OSHC service operates, for example, Before School Care (BSC), After School Care (ASC) and Vacation Care (VAC).

- o In the unique situation where an OSHC service provides, for example, a Junior ASC and Senior ASC, Individual care environment can be created.
- o Where a service would like to identify inclusion barriers and strategies in the context of the whole service, a care environment called Whole Service can be created.



Creating an Inclusion Profile

A separate Inclusion Profile must be completed for each care environment seeking support from the Inclusion Support Program.

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

Inclusion Profile				
What is the total number of children in this care environment per standard week?				
What is the total number of staff in the care environment per standard week (excluding additional educators)?				
Age of the youngest child in the care environment?	Years	Choose an age	Months	Choose an age
Age of the oldest child in the care environment?	Years	Choose an age	Months	Choose an age
On average, how confident are the educators in the care environment to include children with additional needs?	Select a response			
Are kindergarten or preschool programs offered in this care environment that receive child-based State Government funding?	Select a response			
Date of effect (date this profile was created)	Click here to enter a date.			

Identifying 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 options 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
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 between experiences	Child/ren may require assistance to successfully transition between experiences in the care environment
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
Child/ren's ages/needs vary	Children of varying ages and abilities are in the same care environment, most common in OSHC services
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



Step by Step Guide to Identifying Barriers

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

The template provides the opportunity for services 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.

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 in the care environment.

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

Inclusion Barrier	
<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.

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



When a SIP is supporting an application to access:

- IDF Subsidy for an Additional Educator, the strategy of **IDF Funding** must be chosen and be linked to at least one or more Barriers.
- Innovative Solution Support, the strategy of **Innovative Solutions Funding** must be chosen and be linked to at least one or more Barriers.
- Specialist Equipment, the strategy of **Specialist Equipment** must be chosen and be linked to at least one or more Barriers.

Strategy Options

Strategy	Definition
Access appropriate language resources	Contact the appropriate organisations or services to access resources to assist with language and communication skills
Access bicultural support	Contact an appropriate organisation that offers bicultural support for assistance with supporting a child or children in the care environment
Access to toileting/change room facilities	Provide appropriate access to toileting and/or change room facilities
Adjust program structure and activities	Adjust the program structure and activities to ensure all children are included in the care environment
Assistance to settle children	Assist children to settle in the care environment
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
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
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
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

Strategy	Definition
Choice for non-sleepers	Provide other activities in the care environment for children who do not sleep during the day
Collaborate with allied health professionals	Work collaboratively with allied health professionals to support children in the care environment
Considerations to room layout	Consider the way a care environment is set up to ensure all children can participate
Consistent approach to behaviour management	Educators to discuss and implement a consistent approach to manage the behaviours of all children in the care environment
Consistent behaviour guidance strategies	Develop and implement strategies to provide consistent behaviour guidance to all 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
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
Employ an additional educator	Recruit, employ and orientate an additional educator to include children in the care environment
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
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 activities	Flexibility in the program structure to allow for children to participate in activities that interest them
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.
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
IDF Funding	Where funding through the IDF Subsidy is the most appropriate solution to overcome an inclusion barrier



Strategy	Definition
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 safe lifting and positioning techniques	Ensure all educators are aware of safe lifting and positioning practices
Implement Social Skills program	Implement social skills programs that aim to enhance the personal and social skills of all children
Inclusive policies and practices	Ensure all policies and practices in place at the ECCC service are inclusive of all children
Innovative Solutions funding	Where funding through the Innovative Solutions support is the most appropriate solution to overcome an inclusion barrier
Knowledge sharing between educators	Educators to share knowledge between themselves, in particular those familiar with caring for children with additional needs
Mentoring for educators	Provide mentoring for educators to develop their skills to support children in the care environment
Modelling behaviours	Educators model the behaviours expected by all children in the care environment
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
On the job learning	Assist educators learn new skills or processes within the normal work environment
Open communication between educators	Ensure educators communicate openly and effectively to ensure all educators and children are supported in the care 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
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
Positioning of educator/s	Ensure educators are positioned for maximum supervision in the care environment
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



Strategy	Definition
Provide planning time	Educators to have adequate planning time away from the care environment
Reflective conversations	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
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.
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
Small group times	Establish small group times as part of the program structure
Specialist equipment	Access specialist equipment to include a child/ren with additional needs in the care environment
Staff meetings to assist in planning	Schedule regular staff meetings to assist educators effectively plan a program for their care environment. This will allow conversations and knowledge sharing between educators
Storage solution	Provide adequate storage for resources, in particular if the ECCC service is in a shared environment
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
Use Key Word Sign	Use Key Word Sign hand signs and natural gestures concurrently with speech to support children's language development.
Use sensory aids and supports	Provide sensory aids to include a child/ren with additional needs in the care environment
Use visual aids and reminders	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 9 of the blank paper-based SIP template.

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

Strategy	
<i>Choose a Strategy or create a Custom Strategy</i>	
Strategy	Click here to choose a strategy
Custom strategy	

Planning Actions

Actions are the steps that educators plan 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, services are required to:

1. Give a **brief description** of the action

- provide an overview of the action/step educators will take towards implementing the strategy
2. Identify **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 the **resources** that will be used to implement this action
 - state what specific resources educators will use to implement the action

Educators 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 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 Inclusion Development Fund 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 Inclusion Agency,

- 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 Inclusion Development Fund 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 Inclusion Professional, will decide on the Actions to be implemented to address the barriers to inclusion. This discussion and completion of the specific Actions in the SIP will assist services to decide how many days and how many hours of IDF subsidy each day they may need.



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 23 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 educators to ensure that their SIP is current and may assist with implementing and monitoring progress more effectively.

Action status options include:

- **Not Started:** Educators plan to implement this Action in the future.
- **In Progress:** Educators have commenced implementing the Action.
- **Completed:** The Action has been implemented.
- **No Longer Required:** The Action is no longer appropriate or possible to be implemented in the care environment.

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

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.

Progress Notes

Progress Notes can be added to Actions at any time once educators have 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 educators 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 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 SIP assists educators 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.

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.

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

Things to consider when documenting a progress note:

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

Progress Notes <small>Maximum 2000 characters per Progress Note</small>		
Date	Notes	Progress status
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:

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

Progress Notes <small>Maximum 2000 characters per Progress Note</small>		
Date	Notes	Progress status
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 Barriers

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

1. **Each Action** attached to a Strategy which is linked to a Barrier, **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

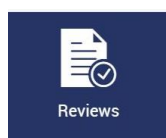
Action 1 <small>Maximum 2000 characters for each text box</small>		
Action Start date	Click here to choose a date.	Status of this Action
What is the action to address this strategy?	How and when will you implement this action?	What resource will be used to implement this action?
XXX XXXX XX	XXX XXXX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

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

Inclusion Barrier	
<small>Choose a Barrier or create a Custom Barrier</small>	
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 on the IS Portal, these reviews include a:

- Service Profile Review; and

- Care Environment Review

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 that is completed by the service with support of their Inclusion Professional. During this review, the Inclusion Professional will acknowledge the progress of the service in relation to implementing their SIP over the last 12 months



Where a paper-based SIP is unable to be uploaded to the IS Portal and the service is not requiring access to Specialist equipment and/or Inclusion Development Funding options, the services Inclusion Professional will complete these reviews on the service's paper-based SIP.



Under the Inclusion Support Program (ISP), the SIP Yearly Review and applying for a Renewal of IDF Subsidy are two separate processes.

