



Guide for CBDC and OSHC Services Providers

Developing a Paper-Based Strategic Inclusion Plan

What is this Guide for?

This Guide provides information and step-by-step instructions to support CBDC and OSHC services to develop and manage their paper-based Strategic Inclusion Plan. It is designed to be used in conjunction with the *Paper-based Strategic Inclusion Plan template for CBDC and OSHC Services*.

Who will need this Guide?

The Department of Education anticipates that Early Childhood Education and Care (ECEC) 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.

This paper-based SIP can be used:

- as a tool for educators to document their inclusion planning before transferring it onto the IS Portal.
- by services who 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 a Community Child Care Fund-Restricted (CCCFR) service.
 - The service is experiencing IT issues.
 - The service is experiencing PRODA access issues.

Contents

What is a Strategic Inclusion Plan?	3
Planning for Inclusion	3
Parts of the Strategic Inclusion Plan	4
SIP Requirements when accessing Inclusion Support Program Support Options.	5
Developing a Paper-Based Strategic Inclusion Plan	6
Service Profile.....	6
Service Details.....	6
Inclusion Practices and Community Outreach Strategy	7
Managing the character count.....	7
Service Profile Review	8
Care Environment Plans	9
Inclusion Profile	9
Barriers.....	Error! Bookmark not defined.
Barrier Options.....	11
Adding a Barriers.....	13
Strategies	13
Strategy Options	14
Choosing Strategies.....	17
Customising Strategies	18
Planning Actions.....	19
How to write an Action	20
Documenting Actions	21
Care Environment Plan Review	23
Progress Notes	23
Recording Progress Notes	23
Ending/Finalising a Barrier	24
SIP Annual Review.....	25



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, the service and individual Care Environments are required to create a Care Environment Plan, with Support of their Inclusion Professional (IP) from the Inclusion Agency (IA). This is the first step to accessing ongoing support from the Inclusion Support Program (ISP) including, accessing Specialist Equipment through the IA and funding through the Inclusion Development Fund (IDF).

The Department of Education anticipates that each service 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.

This paper-based SIP can be used:

- as a tool for educators to document their inclusion planning before transferring it onto the IS Portal.
- by services who 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 a Community Child Care Fund-Restricted (CCCFR) service.
 - The service is experiencing IT issues.
 - The service is experiencing PRODA access issues.

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 educators are experiencing; and
- Outlining Strategies and Actions educators plan to implement, to improve and embed inclusive practice, to support the inclusion of all children.

Each CBDC and OSHC service seeking support through ISP will be required to have one 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 required.



SIP Set up

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



Service Profile

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

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



Care Environment Plans

A care environment is a specific setting, room or grouping of children within the ECEC service. A Care Environment Plan can be created for the whole service and for each individual Care Environments.

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



Reports

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



Reviews

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

SIP Requirements when accessing Inclusion Support Program Support Options.

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

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

Types of Support ➔	Planning for Inclusion	Specialist Equipment	IDF Subsidy for an Additional educator	IDF Subsidy for Immediate/Time Limited Support	Innovative Solutions Support Projects				
SIP Components ⬇					Bilingual Support	Cultural Mentoring	Guided Practice	Specialist Training and Advice	Unique Projects
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
Inclusion Barriers, Strategies and Actions	Yes	Yes	Yes	Yes*	Yes**	Yes	Yes	Yes**	Yes
SIP 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 projects only, a SIP is not required. In such cases it is expected that, after the assessment and outcome of the application, the service will then develop a SIP. Where an urgent application has been approved without a SIP, any subsequent applications will not be considered until the service has developed their SIP.



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 documented 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 noted.

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.

Service Profile

The Service Profile section of the SIP is located on pages 3-5 of the blank paper-based SIP template and includes the **Service Details**, **Inclusion Practices** and **Community Outreach** strategy.

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.

Service Details

1. Under the Service Details heading - **Complete** each of the **Service Details** fields. The responses provided should be about the whole service.
 - The date of effect (start date) can be today's date or a date in the near future.
 - Children can be counted in more than one cohort.

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	



Inclusion Practices and Community Outreach Strategy

The Inclusion Practices and Community Outreach strategy are located on pages 4 -5 of the blank paper-based SIP template.

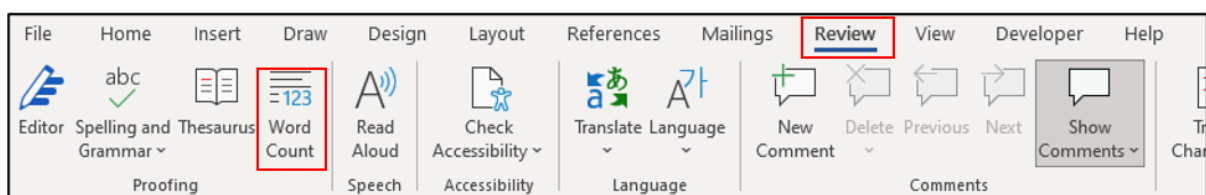
Refer to the reflection questions, in this section of the template, to help guide your responses. A maximum of 16,000 characters can be used.

Managing the character count

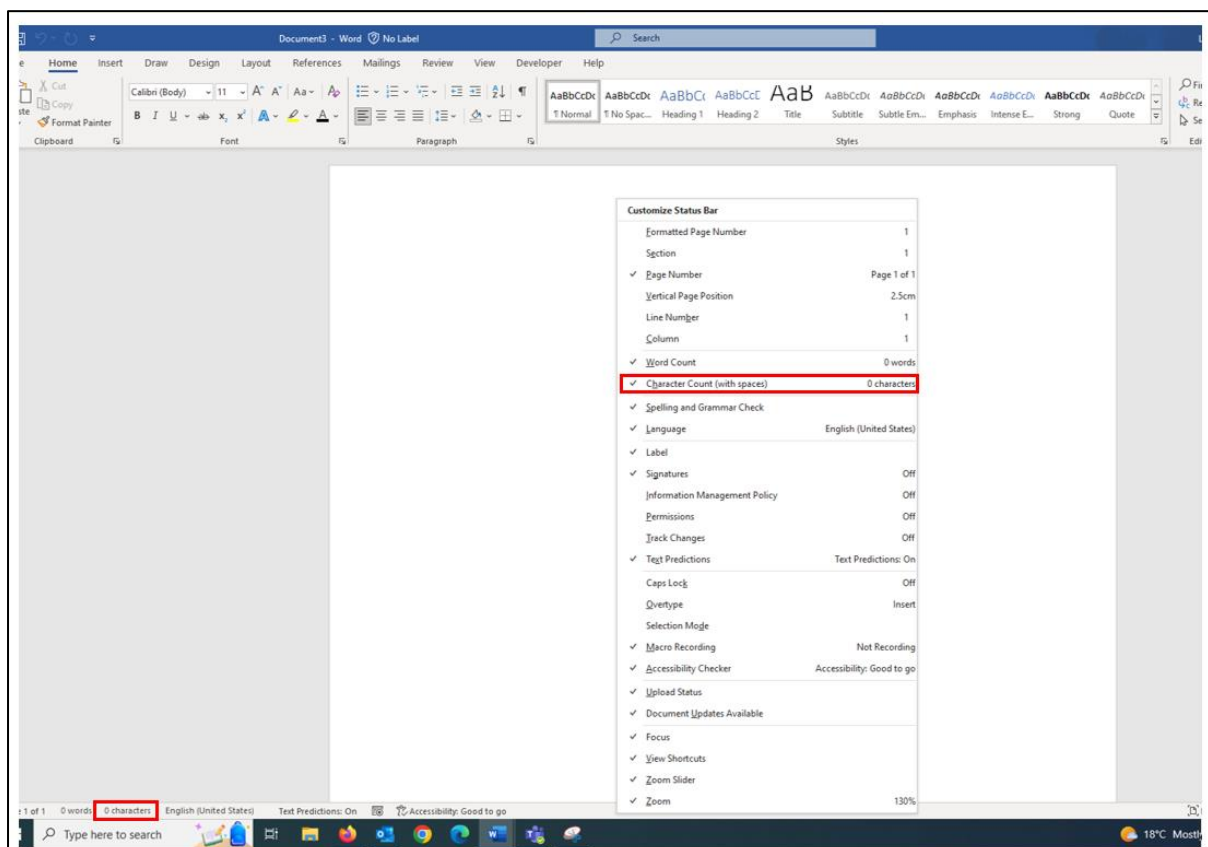
The character count, which includes spaces, can be checked by adding the character count to the status bar, located at the bottom of a Word document.

To add a character count:

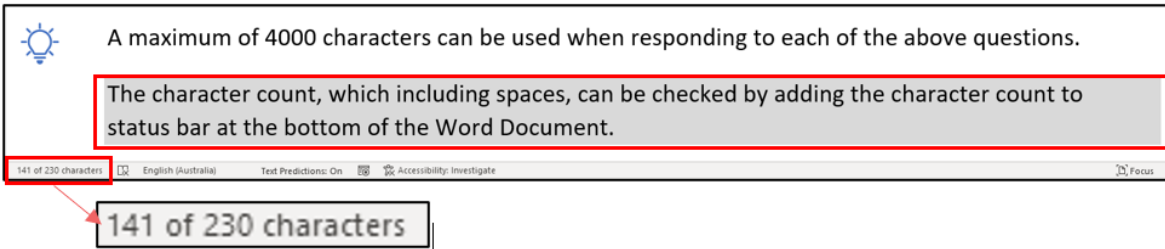
1. Select the **Review** tab, in the menu ribbon, at the top of the page.
2. Select **Word count**.



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



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



Service Profile Review

The Service Profile review is completed by the services IP after the Service Profile has been uploaded to the IS Portal.

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 IDF options, the services IP will complete the Service Profile Review section of the paper-based SIP template located on page 6.

Care Environment Plans

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

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

Inclusion Profile

The Inclusion Profile is located on page 7 of the blank paper-based SIP template.

- At the top of the page, **document** the *name of the Care Environment* and a **Date of effect**.

Where a service would like to plan for inclusion service -wide, a Care Environment name of *Whole Service* can be used.

Care Environment Name:

Date of effect (date this profile was created)

	Click here to select a date
--	---

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

Inclusion Profile

Usual age of children this Care Environment Caters for	Ages from:	Years	Select an age	Months	Select an age
	Ages to:	Years	Select an age	Months	Select an age
Are kindergarten or preschool programs offered in this care environment that receive child-based State Government funding?		Select a response			
What is the total number of staff in the care environment per standard week (excluding additional educators)?					
On average, how confident are the educators in the care environment to include children with additional needs?					
What is the total number of children in this care environment per standard week?					
Actual age of the youngest child in the care environment?	Years	Select an age	Months	Select an age	
Actual age of the oldest child in the care environment?	Years	Select an age	Months	Select an age	



Managing Barriers

Steps to addressing the Barriers to inclusion in a Care Environment



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

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

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

Barrier Categories include:

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

Addressing Barriers to inclusion across this range of Barrier Categories will assist educators to adjust the program, environment and practices to include all children rather than expecting children to change to fit the program.

Barrier Options

A variety of Barrier Categories and Barrier options are available for selecting, as outlined in the table below. Custom Barriers can also be created as required.

Barrier Category: Child specific barriers

Barrier	Definition
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 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.

The first Barrier can be added on page 9 of the blank paper-based SIP 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 service is going to do to address the **Barrier** to inclusion. For every inclusion Barrier identified there must be at least one Strategy. Multiple Strategies may be needed to address each Barrier.

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

Services are encouraged to tailor a Strategy from the list of available Strategy options, to better meet the needs of the Care Environment, before considering creating a Custom Strategy.

The available Strategy options can be tailored to reflect the care environment simply by:

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

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



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.
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.



Strategy	Definition
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 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
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 an Additional Educator**, the Strategy category of **Inclusion Development Fund** and Strategy of IDF Subsidy - **Additional Educator** 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 the Inclusion Development Fund, is not an option.

- Innovative Solution Support, the strategy category of **Inclusion Development Fund** and Strategy of **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 the Inclusion Development Fund, is not an option.

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

Choosing Strategies

The first Strategy section is on page 9 of the blank paper-based SIP 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. This is optional.

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

Services are encouraged to **customise a Strategy**, from the list of available Strategy options, before considering creating a Custom Strategy.

The available Strategy options can be customised simply by:

1. **Choosing** a **Strategy Category**.
2. **Selecting** a **Strategy** that is **similar** to the Strategy the service would like to implement.
3. Use the Additional Description text box to **describe the specific Strategy** the service would like to implement.

In the event that a service is unable to tailor 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.



Managing Actions

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**. There may be multiple Actions needed to implement one Strategy.

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

Things to consider when creating Actions

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



How to write an Action

When writing an Action, 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



How specific should Actions be?

Actions that are implemented to address Barriers to inclusion are **specific to the Care Environment**.

Actions should detail the **specific** tasks and approaches educators will implement and **when across the day** they will be implemented.

Educators should be able to implement the Action based on the details provided, including the Resources identified.

To check if Actions are clear and specific to the Care Environment, consider the following:



Can educators **visualise** what they will be doing in the Care Environment?



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



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



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

Action requirements when seeking Inclusion Development Fund options or Specialist Equipment

If a service is applying to access the IDF Subsidy for an **Additional Educator** Actions should show:

- **what educators will do** and **when they will do it**, with an increased educator to child ratio, above existing ratios, to support children's participation and interaction alongside their typically developing peers.
 - Throughout the Care Environment Plan there will be Actions that detail how an increased educator to child ratio will be needed to implement the Strategies.
 - The service should also add an Action to the Strategy of IDF Subsidy – Additional Educator. This Action should provide a **summary** of what educators will do with an increased educator to child ratio to implement the Strategies and address the Barriers to inclusion.

If a service 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 service 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 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 will include consideration of the

existing educator to child ratios to decide **what days each week** and **how many hours** of IDF Subsidy each day they may need to implement the specific Actions in the Care Environment Plan.

Creating Actions

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 10 of the blank paper-based SIP template.

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 20-22, for assistance.

The paper-based SIP template allows for two Actions to be documented 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 <small>Maximum 2000 characters for each text box</small>			
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 <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.	
Action 2 <small>Maximum 2000 characters for each text box</small>			
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 <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.	



Care Environment Plan Review

Each time a service 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 services IP to complete.

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 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 17 of the blank paper-based SIP template.

The IP will review and comment on the inclusion planning educators have undertaken and plan to implement in the Care Environment over the next 12 months. This will include identifying how the Care Environment inclusion plan has been developed to increase the 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 educators have 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 provide an opportunity for educators to document their changes in practice and to acknowledge the achievements and progress they have made towards addressing their inclusion barriers. Additions and changes to the Care Environment Plan can also be made at the same time, if needed.

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

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 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:
 - **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 required for this Action as it has either been successfully implemented, partially implemented or was 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**. Refer to the image on the next page.

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 Annual Review

At least once in each 12-month period a service, with support from their IP, is required to undertake a yearly review of their SIP. The yearly review provides educators with the opportunity to reflect on the progress and changes they have made to their inclusion practices, through implementing their Care Environment Plan, and to update their plan to reflect their current planning for inclusion.

There are three parts to the SIP yearly review process.

- SIP Evaluation
- SIP update
- IP comment

Note: The SIP Yearly Review is a separate process to applying/reapplying for IDF funding.

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 IP will document their comments in the Inclusion Professional Annual Review comment section of the paper-based SIP template.

