Strategic Inclusion Plan

A Strategic Inclusion Plan (SIP) is a self-guided inclusion assessment and planning tool for Early Childhood and Child Care (ECCC) services accessing the Inclusion Support Programme (ISP). The SIP includes short and long-term strategies for improving and embedding inclusive practice for the inclusion of children with additional needs alongside their typically developing peers. The development of a SIP recognises a service's current inclusive capacity and capability and outlines objectives for inclusion practices. More information is available in the ISP Program Guidelines and the ISP User Guide on the Department of Education and Training's website.

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Educator Profile

Educators inclusion practices

How does your service promote learning experiences, interactions and participation to build on children's strengths and encourage involvement?

Reflective questions for the service to consider in responding to this question include:
- What does the service do on a daily basis to show their commitment to the inclusion of all children?
- What is the service's philosophy and policies in relation to inclusion?
- How is this reflected in the service's practices?
  - How does the service ensure their programme and daily routines cater to all children?
  - How is the physical environment organised to encourage participation and interaction between peers?
  - What strategies do educators use to encourage participation and interaction between peers?
  - How does the service identify and build on children's strengths?
  - What resources do educators use or modifications are made to encourage children's engagement?
  - What professional development is provided to educators to increase use of inclusive practices?
  - What are the service's strengths in regards to inclusion of all children?
  - What would the service like to do to build on their strengths in this area?

- KDFDC have created a postcard with the acknowledgement of country and distributed to all educators. Educators are encouraged to undertake the acknowledgement of country with children each day.
- The 8 ways of Indigenous learning is included in our educator diary and will be added to our online programming.

- Team members from KDFC have visited Cherbourg Ration Shed to gain more knowledge about local Aboriginal History
- Educators within our service use a cultural diary to plan experiences for the children.
- An educator who has a child enrolled with limited English uses a Translation App. She has created picture cards with common items such as toilet. This gives the child visual cues. She has learnt some phrases in the child's language.
- A child in the service has been diagnosed with severe hearing impairment. She works with the other children to teach them to stand in front of the child so she can see their face and read their lips.
- Because of the smaller numbers of children in care FDC Educators are uniquely placed to form supportive relationships with families
- Families complete an 'All about me' form to gather information about children
- An Assessment of Learning is completed for each child to gather information about a child's development so that an educator can plan activities to suit the individual child.
- Playgroups are planned to develop the children's socialisation skills
- Educator environments are planned to include Quiet areas and sleep areas.
- KDFDC has documented policies and procedures in place including Inclusion and Equity, Supporting Individual Children's needs, and Positive Relationships.

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- Our service actively recruits educators from many cultures to meet the diverse needs of families in our community. The service policies have a commitment to cultural requirements embedded into them. In addition to this we have a specific additional needs policy. Educator are trained to use a strengths-based model in all their planning and management strategies.
- Coordinators use visits to observe children's individual needs and engage educators in professional conversations around inclusive practice and strategies.

- Parent Handbook is available to all families and a translation service to promote understanding of the handbook is offered to families with English as a Second language.
- KDFDC has compiled a fact sheet on how to embed Culture Competence in your FDC environment. This is available on our Secure Zone. The Cultural Connections booklet is also available. The Australian Aboriginal and Torres Strait islander flags are on the secure Zone.
- Educators are supported to consider the racial backgrounds of the children enrolled, to ensure that children gain knowledge of different cultural practices and to develop empathy and ensure that children learn that racism hurts.

Our Philosophy

Our service believes that children and families are the foundation of our community.

Children have the right to belong in safe, secure environments where they can develop a strong sense of identity.

We believe in fair and inclusive practices that support culture, individuality and diversity.

We promote rich educational and play-based environments, with a variety of experiences that engage children in their own learning.

The holistic development of children is enhanced as their needs and interests are responded to positively.

We advocate strongly for children, families, educators, coordinators and members of the wider community to participate in preparing children for their future in society.

We endeavour to build strong relationships with all stakeholders and act as a role model to promote sustainability and an awareness of environmental friendly practices.

Together we believe we can make a difference as we continue to encourage our children, families and community.

Community outreach

How will your service engage with families in the community who do not currently access early childhood and child care services?

Reflective questions for the service to consider in responding to this question include:

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

4000 characters

- An educator recently asked parents from various cultural backgrounds how she could involve parents in Cultural activities. The parent suggested using a cultural recipe and asking the parents to contribute ingredients.   - KDFDC uses its community playgroups as a platform for introducing our services to families not currently accessing ECEC services and to those families new to the community. At the playgroups qualified coordinators role model quality ECEC practices and work with families to educate them about the benefits of attending registered services. The service actively seeks feedback from families via phone calls, surveys and visits.   - The service participates in local community events and uses these to reach out to prospective families and educators.   - Coordinators attend professional development sessions where they are able to network and liaise with other community groups/agencies in order to further develop referral pathways for families.
KDFC has a Toy Library which is available to Educators, Families and the wider community. The Library is also accessed by community groups to provide resources for a variety of different child development.
Many Educators and Coordinators are registered with BE You Professional Learning to engage in Professional Development to support all families.

Care Environment: Family Day Care

Inclusion Profile

The Inclusion Profile is in the context of a care environment in the service and provides information on the total number of staff and total number of children present in the care environment.

	Current		Previous	
Date of effect				
Number of children per standard week				
Number of staff (excluding additional educators)				
Age of youngest child in care environment	Years:	Months:	Years:	Months
Age of older child in care environment	Years:	Months:	Years:	Months:
On average, how confident are educators in the care environment to include children with additional needs	☐ Very Confident ☐ Somewhat confident ☐ Not confident		☐ Very Confident ☐ Somewhat confident ☐ Not confident	
Are kindergarten/preschool programs offered that receive child-based funding	☐ Yes	☐ No	☐ Yes	☐ No

Barriers, Strategies, and Action Items

Barriers, strategies and action items are completed in the context of the environment identified above. This section identifies the barriers that impact the capacity of the service to include children with additional needs alongside their typically developing peers and the proposed strategies the service will implement to address the barriers.

Barrier Category: Child specific

Barrier: **Custom Barrier:**

Start Date:

Strategy:		Custom Strategy	
Action **What is the action to address this strategy?**	**How and when will the action be implemented?**	**What resource will be used to implement this action?**	**Progress notes** **Status**

End date   (Only complete when the barrier is no longer impacting the care environment)

Reason:

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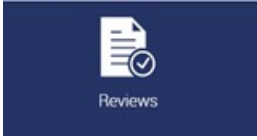
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Reason:

Review – Inclusion Professional to complete

When reviewing a SIP, Inclusion Professionals should consider the services current inclusive capacity and capability and how this has helped progress the strategies in place to address the inclusion barriers identified in the Inclusion Profile. Services are not required to complete this section.

Have you review the current service profile?
☐ Yes   ☐ No
Have you reviewed the current inclusion profile?
☐ Yes   ☐ No
Have you reviewed the barriers and strategies associated to the care environment?
☐ Yes   ☐ No

Review Findings: