Paper-based Strategic Inclusion Plan

For Family Day Care Coordination Units Engaging in Service-wide Inclusion Planning

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

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

A SIP is considered a 'living' document that is implemented and updated on a regular basis. It is reviewed at least once in a 12-month period, with support of an Inclusion Professional. Family Day Care Coordination Units are required to document the progress they have made as they implement their SIP.

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

Individual Family Day Care Educators are required to document their Strategic Inclusion Plan on the Inclusion Support Portal (IS Portal), the online gateway for Early Childhood Education and Care services to engage in inclusion planning and access Inclusion Development Funding options. They can also use the Paper-based SIP Template for FDC Educators (add hyperlink) as a tool for documenting their inclusion planning before being supported by their FDC Coordination Unit to transfer it onto the IS Portal or when the FDC Coordination Unit does not have the necessary infrastructure to support the Inclusion Support Portal for the following reasons.

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

For guidance and support to develop a service-wide Strategic Inclusion Plan:

- Contact your Inclusion Professional. If you are unsure of who your Inclusion Professional is, please contact your local Inclusion Agency.
- Access the guide for FDC Coordination Units – Developing a Paper-Based Strategic Inclusion Plan (add hyperlink)

Paper-based Strategic Inclusion Plan

For Family Day Care Coordination Units Engaging in Service-wide Inclusion Planning

Service Details

Reason for completing paper-based SIP	Service-wide planning	CCS Primary approval Id	
FDC Provider Name	кath Dickson Family Day Care – East Coast		
Coordination Unit contact person	Kelly Ball	Contact #	0475983255
Coordination Unit email address	ecfdccoordinators@kdfc.com.au		
Coordination Unit address	11 Tarawa Street Parrearra		

Inclusion Agency Details

Inclusion Agency Name		Inclusion Agency contact #	
Name of Inclusion Professional		Inclusion Professional contact #	
Inclusion Professional email address			

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 Family Day Care Coordination Unit. (Whole service)

In the Service Profile, your will need to provide information about the number of children enrolled service-wide, broken down by the cohorts of children the Inclusion Support Program supports. You will also be required to identify the current capacity and capability of the whole service to include children with additional needs and develop a community outreach strategy.

Service Details

Date of effect (Service Profile start date)	06.11.23
Total number of children enrolled across the whole FDC service	237
Total number of licensed places across the whole FDC service	
Total number of Coordination Unit staff	3
Total number of individual FDC Educators	23
Number of enrolled children who:	
• have a disability or developmental delay	1
• are presenting with challenging behaviours	6
• have a serious medical or health condition, inclusion mental health	
• are presenting with trauma related behaviours	0
• are Aboriginal or Torres Strait Islander children	4
• are children from culturally and linguistically diverse backgrounds	0
• are from a Refugee or Humanitarian background	0
Total Number of Children with additional needs	11

Service Profile

Inclusion Practices

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

When responding to this question consider:

- 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 program 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 what modifications are made to encourage children's engagement?
- What professional development is provided to educators to strengthen inclusive practices?
- What are the service's strengths in regard to including all children?
- What would the service like to do to build on their strengths in this area?

Maximum 4000 characters

Diverse Cultural Recruitment: The service actively recruits Educators from various cultural backgrounds to meet the needs of families in diverse communities across the Sunshine Coast. This approach promotes a culturally rich environment where children can learn from and about different cultures, fostering inclusivity and understanding.

Commitment to Cultural Requirements: The Service policies are committed to embedding cultural requirements, demonstrating an understanding and respect for the cultural backgrounds of the children and families they serve. This inclusion of cultural considerations is an essential aspect of promoting a diverse and inclusive learning environment.

Service Profile

Inclusive Policies: The service has specific policies such as 'Supporting Individual's Needs' and 'Inclusion and Equity,' which indicate a clear commitment to ensuring that all children's unique needs and strengths are addressed. These policies can guide educators in creating a supportive and inclusive environment.

Strengths-Based Approach: Educators are encouraged to use a strengths-based model for planning and programming. This approach focuses on identifying and building upon each child's unique strengths and abilities, which can enhance their learning experiences and boost their self-esteem.

Professional Development: Coordinators and Educators attend professional development sessions to further enhance their knowledge around inclusive practices. This demonstrates a commitment to continuous improvement and staying updated with best practices in early childhood education.

Support for Educators: The service has policies in place to support educators in embedding inclusive practices into their family day care environments. This support can include resources, guidelines, and training to ensure that educators have the tools and knowledge to create an inclusive learning environment.

Support Visits: Coordinators attend support visits with educators in their homes, which serves as an opportunity to role model inclusive interactions with the children. These visits can help ensure that educators are implementing inclusive practices effectively.

Diversity in Educator Team: The service welcomes educators from diverse backgrounds to join the Kath Dickson Family Day Care team. This approach not only reflects diversity but also allows children to interact with educators from different cultural backgrounds, further enriching their learning experiences.

Community Outreach

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

When responding to this question consider:

- How does the service currently engage with the local community to encourage access to their service for children with additional needs?
- How will the service target and engage with families not accessing their services? For example, CALD families, Aboriginal families.

Service Profile

- How will the service highlight the educational benefits for children with additional needs attending their service?
- 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?

Maximum 4000 characters

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.This approach involves continuous professional development for the coordinators, ensuring they stay updated with the latest practices and trends in early childhood education and care. By building relationships with community groups and agencies, they establish strong referral pathways that can help connect families who are not currently accessing ECEC services with the right resources.

An educator recently asked parents from various cultural backgrounds how she could involve parents in cultural activities This illustrates the service'scommitment to inclusivity and diversity. By actively seeking input from parents of diverse cultural backgrounds, the service ensures that cultural activities are relevant and engaging for all families. This proactive approach fosters a sense of belonging and inclusivity within the community.

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. In the context of community playgroups, qualified coordinators serve as role models, demonstrating high-quality ECEC practices. They also work closely with families to educate them about the benefits of attending registered services. This hands-on approach helps families understand the advantages of early childhood education and care and encourages their participation.

The service actively seeks feedback from families via phone calls, surveys, and visits.This proactive approach to gathering feedback ensures that the service is responsive to the needs and concerns of the families it serves. It provides multiple channels for families to share their thoughts, whether through direct

Service Profile

communication (phone calls and visits) or anonymous feedback (surveys). This feedback loop helps in making continuous improvements to better meet the needs of the community.

The service participates in local community events and uses these to reach out to prospective families and educators. By actively engaging in local community events, the service not only raises awareness about its offerings but also connects with prospective families and educators. This outreach approach strengthens community bonds and promotes the importance of early childhood education and care.

Inclusion Professional Service Profile Review

Service Profile Review

The Service Profile review is completed by the services Inclusion Professional

Name of Inclusion Professional:

Date review completed:

Care Environment

Barriers, Strategies, Actions and Progress Notes

The number of Barriers identified, and Strategies and Actions developed will differ depending on the context and dynamics of the whole FDC service, including the current capacity and capability of educators.

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

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.

Actions are the steps that the service plans to take to implement each **Strategy**. Multiple Actions may be needed for each Strategy.

Progress Notes are a record of the achievement's educators have experienced and the progress they have made towards addressing the inclusion Barrier, through implementing the **Actions** developed for each **Strategy.**

The Barriers, Strategies and Action section of this template provides educators with an opportunity to document 4 Barriers, a Strategy for each Barrier and two Actions for each Strategy. Additional Barriers, Strategies and Action can be added to this template or removed as required.

Barriers, Strategies, Actions and Progress Notes

Inclusion Barrier

Choose a Barrier or create a Custom Barrier

Date this barrier was identified:	12 September 2023
Barrier category	Child specific
Barrier	Child-specific – Limited communication skills
Custom barrier	
Date this Barrier ended	Click here to choose a date.
Reason the Barrier ended	

Strategy

Choose a Strategy or create a Custom Strategy

Strategy	Click here to choose a strategy
Custom strategy	

Barriers, Strategies, Actions and Progress Notes

Action 1 Maximum 2000 characters for each text box

Action Start date	6 November 2023	Status of this Action	In progress
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?

Barriers, Strategies, Actions and Progress Notes

Children with limited communication in the service to be able to communicate their needs with the Educator and other children in care	Specific actions	Websites for ideas
	Supporting a child with limited communication abilities in an inclusive environment requires a thoughtful and patient approach. Here are some actions and strategies you can implement to promote inclusion and support the child effectively	Resource library
	Develop a personalized communication plan for the child. This plan should outline the child's current communication abilities, preferences, and goals for improvement.	Visual posters
	Work closely with speech therapists, occupational therapists, and other specialists who can provide guidance and strategies for improving the child's communication skills.	Questions relating to the environment (audit)\
	Incorporate visual aids such as picture cards, communication boards, or sign language to help the child express their needs and thoughts.	Understanding of Educators
	Consider using AAC devices or apps to assist the child in communicating. These tools can range from simple picture boards to complex electronic devices with speech output.	Secure zone – what do we have available
	Acknowledge and support non-verbal communication cues, such as gestures, facial expressions, and body language. This can help the child convey their thoughts and emotions.	Support from Coordintaors
	Pay close attention to the child's attempts at communication, even if they are non-verbal. Show that you are listening and understanding.	
	Be aware of sensory sensitivities the child may have, as these can impact their communication. Create a sensory-friendly environment to help them feel comfortable.	
	Encourage peer interaction and modeling. Sometimes, peers can be effective role models for communication and social interactions.	

Barriers, Strategies, Actions and Progress Notes

Give the child extra time to respond. Avoid rushing them or finishing their sentences for them. Patience is crucial in allowing them to communicate at their own pace. Praise and reward the child for their communication attempts, even if they are small. Positive reinforcement can encourage them to continue trying. Provide structured activities and routines that create opportunities for the child to communicate. For example, use mealtime, playtime, and storytime as moments for interaction. Ensure that educators working with the child are trained in communication support techniques. Continuously assess the child's progress and adjust the communication plan as needed. Regular evaluations help identify areas of improvement. Advocate for the child's inclusion in all aspects of the school or community, including extracurricular activities, to foster social interaction and a sense of belonging. Educate other children about the child's unique communication needs and differences, promoting empathy and acceptance. Modify the curriculum to accommodate the child's communication abilities, ensuring they have access to educational content. Foster a nurturing and inclusive atmosphere where the child feels safe and valued, which can positively impact their willingness to communicate. <u>Family input</u> Involve the child's parents in the communication support plan. They can provide insights into the child's needs and preferences and can reinforce the strategies at home.	

Barriers, Strategies, Actions and Progress Notes

	Maintain regular communication with families about the progress and adjust if needed Recognise small achievements with families Challenging conversations – how to tackle these Encourage educators to approach these conversations with empathy and sensitivity. Acknowledge the emotional toll that difficult conversations can take and provide opportunities for debriefing and emotional support. Emphasize a family-centered approach, where educators and coordinators work with families as partners in the child's education and development. Provide educators with resources and materials to assist them in explaining the child's condition or communication limitations. These may include brochures, videos, or books that can be shared with families to help them better understand the situation.(info from Inclusion support website) Ensure that educators follow up with families after difficult conversations to check on progress and make any necessary adjustments. Continuous communication can help build trust and strengthen the relationship between educators and families.	

Progress Notes Maximum 2000 characters per Progress Note

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

Barriers, Strategies, Actions and Progress Notes

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
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Barriers, Strategies, Actions and Progress Notes

Inclusion Barrier

Choose a Barrier or create a Custom Barrier

Date this barrier was identified:	12 September 2023
Barrier category	Parent /guardian concerns
Barrier	Parent /guardian concerns – Parent/guardian not receptive
Custom barrier	
Date this Barrier ended	Click here to choose a date.
Reason the Barrier ended	

Strategy

Choose a Strategy or create a Custom Strategy

Strategy	Click here to choose a strategy
Custom strategy	

Barriers, Strategies, Actions and Progress Notes

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Barriers, Strategies, Actions and Progress Notes

Educators to have difficult conversations around child's development with a family	Difficult conversations – Gather relevant information, assessment results, and observations regarding the child's development. Understand the specific challenges the child is facing and what inclusion support is needed. Select a comfortable, private location for the conversation to ensure privacy and minimize distractions and a time that is convenient for the family Acknowledge that discussing their child's development can be challenging. Be clear and concise in your communication. Use positive and non-judgmental language to describe the child's strengths and challenges. Encourage the parent to share their perspective and concerns. Listen actively without interrupting or making assumptions Emphasize that the goal is to work together to support the child's development. Ask for the parent's input and suggestions for the inclusion support plan. Share information about the specific support services or interventions that are available. Explain how these services can benefit the child's development. Provide the parent with resources, such as contact information for support organizations, educational materials, or other relevant materials. (Coordinators to work with Educators to get specific information for the specific concern) Understand that parents may need time to process the information and make decisions. Respect their choices and be prepared to provide ongoing support and guidance.	Reflags sent to Educators Links to inclusion support website for resources Professional development around difficult conversations

	<u>Red flags</u> have these available on our website and in our secure zone for Educators. <u>Referral pathways</u> Have these available on our secure zone for educators, links on our website for families to access.	

Progress Notes Maximum 2000 characters per Progress Note

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Barriers, Strategies, Actions and Progress Notes

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Barriers, Strategies, Actions and Progress Notes

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Barriers, Strategies, Actions and Progress Notes

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Inclusion Professional SIP Reviews

Inclusion Professional Care Environment Review

The Care Environment review below is completed by the service's Inclusion Professional after the services SIP has been completed.

Name of Inclusion Professional:

Date review completed:

Inclusion Professional Annual Review

As part of the SIP Yearly review process, the service's Inclusion Professional (IP) will 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 the services' capacity and confidence to embed inclusive practices in their service and include all children.

Name of Inclusion Professional:

Date review completed: