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INCLUSION PLANNING FOR SIP

This form replicates the information required in the Inclusion Support (IS) Portal for a Strategic Inclusion Plan (SIP). Education and care services may use this form to gather and document planning information required to be inputted into the IS Portal, if they wish to have a record outside of the portal.

Service Name

Service Profile

Total Number of children enrolled in the service	
Total number of licensed places	
Total number of staff	
Number of enrolled children with a diagnosed disability or undergoing assessment	
Number of enrolled children from a culturally or linguistically diverse background	
Number of children from an Aboriginal or Torres Strait Islander background	
Number of children from a refugee or humanitarian background	
Number of children with language/speech delay	
Number of children with challenging behaviours	



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

Reflect on your practice and you can also use your QIP



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

Reflect on how you engage with the community and let people know about your service. What you would like to do in the future? – Again, your QIP may be useful.



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STRATEGIC INCLUSION PLAN (SIP)

Barrier Category:				
Barrier:				
Strategy:				
Date	Action	How and When <i>(will you implement this action)</i> <i>(Refer to Guidance document e.g. additional support / specific strategies)</i>	Resources	Progress Notes <i>(Date each progress note)</i>
New Action (when new Action is identified, complete the information, and move to 1st row of table under the headings)				



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PAPER-BASED STRATEGIC INCLUSION PLAN (SIP) – BARRIERS, STRATEGIES, ACTIONS

Guidance document, to be read together with Tip Sheet

1. Barrier Category

Select up to 3 Barrier Categories per care environment from list below:

- › Child Specific Barrier
- › Educator
- › Parent/Guardian Concerns
- › Physical Environment
- › Program Structure
- › Supervision of all Children.

2. Choose 1 or 2 Strategies for each of the Barriers you have identified

3. Identify Actions to address each Strategy - What is your goal or objective for the identified strategy?

3.1 How and when will you implement this action?

- › What can educators already do **without additional support**? Is an **increased educator to child ratio** needed? **When** is this needed?
- › How will it make a difference to how educators work across the day?
- › What **specific strategies** will your team use to include **all** children into the daily program?
- › What will educators do to support the **participation & engagement** of **all** children in the program alongside their peers with an increased educator to child ratio?
- › What **specific Actions** do educators need to implement to facilitate inclusion, and **when** during the day?



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3.2 What resources will be used to implement this action?

E.g. Families; Team - discussions, meetings & observations; Specialty Services (Occupational Therapist, Speech Pathologist, etc)

3.3 Progress notes

What progress have educators made towards achieving the strategy and action identified?



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DEVELOPING ACTIONS TIP SHEET

There is a list of prepopulated barrier categories, barriers and strategies supplied by the Department of Education. It is best to use this sheet as a guide as this will assist when you are inputting this information into the IS Portal.

When developing **Actions** consider the following:

- › What can educators already do **without additional support**? Is an **increased educator to child ratio** needed? **When** is this needed?
- › How will it make a difference to how educators work across the day?
- › What **specific strategies** will your team use to include **all** children into the daily program?
- › What will educators do to support the **participation & engagement** of **all** children in the program alongside their **peers** with an increased educator to child ratio?
- › What **specific Actions** do educators need to implement to facilitate inclusion and **when** during the day?

Guiding sentence **Starters**....

- › Our team of educators will support the participation and engagement of all children during/ in the program through...
- › To ensure optimal engagement/participation of all children an increased educator ratio will...
- › An increased ratio will...
- › This will happen when...
- › During..... an increased ratio will...
- › Direct support can be provided when....., whilst also attending to/supporting





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When writing your **actions**, use **action words** or **examples** of how educators will offer support to children: e.g. **'We will...'**

Role model	Respond	Provide	Guide	Encourage
Assist	Identify	Initiate	Prompt	Implement
Use	Modify	Assist	Observe	Communicate
Make	Interpret	Adjust	Follow	Lead

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



Can educators **visualise** what they would be doing in the care environment?



Can educators put **Actions into Practice** after reading them?



Do educators know **why** they are implementing the Actions and the Barriers they are addressing?



Can **service management** identify what they need to do and what resources are required by educators?

INCLUSION SUPPORT PROGRAMME (ISP) IS FUNDED BY THE AUSTRALIAN GOVERNMENT DEPARTMENT OF EDUCATION AND TRAINING. AS PART OF THE ISP, THE VICTORIAN INCLUSION AGENCY IS LED BY COMMUNITY CHILD CARE ASSOCIATION, AND IS DELIVERED IN PARTNERSHIP WITH YOORALLA AND KU CHILDREN'S SERVICES.



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