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](https://www.education.gov.au/child-care-package/inclusion-support-program).
* Access the guide for FDC Coordination Units – Developing a Paper-Based Strategic Inclusion Plan (add hyperlink)

### Service Details

|  |  |  |  |
| --- | --- | --- | --- |
| **Reason for completing paper-based SIP** | Service-wide planning | **CCS Primary approval Id** |  |
| **FDC Provider Name** |  |
| **Coordination Unit contact person** |  | Contact # |  |
| **Coordination Unit email address** |  |
| **Coordination Unit address** |  |

Inclusion Agency Details

|  |  |  |  |
| --- | --- | --- | --- |
| Inclusion Agency Name  |  | **Inclusion Agency contact #** |  |
| Name of Inclusion Professional |  | Inclusion Professional contact # |  |
| Inclusion Professional email address |  |

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) |  |
| **Total number of children enrolled across the whole FDC service** |  |
| **Total number of licensed places across the whole FDC service** |  |
| **Total number of Coordination Unit staff**  |  |
| **Total number of individual FDC Educators** |  |
| **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**

**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

## 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.
	+ 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*

**Service Profile Review**

The Service Profile review is completed by the services Inclusion Professional

|  |
| --- |
|  |

**Name of Inclusion Professional:**

**Date review completed:**

**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 inclusionBarrier 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.

## Inclusion Barrier

*Choose a Barrier or create a Custom Barrier*

|  |  |
| --- | --- |
| **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**  |  |

## Strategy

*Choose a Strategy or create a Custom Strategy*

|  |  |
| --- | --- |
| **Strategy**  | Click here to choose a strategy |
| **Custom strategy** |  |

## Action 1 Maximum 2000 characters for each text box

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Start date** | Click here to choose a date. | **Status of this Action**  | 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 XX | XXX XXXX XXX XXXX | XXX XXX XXX |

## Progress Notes Maximum 2000 characters per Progress Note

|  |  |  |
| --- | --- | --- |
| **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. |

## Action 2 Maximum 2000 characters for each text box

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| --- | --- | --- | --- |
| **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?** |
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## Progress Notes Maximum 2000 characters per Progress Note

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| **Date** | **Notes**  | **Progress status** |
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**Inclusion Barrier**

*Choose a Barrier or create a Custom Barrier*

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| --- | --- |
| **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**  |  |

## Strategy

*Choose a Strategy or create a Custom Strategy*

|  |  |
| --- | --- |
| **Strategy**  | Click here to choose a strategy |
| **Custom strategy** |  |

## Action 1 Maximum 2000 characters for each text box

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| **Action Start date** | Click here to choose a date. | **Status of this Action**  |  Click here to choose a status. |
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## Progress Notes Maximum 2000 characters per Progress Note

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## Progress Notes Maximum 2000 characters per Progress Note

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| **Date** | **Notes**  | **Progress status** |
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## Inclusion Barrier

*Choose a Barrier or create a Custom Barrier*

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| **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**  |  |

## Strategy

*Choose a Strategy or create a Custom Strategy*

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| --- | --- |
| **Strategy**  | Click here to choose a strategy |
| **Custom strategy** |  |

## Action 1 Maximum 2000 characters for each text box

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| **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?** |
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## Progress Notes Maximum 2000 characters per Progress Note

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| **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?** |
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## Progress Notes Maximum 2000 characters per Progress Note

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## Inclusion Barrier

*Choose a Barrier or create a Custom Barrier*

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| --- | --- |
| **Date this barrier was identified:** | Click here to choose a date. |
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| **Barrier** | Click here to choose a barrier |
| **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*

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| --- | --- |
| **Strategy**  | Click here to choose a strategy |
| **Custom strategy** |  |

## Action 1 Maximum 2000 characters for each text box

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| **Action Start date** | Click here to choose a date. | **Status of this Action**  |  Click here to choose a status. |
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## Progress Notes Maximum 2000 characters per Progress Note

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## 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:**