



Strategic Inclusion Plan

Strategic Inclusion Plan (SIP) is a self-guided inclusion assessment and planning tool for Early Childhood Education and Care (ECEC) services accessing the Inclusion Support Program (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, Skills and Employment's website.

KU Children's Services is contracted by the department as the single national Inclusion Development Fund Manager (IDFM) who provides nationally consistent and equitable management of the Inclusion Development Fund (IDF) available through ISP.

A SIP is completed online by a service using the Inclusion Support (IS) Portal. The information in this SIP report is as at the date/time the report is generated from the IS Portal, available on the next page.

Acronym	Description
CALD	Culturally and Linguistically Diverse
ECEC	Early Childhood Education and Care
IA	Inclusion Agency
IDF	Inclusion Development Fund
IDFM	Inclusion Development Fund Manager
ISP	Inclusion Support Program
IS	Portal Inclusion Support Portal
SIP	Strategic Inclusion Plan

Definition	
Date of Effect	The date the information is current for the service
Populated care environment	The number of Care environments on the SIP that has any information entered
Unpopulated care environment	The number of Care environments on the SIP that has no information entered

Snowy Mountains Care and Early Learning Centre

SIP ID	4-31WL-860
Service contact	
Service contact email	admin@smcelc.com.au
Inclusion Agency	KU Children's Services Inclusion Agency NSW ACT
IP contact	Melinda Goad
IP contact phone	18 0070 3382
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Service Profile

The Service Profile collects information on the number of children enrolled in the service by the cohorts the ISP supports. The purpose of the Service Profile is to assist the IA to understand the inclusion needs and practices of the service.

	Current	Previous
Date of effect	24/03/2023	15/12/2022
Total number of children enrolled	82	98
Total number of licensed places	56	56
Total number of staff	23	23
Number of enrolled children		
• With a disability or undergoing assessment	2	1
• From a CALD background	3	3
• Aboriginal or Torres Strait Islander children	0	0
• With language/speech delays	2	3
• With challenging behaviours	2	4
• Refugee/Humanitarian background	0	0

Service inclusion practices

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

- We provide a goal based, child centred, individual education and care program for each and every child.
- We base the program on the Early Years Learning Framework, part of the National Quality Framework.
- We ensure the educational program is reflective of children's needs, learning, development, identity, culture, interests, ability, health and wellbeing.
- The program is organised so that each child is provided with maximum opportunities to learn and succeed.
- Children are involved in decision making that affects them.
- Children's health and safety are a priority and adequate supervision is part of this to ensure children are free to explore and experiment within the program safely.
- The physical environment is designed for accessibility across all environments.
- The use of the physical environment is inclusive and promotes competence and supports exploration and play based learning.
- A variety of resources, materials and equipment allow for multiple uses by each and every child and also sufficient in number so everyone is included.
- Staffing arrangements allow for adequate supervision and we always try to have an additional educator above each ratio for best practice.
- Educators act with professionalism and follow numerous professional standards set out in our Policy and Procedure Manual.
- Educators act with respect, dignity, consideration and equality, as per the ECA Code of Ethics.
- Educators form equitable and respectful relationships and maintain them with each child.
- Positive interactions occur to ensure children feel secure, confident and included.
- Educators strongly promote as a priority, for children to be able to regulate their own behaviour, to respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. Doing so ensures that every child's ideas, opinions and emotions are heard, understood and valued.
- Respectful relationships with families are developed and maintained right from the orientation process.
- The orientation process provides a shared understanding of our service for every family and the importance of their contributions to decision making regarding their child's learning and development.
- Families are supported and often requested to contribute to service decisions.
- A wealth of information is available at the service and through an online enrolment pack (www.smcelc.com.au/enrolmentpack)
- Collaborative partnerships with community groups and a variety of local excursions provide a sense of belonging to the child's local community.
- Systems are in place to manage risk and enable the effective management and operation of a quality service.
- Effective leadership builds and promotes a positive and inclusive organisational culture and practice.
- The Educational Leader fosters educators to consider inclusion within their daily practice.

Community outreach

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

- We invite families and the local community to contribute to the centre.
- We attend and provide a variety of events, professional development and information sessions for our community.
- We support volunteers and students at the service.
- We host a variety fundraising events for the local community such as the Bake Day Sale, Easter Raffle, etc.
- Utilise Social Media for the community to access
- Attend public council meetings and any other valuable community gatherings
- Sought input from families and communities regarding our policies, procedures and practice using the likes of Survey Monkey, etc.
- Attend local events representing our service.
- Engagement with Include Me to promote inclusion, diversity and reconciliation.
- Engagement with Ngarigo Nation Incorporation to assist with achieving goals from our Reconciliation Action Plan.
- Engagement with local schools and collaborative programs such as School Transitions/Kindy Start.
- Engagement with National Parks and Wildlife to support local environmental needs.
- Liaise with support services for our families, children and staff to promote engagement with our service.

Populated care environments

Number of populated care environments on the SIP	Number of unpopulated care environments on the SIP (not displayed)
2	0

Scheduled SIP reviews

Review Type	Due Date
Yearly Review	25/10/2023

Care Environment: 0-3 years

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	24/03/2023	04/10/2019
Number of children per standard week	26	26
Number of staff (excluding additional educators)	6	6
Age of children in care environment	0 Year(s) 2 Month(s) - 3 Year(s) 3 Month(s)	0 Year(s) 6 Month(s) - 3 Year(s) 5 Month(s)
On average, how confident are educators in the care environment to include children with additional needs	Confident	Confident
Are kindergarten/preschool programs offered that receive child-based state based funding	No	No

Barriers, Strategies, and Action Items

Barriers, strategies and action items are completed in the context of the care 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 barriers – (0-3 years)

Barrier: Challenging behaviours

Strategy: Consistent approach to behaviour management			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Modelling behaviours			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Consistent behaviour guidance strategies			
Action Items	How and when the action will be implemented	Resources	Progress notes

Barrier Category: Educator – (0-3 years)

Barrier: Limited experience-child care

Strategy: On the job learning			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Positioning of educator/s			
Action Items	How and when the action will be implemented	Resources	Progress notes

Strategy: Reflective conversations			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Review and develop educator practices			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Assistance to settle children			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Build educator skills, knowledge and confidence			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Mentoring for educators			
Action Items	How and when the action will be implemented	Resources	Progress notes

Barrier Category: Educator – (0-3 years)

Barrier: Limited knowledge-inclusion

Strategy: Attend appropriate staff training			
Action Items	How and when the action will be implemented	Resources	Progress notes
Have key Educators trained in inclusion strategies and support	Ed. Leader to identify and direct studies between 2023 - 2024	Online Training or Facilitated Training	

Barrier Category: Parent/guardian concerns – (0-3 years)

Barrier: Communication with educators

Strategy: Develop collaborative relationships between educators and families			
Action Items	How and when the action will be implemented	Resources	Progress notes
Getting to know the team at SMCELC	Weekly Update to Families to include 'Educator Spotlight' feature		
More collaboration from families through the Xplor App	Educators to remind families through general conversation to engage with the app	Xplor Application/Playground (Educators)	
Educators to focus and foster collaborative communication to build relationships with families	Support and mentor Educators in effective communication and offer training if they lack confidence		

Barrier Category: Program structure – (0-3 years)

Barrier: Child/ren's ages/needs vary

Strategy: Consistent approach to behaviour management			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Considerations to room layout			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Flexibility with activities			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Positioning of educator/s			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Choice for non-sleepers			
Action Items	How and when the action will be implemented	Resources	Progress notes

Strategy: Flexibility with meal times			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Flexibility with transitions			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Establish quiet areas			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Inclusive policies and practices			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Flexibility with rest times			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Flexible and responsive practices for all children			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Knowledge sharing between educators			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Open communication between educators			
Action Items	How and when the action will be implemented	Resources	Progress notes

Strategy: Practices to consider all children's needs			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Implement consistent educator practices			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Mentoring for educators			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Collaborative Learning Environment Activities			
Action Items	How and when the action will be implemented	Resources	Progress notes
Supervision at table activities	If an experience is set up for the older age range, either engage in the library or have an educator sit at the table to ensure older resources and the activity are not impacted by the younger age range.		

Inclusion Support Cases

Inclusion Support Cases access funding available through the Inclusion Development Fund (IDF). The IDF provides funding to assist eligible ECEC services to address an inclusion barrier that cannot be resolved by support provided by an IA. Cases displayed below have an End Date in the future. Detailed information about IS Cases is available from the IS Portal.

Care environment	Case type	Case ID	Case status	Start date	End date
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No Inclusion Support Case exists

Innovative Solution Cases

Innovative Solutions Cases access funding available through the Innovative Solutions support stream of the IDF. Innovative solutions assist eligible ECEC services to fund innovative and flexible solutions to inclusion where a barrier has been identified and it cannot be addressed by the support provided by an IA. Cases displayed below have an End Date in the future. Detailed information about Innovative Solutions Cases is available from the IS Portal.

Care environment	Case ID	Case status	Start date	End date	Description
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No Innovative Solution Case exists

Care Environment: 3-5yrs

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	24/03/2023	15/12/2022
Number of children per standard week	115	150
Number of staff (excluding additional educators)	6	4
Age of children in care environment	3 Year(s) 1 Month(s) - 5 Year(s) 1 Month(s)	3 Year(s) 3 Month(s) - 5 Year(s) 9 Month(s)
On average, how confident are educators in the care environment to include children with additional needs	Moderately confident	Moderately confident
Are kindergarten/preschool programs offered that receive child-based state based funding	No	No

Barriers, Strategies, and Action Items

Barriers, strategies and action items are completed in the context of the care 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 barriers – (3-5yrs)

Barrier: Challenging behaviours

Strategy: Consistent approach to behaviour management			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Modelling behaviours			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Consistent behaviour guidance strategies			
Action Items	How and when the action will be implemented	Resources	Progress notes

Barrier Category: Educator – (3-5yrs)

Barrier: Limited knowledge-inclusion

Strategy: Attend appropriate staff training			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Flexible and responsive practices for all children			
Action Items	How and when the action will be implemented	Resources	Progress notes
Educators will build their knowledge	The environment is shared and this	Program, children's interests and	

and skills to meet children's needs and interests.	makes it difficult to set up an environment that meets all children's needs. We have developed ways to be able to incorporate areas that support children's different needs such as quiet spaces, creative areas and spaces to expend energy. We are working closely with families and children to make sure we are reflecting children's needs and incorporating areas that children want to engage in.	information about individual children,	
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Strategy: Knowledge sharing between educators

Action Items	How and when the action will be implemented	Resources	Progress notes
New staff have limited knowledge and experience around inclusion.	We have had many staff changes and new staff have had limited experience in early childhood and supporting inclusion. Educators are accessing training when available and Director is working with the Inclusion Professional to support educators increased knowledge and skills. The Director is also supporting educators with discussions around strategies and reflective conversations to build a deeper understanding of inclusion.	The program, educators skills and knowledge, professional development, Inclusion Support Program.	

Barrier Category: Parent/guardian concerns – (3-5yrs)

Barrier: Communication with educators

Strategy: Develop collaborative relationships between educators and families

Action Items	How and when the action will be implemented	Resources	Progress notes

Barrier Category: Program structure – (3-5yrs)

Barrier: Child/ren's ages/needs vary

Strategy: Consistent approach to behaviour management			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Considerations to room layout			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Flexibility with activities			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Positioning of educator/s			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Choice for non-sleepers			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Flexibility with meal times			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Flexibility with transitions			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Establish quiet areas			
Action Items	How and when the action will be implemented	Resources	Progress notes

Strategy: Inclusive policies and practices			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Reflective conversations			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Staff meetings to assist in planning			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Flexible and responsive practices for all children			
Action Items	How and when the action will be implemented	Resources	Progress notes
Educators will build their knowledge and skills to meet children's needs and interests.	The environment is shared and this makes it difficult to set up an environment that meets all children's needs. We have developed ways to be able to incorporate areas that support children's different needs such as quiet spaces, creative areas and spaces to expend energy. We are working closely with families and children to make sure we are reflecting children's needs and incorporating areas that children want to engage in.	Program, children's interests and information about individual children,	
Strategy: Knowledge sharing between educators			
Action Items	How and when the action will be implemented	Resources	Progress notes
New staff have limited knowledge and experience around inclusion.	We have had many staff changes and new staff have had limited experience in early childhood and supporting inclusion. Educators are accessing training when available and Director is working with the Inclusion Professional to support	The program, educators skills and knowledge, professional development, Inclusion Support Program.	

	educators increased knowledge and skills. The Director is also supporting educators with discussions around strategies and reflective conversations to build a deeper understanding of inclusion.		
Strategy: Open communication between educators			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Practices to consider all children's needs			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Small group times			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Mentoring for educators			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Consistent behaviour guidance strategies			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Collaborative Learning Environment Activities			
Action Items	How and when the action will be implemented	Resources	Progress notes
Strategy: Age Appropriate Programs (Split Age Groups)			
Action Items	How and when the action will be implemented	Resources	Progress notes

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No Inclusion Support Case exists

Innovative Solution Cases

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Care environment	Case ID	Case status	Start date	End date	Description
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No Innovative Solution Case exists

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