



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'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

Alkimos School of Early Learning

SIP ID	4-5FKAB04
Service contact	Sarah Chemello
Service contact email	office@chemellogroup.com.au
Inclusion Agency	Communicare Group Limited
IP contact	Louise Couasnon
IP contact phone	08 9251 5777
IP contact email	agreements@communicare.org.au

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	12/04/2022	10/02/2022
Total number of children enrolled	120	118
Total number of licensed places	93	93
Total number of staff	16	16
Number of enrolled children		
• With a disability or undergoing assessment	3	3
• From a CALD background	15	15
• Aboriginal or Torres Strait Islander children	2	2
• With language/speech delays	3	3
• With challenging behaviours	15	15
• 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?

Staff try where possible to role model ways for children to participate and get involved in activities and routine times, we have incorporated a visual routine where children are able to better express what choices they would like to make for play as well as better understand our routine. Staff promote respect and understanding in all children through mat sessions and intentional teaching opportunities that discuss diverse ways of being. Programmed activities and room environments are adaptable and flexible to meet the needs of each child. We work in partnership with children's families and external professionals to understand the best way to support each child. Staff have strong bonds with children, carry out frequent observations to identify strengths, interests and needs and ways to plan in an engaging and accessible way for each child

Community outreach

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

Annually attend an open day at local school, where we have a stall with activities and advertisement, use of Facebook page to interact with community members, majority of staff live locally and have relationships and roles within the community (Alkimos/Trinity Residents association), we also have an open door policy whereby any member of the community is welcome to visit and view the service at any time of the day

Populated care environments

Number of populated care environments on the SIP	Number of unpopulated care environments on the SIP (not displayed)
5	0

Scheduled SIP reviews

Review Type	Due Date
Yearly Review	09/02/2021

Care Environment: Babies Room

Age Range: yr/ m to yr/ m

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	11/12/2020	17/11/2020
Number of children per standard week	56	22
Number of staff (excluding additional educators)	4	3
Age of youngest child in care environment	0 yr/6 m	0 yr/5 m
Age of oldest child in care environment	1 yr/9 m	1 yr/11 m
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 Actions

Barriers, strategies and actions 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.

Note: Finalised actions, strategies and barriers do not appear below. Refer to the SIP care environment record on the Inclusion Support Portal.

Care Environment: Babies Room
Barrier Category: Child specific barriers
Barrier: Unsuitable equipment

Strategy: Specialist equipment
Additional Description:

Action No. 16 - 17/11/2020

Action	Suitable equipment
How and when the action will be implemented	Educators are aware that there are some restrictions for children being unable to access items in their care env, we will get in contact with allied health professionals to see if there is equipment that is suitable to ensure all children are able to move safely and freely throughout the environment and have the opportunity to explore the room so there is a sense of belonging and inclusion.
Resources	Collaborate with allied health professionals

Care Environment: Babies Room
Barrier Category: Program structure
Barrier: Child/ren's ages/needs vary

Strategy: Transition to New Care Environment
Additional Description:

Action No. 15 - 17/11/2020

Action	Transitioning to New Care Environment
How and when the action will be implemented	Educators are aware that there are children in their care env that are reaching a milestone in their development and age, where we will start their journey to transition to their new care environment. Due to children specific routine requirements that are currently conflicting with the toddlers routine, an additional staff will liaise with toddler staff and parent to find the most suitable routine for children and staff. As children adapt and grow within the new room this may not be a requirement, but the additional staff will offer more flexibility in the routine until this time. Ex – specific sleep times that require a staff member to supervise and assist children to participate in more challenging activities.
Resources	Additional educator Discussions with family members discussions with other members of staff

Care Environment: Babies Room
Barrier Category: Program structure
Barrier: Transition between experiences

Strategy: Flexibility with transitions
Additional Description:

Action No. 14 - 17/11/2020

Action	Flexible room transitions
How and when the action will be implemented	Children are supported by an additional educator to transition in small groups beginning with short plays gradually increasing in time as children become more comfortable in their new environment and with educators and other children. The additional educator will support toddler staff by providing strategies to meet children’s needs for inclusion and development. We will communicate verbally and via storypark with childrens parents throughout the transition period, to make chooses relating to changes in routine.
Resources	Additional educator, children’s parents, storypark, transition documentation

Care Environment: Babies Room
Barrier Category: Educator
Barrier: Limited knowledge-inclusion

Strategy: Attend appropriate staff training
Additional Description:

Action No. 13 - 17/11/2020

Action	Knowledge sharing between educators
How and when the action will be implemented	As children are beginning to transition through the service and due to being unable to access training, senior/experienced staff are ensuring all educators in contact with children are made aware of all their needs and how to support them/meet those needs le this is done through displayed routines, information and information and feedback from parents is collated and shared with all staff.
Resources	Parent emails and input, educator knowledge and experiences, written documentation through diaries and storypark.

Action No. 8 - 12/11/2019

Action	Attend appropriate staff training
How and when the action will be implemented	Educators plan to attend seek out and attend appropriate courses, including specialist courses to build their capacity, increase their knowledge and confidence in addressing barriers to inclusion. Educators are keen to seek opportunities to build their knowledge around general inclusion strategies to include children with high support needs. They plan to find professional development opportunities through online catalogues (Child Australia) and through word-of-mouth and through company executives.
Resources	Child Australia Informal / Formal conversation with colleagues Online

Progress Notes – Action No. 8

No.	Date	Progress Note
8.001	17/11/2020	17/11/2020 Due to COVID, Training has been difficult Have spoken management and are in the process of finding appropriate training for babies and toddler staff.

Care Environment: Babies Room
Barrier Category: Program structure
Barrier: Educator to child ratios

Strategy: IDF Funding
Additional Description:

Action No. 17 - 23/11/2020

Action	IDF to support childrens needs and play experiences
How and when the action will be implemented	The additional educator allows for more time to identify children's individual needs and support children to engage in play. When challenging activities are provided the additional educator will allow for more support so that all children can be included. Educators will support all children to engage in a variety of experiences and provide extra support and guidance to those that need further assistance ie. sensory and messy play. The additional educator allows more time to support children with physical limitation to have access to these play experiences
Resources	Additional educator

Care Environment: Babies Room
Barrier Category: Child specific barriers
Barrier: Limited mobility

Strategy: Build self-help skills
Additional Description:

Action No. 12 - 17/11/2020

Action	Build self-help skills
How and when the action will be implemented	Some children in the care environment have ongoing mobility restrictions that affects their ability to remain socially connected. Educators will support children to build skills to enable them to undertake these tasks independently over time. Educators will implement new strategies that have been recommended by allied health professional and partnerships with our families We encourage children to use baby sign to express their needs We verbalise any transitions/routine times with 5 minute warning, this encourages children to take initiative in self help skills ie getting their own hats or making their way to the meals area or to the door to go outdoors.
Resources	Specialist equipment Additional educator Allied health professionals Resources to carry out exercises

Action No. 6 - 12/11/2019

Action	Build self-help skills
How and when the action will be implemented	Some children in the care environment have very limited mobility. They are still learning to roll, sit unassisted, lift their head and grasp objects. Educators will support children to build skills to enable them to undertake these tasks independently over time. Educators will implement strategies that have been recommended by allied health professionals. These specific strategies and exercises are outlined in the report provided to parents and educators plan to requests copies so that they too can implement these throughout the day. This can be difficult to carry out with ordinary staff to child ratios. An additional educator is required so that all children's needs can be met. Specialist equipment has been recommended by health professionals and have been loaned through the WAIA's SEL and are being used effectively in the care environment.
Resources	Specialist equipment Additional educator Allied health professionals Resources to carry out exercises

Progress Notes – Action No. 6

No.	Date	Progress Note
6.001	17/11/2020	17/11/2020 We have observed children making their way to the door after dressing for outside, we believe that by verbalising transition and routine times our children are gaining independence. Equipment is used within the care env that assists with strengthening core and upper body and practise fine motor skills through drawing and puzzles on the tray, that also allows for other children to also join in. Discussion with management in regards to new/specialised equipment for children to be able to participate and engage in opportunities for learning and socialising.

Care Environment: Babies Room
Barrier Category: Educator
Barrier: Staff changes-care environment

Strategy: Implement consistent educator practices
Additional Description:

Action No. 2 - 12/11/2019

Action	Implement consistent educator practices
How and when the action will be implemented	Educators will provide a calm environment with consistent/regular staff. To create a calm environment they will make changes to the environment such as moving equipment to ensure there is sufficient space to cater for specialist equipment and enough room for staff and other children to move safely and freely throughout the environment and have the opportunity to explore the room so there is a sense of belonging and inclusion. We will aim for staff consistency by shuffling educators that are familiar with the room and the children’s needs where appropriate. Consistent educator practices will be communicated through open communication (verbal and written) and daily handovers. The additional educator will support the team by helping create this calm environment through an increased staff to child ratio.
Resources	Weekly roster Additional educator Daily handover Verbal and written communication between staff

Progress Notes – Action No. 2

No.	Date	Progress Note
2.001	17/11/2020	17/11/2020 The Additional educator has been a positive addition to the care env being able to support the team and all the children and knowing all the babies needs and requirements

Care Environment: Babies Room
Barrier Category: Child specific barriers
Barrier: Difficulty feeding

Strategy: Assistance with meal times
Additional Description:

Action No. 11 - 17/11/2020

Action	Assistance with Mealtimes
How and when the action will be implemented	We follow the cues of the children and give them more food when required. Individual children have special dietary requirements and limited quantity of food not provided by the service, the additional staff member supports these requirements by ensuring, children aren't sharing food or throw of food that can't be replaced. Other educators are following centres policies and practises, by supervising and assisting during meal times, this additional staff helps to ensure the safety of all children.
Resources	Additional educator Specialist equipment

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
------------------	-----------	---------	-------------	------------	----------

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	Acquitted Status
------------------	---------	-------------	------------	----------	-------------	------------------

No Innovative Solution Case exists

Care Environment: Kindy Age Range: 3 yr/0 m to 5 yr/0 m

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	09/09/2024	10/09/2020
Number of children per standard week	45	60
Number of staff (excluding additional educators)	3	4
Age of youngest child in care environment	3 yr/0 m	2 yr/9 m
Age of oldest child in care environment	4 yr/10 m	4 yr/6 m
On average, how confident are educators in the care environment to include children with additional needs	Low confidence	Confident
Are kindergarten/preschool programs offered that receive child-based state based funding	No	No

Barriers, Strategies, and Actions

Barriers, strategies and actions 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.

Note: Finalised actions, strategies and barriers do not appear below. Refer to the SIP care environment record on the Inclusion Support Portal.

Care Environment: Kindy

Barrier Category: Educator

Barrier: Staff changes-care environment

Strategy: Establish communication book

Additional Description: Establish a communication book within the care environment for educators to keep abreast of all relevant information. With the staff changes in the room and some of the part time staff it will help to make sure everyone is on the same page.

Action No. 14 - 11/09/2024

Action	A communication book will be purchased. Educators in the room will discuss the communication book and its uses in the next room meeting. All staff in the room to then utilise the book for all room communications
How and when the action will be implemented	This will start by purchasing the book Immediately. Staff meeting where a room meeting will occur is planned for next week so that is when it will be discussed and staff will start using it after that.
Resources	staff, communication diary, pen, time for room meeting

Care Environment: Kindy

Barrier Category: Supervision of all children

Barrier: Child/ren's ages/needs vary

Strategy: IDF Funding

Additional Description:

Action No. 11 - 11/09/2020

Action	Apply For renewal of Funding
How and when the action will be implemented	The increased ratio will enable educators to supervise the child who has difficult behaviour and has limited communication when being directed especially with transitioning indoor and outdoor. Educators give warnings of transition times and send constant reminders to guide choices. The increased ratio also allows provision for small group times to encourage appropriate social interactions and build relationships with peers. Educators are able to guide and support children through transitions, meal times, rest times and other routines. Educators support all children to engage in a variety of experiences and provide extra support and guidance to those that need further assistance ie. sensory and messy play. The additional educator allows more time to support children with language and communication difficulties.
Resources	Idf Funding

Action No. 7 - 16/09/2019

Action	Employ an additional educator
How and when the action will be implemented	In the Kindy care environment, ratios are met under NQF however these are not sufficient to include all the children with high support needs. IDF funding will support our service to be able to implement all the strategies identified in our SIP such as implementing small groups throughout the day, free flow environment in the indoor/outdoor areas, behaviour guidance strategies (redirecting behaviour, role modelling, de-escalation strategies, explicit teaching of social skills), flexible transition times and more time to move from one activity to the next, visual aids to support limited communication and establishing quiet and calm areas.
Resources	IDF funding and SIP

Progress Notes – Action No. 7

No.	Date	Progress Note
7.001		11/09/2020 Have struggled to find a consistent staff member for the position, however we now have a staff member who shows great interest in the role. They will be more involved in planning and documenting in SIP's. We will be applying for 2 additional staff required for Friday's to support children. These staff will support room staff to encourage and support children to participate in activities and routines.

Care Environment: Kindy
Barrier Category: Program structure
Barrier: Educator to child ratios

Strategy: IDF Funding
Additional Description:

Action No. 11 - 11/09/2020

Action	Apply For renewal of Funding
How and when the action will be implemented	The increased ratio will enable educators to supervise the child who has difficult behaviour and has limited communication when being directed especially with transitioning indoor and outdoor. Educators give warnings of transition times and send constant reminders to guide choices. The increased ratio also allows provision for small group times to encourage appropriate social interactions and build relationships with peers. Educators are able to guide and support children through transitions, meal times, rest times and other routines. Educators support all children to engage in a variety of experiences and provide extra support and guidance to those that need further assistance ie. sensory and messy play. The additional educator allows more time to support children with language and communication difficulties.
Resources	Idf Funding

Action No. 7 - 16/09/2019

Action	Employ an additional educator
How and when the action will be implemented	In the Kindy care environment, ratios are met under NQF however these are not sufficient to include all the children with high support needs. IDF funding will support our service to be able to implement all the strategies identified in our SIP such as implementing small groups throughout the day, free flow environment in the indoor/outdoor areas, behaviour guidance strategies (redirecting behaviour, role modelling, de-escalation strategies, explicit teaching of social skills), flexible transition times and more time to move from one activity to the next, visual aids to support limited communication and establishing quiet and calm areas.
Resources	IDF funding and SIP

Progress Notes – Action No. 7

No.	Date	Progress Note
-----	------	---------------

No.	Date	Progress Note
7.001		11/09/2020 Have struggled to find a consistent staff member for the position, however we now have a staff member who shows great interest in the role. They will be more involved in planning and documenting in SIP's. We will be applying for 2 additional staff required for Friday's to support children. These staff will support room staff to encourage and support children to participate in activities and routines.

Care Environment: Kindy
Barrier Category: Child specific barriers
Barrier: Limited social skills

Strategy: Modelling behaviours
Additional Description:

Action No. 12 - 11/09/2020

Action	Role modelling positive interactions
How and when the action will be implemented	Educators will role model ways of interacting and initiating play between peers by providing examples of verbal and physical cues for social communication. Educators should also provide intentional teaching opportunities with all children about respecting different ways of being and doing among their peers. These discussions will be carried out during mat sessions, and spontaneously throughout the day. Educators will observe moments where children may be struggling to communicate/initiate social interactions and intervene/assist in an appropriate and respectful manner
Resources	Story books, intentional teaching opportunities, communication and sharing information between staff members

Care Environment: Kindy
Barrier Category: Child specific barriers
Barrier: Challenging behaviours

Strategy: Build educator skills knowledge and confidence

Additional Description:

Action No. 9 - 11/09/2020

Action	Build educator skills, knowledge and confidence
How and when the action will be implemented	New staff and casual staff in the room will be supported to build skills, knowledge and confidence when working to support children and their unique and individual needs by working with children's families, more experienced team members, room leaders and management, Educators will research different behaviour approaches during their scheduled programming time and share with other educators if the educators feel that the room could be better support with the new approach
Resources	Folder containing profiles on each child, their strengths, interests, and needs. This information will be provided by parents with additional educator notes added.

Progress Notes – Action No. 9

No.	Date	Progress Note
9.001	11/09/2024	This is still ongoing, the care environment has a number of children with different challenging behaviours that they are getting to know and learn what strategies support the children the best. Staff reflect with each other, New room leader in the room has a lot of knowledge in the area she has been sharing with the team and we have also enquired with our Inclusion professional for extra support with helpful strategies.

Strategy: Review and develop educator practices

Additional Description:

Action No. 8 - 11/09/2020

Action	Review and develop educator practices
How and when the action will be implemented	Staff are all willing and open to overcoming behaviour barriers by reviewing and developing workplace practices. Educators are presented with expectations/suggestions for improved workplace practices in terms of routine and consistent behaviour management at Kindy room meeting. These will be applied in the room to ensure all educators remain consistent.
Resources	Staff meetings, behaviour chart to track triggers, visual routine and structured room routine, consistent approach to behaviour management

Progress Notes – Action No. 8

No.	Date	Progress Note
-----	------	---------------

No.	Date	Progress Note
8.001	11/09/2024	Staffing changes in the care environment have made this process tricky, long term and senior staff have now changed environments. All educators in room are now working together to create a more structured and consistent environment for all of the children. Educators are regularly reviewing their practices and the reflecting on the room environment. Senior staff are supporting younger or less experienced staff as they get to know the environment and the required practices to support the children.

Care Environment: Kindy
Barrier Category: Child specific barriers
Barrier: Limited communication skills

Strategy: Establish communication board
Additional Description:

Action No. 13 - 11/09/2020

Action	The use of visual aids can assist the communication between Children and Educators
How and when the action will be implemented	The use of visual aids can assist the communication between peers and Educators. Lanyards for educators with picture with words cards to encourage and help. With the assistance from Allied Health Professionals to suggest the best form of visuals aids to develop communication skills.
Resources	Communication Board

Action No. 5 - 16/09/2019

Action	Establish a visual room routine
How and when the action will be implemented	Educators will create a visual room routine which will outline things such as meal times, art experiences, indoor/outdoor play and can be moved to various set ups in the room. The visual room routine will support all children with transitions and know what's coming next. The visual board will be used in combination with prior warning such as music, bells and first next charts. The additional educator will help support children that may need a little longer during transition periods or support to know what's happening throughout the day. The room meets ratios under NQF however this is not sufficient to allow for this additional time for transitions required by many children in the care environment. The additional educator will work as part of the team to ensure all children's needs are met and that flexible and responsible practices are able to be implemented.
Resources	Laminated visual board, music, bells and first nexts charts.

Progress Notes – Action No. 5

No.	Date	Progress Note
5.001	11/09/2020	11/09/2020 Visual room routines implemented, children are very responsive to them. Children have been identifying additional cue cards that they are interested in or that were missing (a card for each meal time, rest time, etc). service always adding to the visual room routines as skills develop

Strategy: IDF Funding
Additional Description:

Action No. 11 - 11/09/2020

Action	Apply For renewal of Funding
How and when the action will be implemented	The increased ratio will enable educators to supervise the child who has difficult behaviour and has limited communication when being directed especially with transitioning indoor and outdoor. Educators give warnings of transition times and send constant reminders to guide choices. The increased ratio also allows provision for small group times to encourage appropriate social interactions and build relationships with peers. Educators are able to guide and support children through transitions, meal times, rest times and other routines. Educators support all children to engage in a variety of experiences and provide extra support and guidance to those that need further assistance ie. sensory and messy play. The additional educator allows more time to support children with language and communication difficulties.
Resources	Idf Funding

Action No. 7 - 16/09/2019

Action	Employ an additional educator
How and when the action will be implemented	In the Kindy care environment, ratios are met under NQF however these are not sufficient to include all the children with high support needs. IDF funding will support our service to be able to implement all the strategies identified in our SIP such as implementing small groups throughout the day, free flow environment in the indoor/outdoor areas, behaviour guidance strategies (redirecting behaviour, role modelling, de-escalation strategies, explicit teaching of social skills), flexible transition times and more time to move from one activity to the next, visual aids to support limited communication and establishing quiet and calm areas.
Resources	IDF funding and SIP

Progress Notes – Action No. 7

No.	Date	Progress Note
7.001		11/09/2020 Have struggled to find a consistent staff member for the position, however we now have a staff member who shows great interest in the role. They will be more involved in planning and documenting in SIP's. We will be applying for 2 additional staff required for Friday's to support children. These staff will support room staff to encourage and support children to participate in activities and routines.

Strategy: Use visual aids and reminders

Additional Description:

Action No. 10 - 11/09/2020

Action	Implementing visual aids that can progress from mornings to afternoons
How and when the action will be implemented	Implementing visual aids that the children can see step by step of what happens from the morning routine through to the afternoon routine, allowing children to visually see and be able to remove (laminated and Velcro on the back) the visual aid as it is completed
Resources	Visual Routines

Action No. 6 - 16/09/2019

Action	Use visual aids
How and when the action will be implemented	Educators will create a visual cue card book to support communication skills. Educators will put these cue cards on key rings and encourage children to use these to communicate with staff and peers. Educators considering key word signs as an additional strategy to support limited communication. The additional educator will help support all children to use these resources to promote successful inclusion. The cue cards will be used throughout the day especially during transition times and during explicit teaching of social interactions and skills. Educators plan to implement these informally and formally during small groups times. Having an increased educator to child ratio throughout the day will enable the team to support all children in particular those with limited communication skills so that they can participate successfully, feel part of an inclusive environment and build their communication skills.
Resources	Laminated cards on key rings.

Progress Notes – Action No. 6

No.	Date	Progress Note
6.001	11/09/2020	11/09/2020 A Number of Children are responding well to visual aids, is able to express their needs more clearly, reducing frustration when communicating with educators. Need more time to embed this with other children.

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
Kindy	Immediate/Time-Limited	4-K0X6W9Q	Approved	16/09/2024	22/12/2024

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	Acquitted Status
------------------	---------	-------------	------------	----------	-------------	------------------

No Innovative Solution Case exists

Care Environment: Kindy 1

Age Range: yr/ m to yr/ m

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	06/03/2024	14/07/2022
Number of children per standard week	20	20
Number of staff (excluding additional educators)	2	2
Age of youngest child in care environment	2 yr/10 m	3 yr/0 m
Age of oldest child in care environment	4 yr/6 m	5 yr/0 m
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 Actions

Barriers, strategies and actions 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.

Note: Finalised actions, strategies and barriers do not appear below. Refer to the SIP care environment record on the Inclusion Support Portal.

Care Environment: Kindy 1

Barrier Category: Program structure

Barrier: Child/ren's ages/needs vary

Strategy: Adjust program structure and activities

Additional Description:

Action No. 25 - 06/03/2024

Action	Modify changes that allow for flexibility and add support when needed
How and when the action will be implemented	All educators and additional educators will ensure that all children can fully participate in all activities offered in the Kindy room. This includes modifying areas and providing the necessary aids and tools to support children with diverse abilities, as well as varying their approaches to be suitable for the needs of each child. Lower ratios allow educators to adapt to situations and provide flexibility in their practices to ensure children's well-being is being supported without disrupting room routines.
Resources	Wellbeing plans Curriculum planning Learning goals Visual and sensory supports Lower ratios Additional educator

Strategy: Use sensory aids and supports

Additional Description:

Action No. 26 - 06/03/2024

Action	Plan, prep to set up various sensory activities offered on a daily basis.
How and when the action will be implemented	Educators, including additional educators, will plan and incorporate sensory activities into Kindy's daily routines and provide appropriate tools to facilitate these activities. Children who seek sensory input will have plenty of opportunities to engage in sensory activities, such as playdough and sensory bins. Additionally, sensory tools should be available in the calm area to help children self-regulate if they are heightened or need a place to retreat. The additional educator will allow us to provide more opportunities tailored to support the needs of children as supervision is maintained.
Resources	various sensory activities, recipes, props to support motor skills, well being plans

Care Environment: Kindy 1
Barrier Category: Child specific barriers
Barrier: Limited social skills

Strategy: Modelling behaviours
Additional Description:

Action No. 22 - 06/03/2024

Action	Educators to role model positive interactions
How and when the action will be implemented	Educators will role-model ways of interacting and initiating play between peers by providing examples of verbal and physical cues for social communication. Educators should also provide intentional teaching opportunities with all children about respecting each other. These discussions can be carried out during mat sessions, meal times and spontaneously throughout the day. Educators will observe moments where children may struggle to communicate/initiate social interactions and support/assist appropriately and respectfully.
Resources	Story books, intentional teaching opportunities, communication, and sharing information between staff members,

Strategy: Small group times
Additional Description:

Action No. 23 - 06/03/2024

Action	Small group times to help support the development of social skills
How and when the action will be implemented	Educators are excited to plan and implement a range of small group experiences/activities that focus on and support the development of specific social skills. Each experience will focus on different social skills such as compromising, expressing feelings, following directions/instructions, using self-control, showing empathy, having a positive attitude, emotional regulation, taking responsibility, turn-taking, joining in, and problem-solving. An increased educator-to-child ratio will support the team to facilitate more of these small group activities throughout the day.
Resources	Small group times, additional educators, books and other room resources can be utilised in small group experiences

Care Environment: Kindy 1

Barrier Category: Child specific barriers

Barrier: Limited communication skills

Strategy: IDF Funding

Additional Description:

Action No. 27 - 06/03/2024

Action	Approved funding
How and when the action will be implemented	The approved funding will allow for an additional educator to support the existing educators in implementing flexibility in addressing the diverse needs of children in the kindergarten room. The in-room routines are critical in supporting children with additional needs, ensuring their inclusion and participation in daily activities. With lower educator-to-child ratios, educators will be more flexible in routines to provide extra support where needed. This flexibility allows educators to seamlessly continue with room routines while knowing that additional support is available for children who require assistance. The additional educator will facilitate collaboration within the team, enabling them to implement support strategies effectively. Furthermore, the additional educator will work alongside the team to embed new practices that reduce existing barriers to maintain an inclusive environment, ensuring that all children receive the necessary support to increase children's belonging, ena
Resources	Lower ratios Additional educator Sip template Room routines Well being plans

Strategy: Use visual aids and reminders

Additional Description:

Action No. 24 - 06/03/2024

Action	utilise visual supports
How and when the action will be implemented	Educators will create and use visual aids to support children's communication and understanding skills while reducing anxiety behaviours. These visuals will be placed in specific areas such as restrooms and visual routines. Picture cues will be displayed on boards for easy access, and picture cards will be attached to key rings for quick reminders. Educators will use visuals to address individual needs, and to support peer interactions and transition times. The additional educator will help educators to implement visuals into daily practices, and also allows to provide extra support to children when needed.
Resources	well being plans, visuals routines, now and then after cards, pics cues, key rings and boards.

Care Environment: Kindy 1
Barrier Category: Educator
Barrier: Limited knowledge-inclusion

Strategy: Build educator skills knowledge and confidence
Additional Description:

Action No. 20 - 06/03/2024

Action	To upskill knowledge on inclusion and supporting children with additional needs.
How and when the action will be implemented	All educators present, including trainees and casual staff, will receive information to develop their skills and knowledge of supporting children with additional needs needed to maintain an inclusive environment. With the new skills acquired, an additional educator present will allow them to provide more individualised attention to children who require it. Management and room leaders will collaborate with outside agencies to access workshops, information, and resources to continue their professional development training. They will integrate these new skills into their daily practices for consistency, ensuring that every child receives the support they need to thrive in their environment.
Resources	Individual Wellbeing plans IP visits Webinars, workshops, resources additional educator

Strategy: Develop collaborative relationships between educators and families
Additional Description:

Action No. 21 - 06/03/2024

Action	Room educators to support new team members in building strong relationships with families
How and when the action will be implemented	Our experienced educators will encourage new educators to work closely with children's families to ensure working relationships are supported for each child's needs in our daily practices. We will maintain a folder that contains profiles of each child, containing information about their strengths, interests, and needs. Parents will provide and update these profiles accordingly with new information and additional notes added by our educators. The support of additional educators will help implement new goals at the children's pace, applying positive reinforcement for continuity aimed at effective outcomes and giving feedback to the team and families on the progress.
Resources	To provide knowledge. Wellbeing plans Emails and phone calls Observations

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
Kindy 1	IDF Subsidy	4-JET4363	Withdrawn	11/03/2024	09/03/2025

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	Acquitted Status
------------------	---------	-------------	------------	----------	-------------	------------------

No Innovative Solution Case exists

Care Environment: OSHC Room

Age Range: yr/ m to yr/ m

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	07/04/2021	
Number of children per standard week	30	
Number of staff (excluding additional educators)	3	
Age of youngest child in care environment	4 yr/1 m	
Age of oldest child in care environment	12 yr/0 m	
On average, how confident are educators in the care environment to include children with additional needs	Moderately confident	
Are kindergarten/preschool programs offered that receive child-based state based funding	No	

Barriers, Strategies, and Actions

Barriers, strategies and actions 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.

Note: Finalised actions, strategies and barriers do not appear below. Refer to the SIP care environment record on the Inclusion Support Portal.

Care Environment: OSHC Room
Barrier Category: Supervision of all children
Barrier: Child/ren's ages/needs vary

Strategy: Flexible and responsive practices for all children
Additional Description:

Action No. 7 - 07/04/2021

Action	Apply for an extra educator to allow the chn to spread out over all of the program space available with supervision to reduce the sensory overload for chn who do not cope well with it.
How and when the action will be implemented	With an additional educator we will be able to offer children more learning spaces to spread out across the learning environment. In different spaces we can plan into the needs of children in the cohort. We will offer quiet zones and places that children can spend time playing in solitary exploration or with smaller numbers of peers so as to reduce sensory traffic impact. We will be able to allow chn to find distance from peers that are triggering each other's emotional responses
Resources	Additional Staff

Care Environment: OSHC Room
Barrier Category: Educator
Barrier: Staff changes-care environment

Strategy: Knowledge sharing between educators
Additional Description:

Action No. 6 - 07/04/2021

Action	Knowledge sharing between educators
How and when the action will be implemented	Educators will continue to reflect on the previous day/week to make decisions on what worked well or needs to be changed in order for children to be supported and included. Educators plan to use a communication book amongst staff that identifies what strategies worked well or possible triggers. This communication tool will allow educators to communicate effectively even when there may be no opportunity to speak face to face. This is particularly important when there are relief educators. The additional educator will work as part of the team during the VAC period to ensure all children's needs are being met, especially supporting those who have limited skills in areas such as communication, social interactions and emotional regulation
Resources	Additional staff, communication book

Care Environment: OSHC Room
Barrier Category: Child specific barriers
Barrier: Transition to/from the service

Strategy: Implement a supervision plan
Additional Description:

Action No. 8 - 09/07/2021

Action	Supervision plan to support the needs of the children and educators at the service
How and when the action will be implemented	The service will hold a meeting at the start of each new school term, this will allow all educators to be aware of the boundaries/red zones/blind spots in the indoor and outdoor care environment. Educators are to do regular headcounts of all the children in the environment. The service will introduce walkie talkies to keep in regular contact with the groups of educators in the play ground and indoors as free flow play is a common practice at the service. with the support of the additional educator the service will support the free flow play. Educators will be about to radio one another and be made aware of those children that are absconding the service
Resources	Educator meetings, headcount sheets, walkie talkies.

Strategy: Plan for Children's Transition to/from Excursions
Additional Description:

Action No. 5 - 07/04/2021

Action	Prior planning for excursion to reduce risks
How and when the action will be implemented	Educators will discuss, plan and review at staff meetings the supervision plan. Identify children's triggers and strategies for consistent practices. Educators to design a supervision strategy and communicate educator roles at the start of each shift. This plan will in place for the entire session duration and will be reviewed as required. With an additional educator the team will be able to intervene at the appropriate time. If a child was to abscond an educator would be able to facilitate support of this child allowing the remaining educators to maintain supervision and ratio
Resources	Additional staff of on the bus during vacation care

Care Environment: OSHC Room
Barrier Category: Child specific barriers
Barrier: Limited social skills

Strategy: Implement Social Skills program
Additional Description:

Action No. 4 - 07/04/2021

Action	Implement social skill program that aims to enhance social skills for all children.
How and when the action will be implemented	To support inclusion and the development of these essential social skills, educators will help children play alongside peer using positive and appropriate interactions without getting upset or physically hurting others. This will be done through role modelling, working alongside other health professionals, helping children play, take turns, share, creating interest areas in the mornings after mat sessions and implementing any other strategies from other health professionals within our routine and program. To implement and successfully run a social skills program we require the opportunity to work in small groups which is difficult with current ratios. An increased staff to child ratio will allow for this to occur effectively
Resources	Staff implement an emotions check in and start and end of the day to gauge where children are at.

Care Environment: OSHC Room
Barrier Category: Child specific barriers
Barrier: Challenging behaviours

Strategy: Consistent approach to behaviour management
Additional Description:

Action No. 2 - 07/04/2021

Action	Support children with additional needs inappropriate behaviours
How and when the action will be implemented	Educators will discuss behaviours of children together and will use an all team approach to ensure behaviour management practices are consistent, developmentally appropriate and effective. Management will meet with families and discussions will identify children with additional needs understanding of the behaviour and positive outcomes that may be achieved. Educators that have limited knowledge of working with children with additional needs will be supplied with resources to help them to better understand the individual needs of the children in care that require higher levels of support.
Resources	All educators, Director, Families, Children, inclusion Professional, Outside agencies.

Strategy: Consistent behaviour guidance strategies
Additional Description:

Action No. 3 - 07/04/2021

Action	Develop consistent behaviour guidance strategies
How and when the action will be implemented	With the support of an additional educator, all staff will observe and document behaviour of individuals and the group that may require support and strategies. During programming lead educator will consult with the additional educator on how they will support, develop and implement behaviour guidance to the group. This additional educator can also assist in implementing these strategies and evaluating their effectiveness. All staff will use the same strategies so as to be consistent in their approach to behaviour management, therefore the children will not be receiving mixed messages and know what is required for their behaviour
Resources	Additional educator and a behaviour guidance plan.

Care Environment: OSHC Room
Barrier Category: Child specific barriers
Barrier: Absconder

Strategy: IDF Funding
Additional Description:

Action No. 1 - 07/04/2021

Action	IDF Funding will allow for support to all children whose ages and needs vary and that have challenging behaviours so they can develop and learn alongside their typically developing peers
How and when the action will be implemented	The additional educator will allow more small group time opportunities daily to support all children's individual social, emotional and behavioural needs. They will role model and reinforce positive social interactions and provide more appropriate learning experiences throughout the children's daily routines and within the weekly curriculum planning. The additional educator will allow for more informed practice and strategies to create individualized behaviour management plans to support the whole environment by ensuring educators deliver high quality programme and practice. This will allow for all educators to have more time to develop and have regular input into the behaviour management plans and continuous reflective practice. IDF Funding will allow for more close supervision during times of challenging behaviour to support the safety of all children and staff within the environment.
Resources	IDF Funding, Behaviour management plans, Parent input

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
------------------	-----------	---------	-------------	------------	----------

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	Acquitted Status
------------------	---------	-------------	------------	----------	-------------	------------------

No Innovative Solution Case exists

Care Environment: Toddlers Room

Age Range: yr/ m to yr/ m

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	27/02/2024	19/09/2023
Number of children per standard week	19	24
Number of staff (excluding additional educators)	3	3
Age of youngest child in care environment	1 yr/8 m	2 yr/0 m
Age of oldest child in care environment	2 yr/10 m	2 yr/9 m
On average, how confident are educators in the care environment to include children with additional needs	Confident	Low confidence
Are kindergarten/preschool programs offered that receive child-based state based funding	No	No

Barriers, Strategies, and Actions

Barriers, strategies and actions 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.

Note: Finalised actions, strategies and barriers do not appear below. Refer to the SIP care environment record on the Inclusion Support Portal.

Care Environment: Toddlers Room

Barrier Category: Child specific barriers

Barrier: Limited social skills

Strategy: Small group times

Additional Description:

Action No. 22 - 12/04/2024

Action	encourage children to participate in small group activities
How and when the action will be implemented	Educators and additional; educator will provide small group activities to promote confidence and engagement at children own pace. All educators and additional educator will support and model positive social interaction for meaningful connections and will use gestures, visual support and key sign.
Resources	small activities, additional educator, key sign, visual supports.

Care Environment: Toddlers Room

Barrier Category: Program structure

Barrier: Educator to child ratios

Strategy: Employ an Additional Educator

Additional Description:

Action No. 21 - 27/02/2024

Action	Hire an additional educator.
How and when the action will be implemented	Once the IDF is approved, we will hire an educator to work with room educators. The coordinator will discuss the job description, policies, procedures, children's well-being plans, behaviour management and sip template. The additional educator will support the team and reflect on new proposed practices to reduce barriers to inclusion. The additional educator will update progress notes to the SIP, reflect with the team on the strategies' progress, and adjust accordingly with the team.
Resources	HR, Advertise, Sip template, Staff Introduction package, mentorship

Strategy: IDF Funding
Additional Description:

Action No. 20 - 27/02/2024

Action	Approved funding
How and when the action will be implemented	IP has been providing support to educators in identifying the barriers that hinder inclusion and sip completion for IDF approval. With additional support from educators, effective strategies can be implemented to reduce these barriers and ensure that children's needs are catered for, making them feel supported in their environment. The additional educators will help in introducing new concepts such as visual and key signs and social interactions through small group activities, ensuring consistency in their practices to be effective in daily routines. Lower ratios will allow educators to intervene in a timely manner and consistently apply individual approaches when dealing with behaviours. The holistic approach we will foster promotes a sense of belonging and overall well-being.
Resources	portal access, sip template, IP, lower ratios, additional educator

Care Environment: Toddlers Room
Barrier Category: Child specific barriers
Barrier: Challenging behaviours

Strategy: Prior warning for transitions
Additional Description:

Action No. 17 - 27/02/2024

Action	Educators to provide warning using the supporting tools
How and when the action will be implemented	All educators, as well as additional educators, will be available to support all children through transitions. When a transition is to occur, a song will be played or a sand timer will be used. Educators and the additional educator will also use "now" and "next" cards to help children who are struggling with transitions. The educators and additional educators will support children who struggle during transition periods. The lower ratios allow for flexibility, offering individualised support while still enabling other educators to maintain room routines.
Resources	Give warning, now and next cards, additional educator, visual timer, recognised song

Strategy: Provide calming resources
Additional Description:

Action No. 16 - 27/02/2024

Action	Create a calm area
How and when the action will be implemented	Educators will establish a calm area for a child to retreat or become overwhelmed. Educators will gather calming tools, such as headphones with calming music, books, fidget tools, and illustrated posters displaying emotions. Educators and additional educators will teach children when and how to use the area through role-playing. With the lower ratios, the additional educators will allow an educator to provide individual support to children who need calming down, allowing room educators to maintain routines.
Resources	Design, Cushions, headphones, sensory tools, emotions charts.

Care Environment: Toddlers Room
Barrier Category: Child specific barriers
Barrier: Limited communication skills

Strategy: Use Key Word Sign
Additional Description:

Action No. 15 - 27/02/2024

Action	Educators to introduce
How and when the action will be implemented	Educators and additional educators will teach toddlers basic keyword signs by integrating them into their daily routines and activities, such as playtime, snack time, and group times. All educators will demonstrate the signs alongside spoken words, thus reinforcing children's understanding and communication skills. By consistently modelling and encouraging toddlers to imitate these signs, they can gradually expand their vocabulary and expressive abilities. The additional educator allows an educator to provide extra support by offering individualised attention to support the new child's understanding and extend the learning process. This collaborative approach fosters communication, promotes social interaction, forming new relationships.
Resources	Key Signs, Pics cards, additional educator

Strategy: Use visual aids and reminders
Additional Description:

Action No. 14 - 27/02/2024

Action	Educators to teach and use visual supports.
How and when the action will be implemented	Educators will create visual supports and basic keyword pic signs, to support limited communication. Visual routines and pic will be available all day and used during transition times and social skill interactions. Educators and the additional educator will teach and redirect children to routine/pics visuals as reminders and reassurance. With an increased educator-to-child ratio, all children, especially those with limited communication skills, will be supported to participate and build their communication and social interactions to support and form peer relationships
Resources	Room routine's, display board with basic key sign pics, now and next cards, boundaries signs in designated areas.

Care Environment: Toddlers Room
Barrier Category: Educator
Barrier: Limited knowledge-inclusion

Strategy: Collaborate with Allied health professionals
Additional Description:

Action No. 13 - 27/02/2024

Action	Educators to collaborate with the allied team
How and when the action will be implemented	Educators regularly engage with allied professionals to seek support and guidance. Keeping in touch with these professionals via email and phone enables educators to stay up-to-date with the needs of children. Additionally, the service invites allied health professionals who support the children to visit. Information gathered from these discussions will be shared with the team and adjustments to the curriculum and well being plans can be made based on their recommendations. The additional educator will support the new goals and update plans according whilst all team are on the same page
Resources	Emails, phone calls, goals, meetings, observations, individual plans.

Strategy: Implement consistent educator practices

Additional Description:

Action No. 19 - 27/02/2024

Action	Promoting consistency and collaboration among educators creating a inclusive learning environments
How and when the action will be implemented	To ensure consistent practices are effective, educators, including additional educators, will collaborate as a team, following the appropriate plans and routines as well as children's well-being plans, ensuring clear expectations and routines must be established for the new practices to be effective. Educators' feedback and documented evidence will provide a way forward to ensure that the proposed strategies are incorporated into the room routines and all educators are on the same page. The additional educator will ensure consistency in practices, supporting new and efficient methods.
Resources	well being plans, family and allied team input, sip, planning and observations.

Strategy: Mentoring for educators

Additional Description:

Action No. 18 - 27/02/2024

Action	welcome and support new educators to the team.
How and when the action will be implemented	Experienced room educators or room leaders will mentor new educator to ensure a smooth transition and promote professional growth. The educator will guide the toddler room's best practices, including communication strategies, behaviour management practices, and age-appropriate activities. The educator will ensure the new educators are supported in settling into their new role, with plenty opportunities to form relationships with the children and parents.
Resources	additional educators, policies and procedures, group times.

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
Toddlers Room	IDF Subsidy	4-JDMHAPB	Withdrawn	04/03/2024	02/03/2025
Toddlers Room	IDF Subsidy	4-JDVP66S	Started	11/03/2024	09/03/2025

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	Acquitted Status
------------------	---------	-------------	------------	----------	-------------	------------------

No Innovative Solution Case exists

This page is intentionally left blank.