



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

Coolamon School of Early Learning

SIP ID	4-HLNOEW6
Service contact	Shelyce Bitmead
Service contact email	admin@coolamonsel.com.au
Inclusion Agency	Communicare Group Limited
IP contact	Noeline Snowden
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	19/01/2023	
Total number of children enrolled	152	
Total number of licensed places	135	
Total number of staff	29	
Number of enrolled children		
• With a disability or undergoing assessment	2	
• From a CALD background	12	
• Aboriginal or Torres Strait Islander children	5	
• With language/speech delays	8	
• With challenging behaviours	6	
• Refugee/Humanitarian background	0	

Service inclusion practices

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

Coolamon SEL supports all children to feel connected to their world by acknowledging and celebrating their cultural traditions and values. Our educators gather information from the families to gain insight into the children's lives and assist us to best support the children and ensure all are considered and planned for in our curriculum.

Our curriculum is flexible and provides an engaging and stimulating range of learning experiences and is organised to support interaction between peers.

We support children through scaffolding learning and using intentional teaching moments each day to encourage participation and interaction between peers. We use the children's interests to drive the curriculum.

We observe, record and reflect on the children's strengths and identify areas for future learning to achieve the best outcomes of each child.

The educators attend regular PDs to further their knowledge and professional development. These are offered bi monthly and support the use of inclusive practices.

Educators are willing to collaborate with professionals to gauge insight into children's needs and work collaboratively with allied health professionals to ensure best outcome for children. Educators research and keep up to date with latest practices and information ensuring they are well informed when speaking parents about the care of their children.

The service would like to further increase their knowledge on strategies that are effective in managing challenging behaviours, particularly children with special needs.

Community outreach

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

Coolamon SEL uses social media, website, Newsletters and word of mouth to access our broader community promoting our service and sharing our philosophy in an effort to promote our service,

We have approached our local schools to liaise with Educational Professionals to gain insight into schools expectations of children and guide us in our programming and planning to ensure we prepare all children for their school journey.

We liaise with shire and Abor Grove parenting centre to access knowledge of the community programs offered and share this information with our

families.

We offer families PD sessions to assist and support their parenting skills.

The service has connection with many services via email and share the information of these services and their resources via email, flyers and direct contact.

Populated care environments

Number of populated care environments on the SIP	Number of unpopulated care environments on the SIP (not displayed)
4	0

Scheduled SIP reviews

Review Type	Due Date
Yearly Review	11/08/2024

Care Environment: Creators

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		
Number of children per standard week		
Number of staff (excluding additional educators)		
Age of children in care environment		
On average, how confident are educators in the care environment to include children with additional needs		
Are kindergarten/preschool programs offered that receive child-based state based funding		

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.

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
Creators	Immediate/Time-Limited	4-JH4E5YI	Approved	01/04/2024	09/06/2024

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
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No Innovative Solution Case exists

Care Environment: Inventors

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	21/03/2024	20/03/2024
Number of children per standard week	150	150
Number of staff (excluding additional educators)	4	3
Age of children in care environment	2 Year(s) 0 Month(s) - 3 Year(s) 0 Month(s)	3 Year(s) 0 Month(s) - 5 Year(s) 0 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

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Care environment	Case type	Case ID	Case status	Start date	End date
Inventors	Immediate/Time-Limited	4-JGWLWBV	Approved	01/04/2024	09/06/2024

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

Care Environment: Investigators

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	21/03/2024	20/03/2024
Number of children per standard week	150	100
Number of staff (excluding additional educators)	3	2
Age of children in care environment	3 Year(s) 0 Month(s) - 5 Year(s) 0 Month(s)	2 Year(s) 6 Month(s) - 2 Year(s) 11 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 – (Investigators)

Barrier: Challenging behaviours

Strategy: IDF Funding			
Action Items	How and when the action will be implemented	Resources	Progress notes
<p>Created on: 20/03/2024</p> <p>Apply for an additional educator to increase educator to child ratio to support including child/ren with challenging behaviours</p>	<p>With the increased educator ratio an educator will be able to pursue then support child/ren who have a history of absconding to re-enter environment calm and regulated</p>	<p>IP, WAIA, IDFM, KU, additional educator</p>	

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Care environment	Case type	Case ID	Case status	Start date	End date
Investigators	Immediate/Time-Limited	4-J2WFJVS	Started	01/04/2024	12/05/2024
Investigators	IDF Subsidy	4-JJ8HQ6A	Started	29/04/2024	27/04/2025
Investigators	Immediate/Time-Limited	4-JJCJNY7	Started		

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No Innovative Solution Case exists

Care Environment: Kindy

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	30/08/2023	20/12/2022
Number of children per standard week	100	100
Number of staff (excluding additional educators)	2	2
Age of children in care environment	3 Year(s) 0 Month(s) - 4 Year(s) 0 Month(s)	3 Year(s) 0 Month(s) - 4 Year(s) 0 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 – (Kindy)

Barrier: Challenging behaviours

Strategy: Flexible and responsive practices for all children			
Action Items	How and when the action will be implemented	Resources	Progress notes
Created on: 30/08/2023 Educators will use a flexible and responsive approach with all children	Educators will be flexible and responsive to all children's needs. They will do this throughout the session by allowing for different processing times, giving prior warnings and allowing for sensory breaks. There are many children attending who have challenging behaviours and have unidentified triggers. Educators will be coached on understanding that their needs, using positive language and a calm tone	Educators, children, flexible thinking and approaches	
Strategy: IDF Funding			
Action Items	How and when the action will be implemented	Resources	Progress notes
Created on: 30/08/2023 Apply for an additional educator to increase the educator to child ratio	With the increased educator to child ratio an educator will be able to support child/ren who have a history of absconding. The educator will be able to pursue a child that may take off at pace and support the child by role modeling self help skills such as breathing so the child/ren can re-enter the environment.	IP, WAIA, IDFM, KU, Additional educator	

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Care environment	Case type	Case ID	Case status	Start date	End date
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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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