

Inclusion Support QLD

Factsheet for Allied Health Professionals



The Inclusion Support Program (The Program, ISP) is a component of the Government Child Care Safety Net (CCSN), which commenced in July 2016. The CCSN aims to give the most vulnerable children a strong start, while supporting parents and carers to increase their work/study activity. The ISP provides support to build the capacity and capability of early childhood educators to address participation barriers for all children alongside their typically developing peers.

<https://www.inclusionsupportqld.org.au>

DIFFERENCE BETWEEN ISP AND NDIS

The ISP and NDIS offer different funding streams that can work together.

ISP

The Inclusion Support Program assists early childhood and childcare (ECEC) services to include children with additional needs by providing free, tailored inclusion advice and support from state-wide Inclusion Agencies; access to specialist equipment to facilitate participation; and where required, funding to support more challenging inclusion barriers. Funding is attached to a 'Care Environment' in an education and care setting and not to a particular child.

NDIS

The National Disability Insurance Scheme (NDIS) funds a range of supports and services for eligible participants, which may include education, social participation, independence, living arrangements and health and wellbeing. Children in receipt of a NDIS package will continue to be eligible for departmental inclusion programs available to approved ECEC services.

The *Working Together Agreement* promotes a coordinated approach to early childhood inclusion for children with disability and/or developmental delay. Families, early childhood intervention (ECI) practitioners, and ECEC educators working together is in the best interests of everyone. This partnership supports positive outcomes and the human rights of all children participating in ECEC settings.

<https://www.inclusionsupportqld.org.au/educator-resources-to-support-inclusion/inclusion-resources/june-2015/working-together-agreement>

Support available through ISP

Inclusion Agencies establish a network of Inclusion Professionals (IP) to provide tailored support to services. The Inclusion Professional will work with the service to:

- ▶ Develop a tailored Strategic Inclusion Plan (SIP). This is the first step to accessing support. The SIP identifies inclusion barriers in the care environment as well as inclusive practices and strategies that will be implemented to include all children.
- ▶ Assist educators and teams to critically reflect on their practices and identify possibilities for change.
- ▶ Facilitate access to all ISP resources including Specialist Equipment loans and funding streams - Immediate Time Limited funding (ITL), Inclusion Development Fund Subsidy for

an Additional Educator (IDF), Family Day Care Top Up and Innovative Solutions Support funding.

- ▶ Link with relevant community groups, services and organisations.
- ▶ Work in partnership with families and other support networks.

<https://docs.education.gov.au/node/39071>

SPECIALIST EQUIPMENT LOANS (SEL)

The Specialist Equipment Library (SEL) provides resources to eligible ECEC services to improve their capacity and capability to provide quality inclusive practices, and to address participation barriers so children with additional needs can be included alongside their typically developing peers.

- ▶ The ECEC service's need for specialist equipment must be identified within their SIP
- ▶ Service, IP, families, carers and therapist collaboratively discuss and research the requested equipment in relation to function, size and suitability for the environment and service layout.
- ▶ The therapist who recommends the equipment and understands the child's functional needs and can provide advice and information to support the child/children's inclusion and participation.

ROLE OF THE ADDITIONAL EDUCATOR (IDF AND ITL)

- ▶ This funding is used to contribute to the cost of employing an additional educator to increase the educator to child ratio above the licensing requirements.
- ▶ The additional educator is employed as an extra member of the team to increase the number of educators in the care environment when a child with high support needs is attending.
- ▶ Educators work together as a team, including the additional educator, to meet the needs of all children within the care environment.
- ▶ The service is responsible for employing the additional educator.
- ▶ **The additional educator is *not* solely responsible for a child with high support needs, or for providing ongoing one to one support.**
- ▶ The service seeking to apply for the IDF Subsidy for an Additional Educator must provide current (dated within 12 months if not a permanent disability) signed or otherwise validated documentation by relevant professionals that confirms the child has **ongoing high support needs**. This may include a child with a diagnosed disability (including developmental delay) or current ongoing assessment for disability, or other additional needs.
- ▶ The additional educator cannot provide medical or nursing assistance to a child or provide early intervention therapy or support a child to attend 1:1 therapy while at the ECEC service.

FDC TOP UP

The [FDC Top Up](#) provides a top up payment to an educator who is including a child with ongoing high support needs. If the child requires significant additional support resulting in the educator being unable to enrol the maximum number of children allowed under National Law, the educator may be eligible for FDC Top Up.

BUSTED MYTHS

Myth – It is the role of the IP to assess children in care settings.

- ▶ **Busted** – Inclusion Professionals **do not** assess individual children. They work with educators to build a picture of their program and identify barriers to inclusion in their care environment. They support educators to document effective strategies for inclusion on their Strategic Inclusion Plan (SIP) and implement strategies and actions to overcome these barriers and ensure all children are included and can participate with their peers.

Myth – The additional educator is employed to work with a specific child/children and is responsible solely for them (i.e. like a case manager)

- ▶ **Busted** – Inclusion Professionals **do not** provide a one-on-one educator for any child. The additional educator works as a member of the team of educators to build an understanding of what resources they require to meet the needs of all the children.

Myth – If a child has a diagnosis and documentation, they will get inclusion support funding.

- ▶ **Busted** – Documentary evidence in relation to the child is only one eligibility criteria for receiving the IDF subsidy. The program aims to support educators to overcome barriers to the inclusion of all children in their care environments. Funding is based on eligibility criteria as per the [ISP Guidelines](#), which includes the barriers identified by educators for the whole care environment, not an individual child's diagnosis. The ECEC service's barriers, strategies and actions are an essential aspect of the application for the IDF subsidy and the Inclusion Development Fund Manager (IDFM) considers the information in the SIP and on the IDF application to determine if the request for IDF meets the eligibility requirements.

Myth – If a child doesn't have a diagnosis, the service won't get any support.

- ▶ **Busted** – Support can be provided for educators to include children undergoing assessment or children without a diagnosis (ITL funding, ISS funding, SIP development).

Myth – Inclusion support is "for life"; that is, funding moves with a child and, once approved, they always get access at the same level regardless of the room/centre they go to.

- ▶ **Busted** – The IDF Subsidy for an Additional Educator is based on the needs of the educators and the care environment. When a child linked to a funding approval moves care environments or to a new service the funding does not transfer. If required, a new application may be submitted to meet the needs of the new care environment.

Myth – Support is provided to meet a child's individual needs and is assessed solely based on a child's disability needs.

- ▶ **Busted** – Although the needs of a child or children may initiate an ECEC service's request for support from the ISP, the support is based on the care environment needs, the skill level of the educators and the barriers to inclusion they identify.

Myth – All 'inclusion support workers' (additional educators) are specifically trained to have all the skills and knowledge about disability they need to work to support children with additional needs.

- ▶ **Busted** – the additional educator must meet the qualification level required by the National Quality Framework.