

5.7 Inclusion Support Subsidy Policy

Policy number: 5.7
Date last reviewed: April 2023
Reviewed by: Child Care Team

This policy relates to	
National Quality Standards Early Childhood Education & Care	

Purpose

The service supports and encourages the provision of care to children with special needs and liaises with the Inclusion Support Program to facilitate Inclusion Support Subsidy incentive payments to educators.

Background

Inclusion Support Subsidy is part of the Inclusion Support program which aims to provide assistance and support to help child care services include all children, including those with additional needs, into the child care environment. CARESU is the regional support agency whose staff provide advice and facilitate support including onsite "inclusion readiness planning", access to specialist equipment, specialist cultural support and funding to employ additional workers.

Policy

To provide each child regardless of their additional support requirements and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at the service. Educators and Coordinators will remain positive, open-minded and honest at all times when working with families and external support professionals to positively meet the additional support requirements of each child being educated and cared for at the service.

We believe that in a fair and just society the intrinsic worth of all children and their families, their strengths and their right to equitable access and participation in the community is clearly visible in all aspects of service delivery.

Beaucare Family Day Care believes parents and families are recognized as the child's primary nurturers and teachers. They have both a right and a responsibility to be involved in decision-making affecting their child. Beaucare Family Day Care believes that respectful, collaborative relationships strengthen the capacity and efforts of parents and families and Inclusion services to support their children and promote each child's health and wellbeing.

Beaucare as an organisation, and at a service level, positively responds to and welcomes children with additional support requirements who;

- Are Aboriginals or Torres Strait Islanders
- Are recent arrivals in Australia
- Have a culturally and linguistically diverse background
- Live in isolated geographic locations
- Are experiencing difficult family circumstances or stress
- Are at risk of abuse or neglect
- Are experiencing language and communication difficulties

Have a diagnosed disability – physical, sensory (hearing, sight, speech), intellectual or autism spectrum disorder

Have a medical or health condition

Demonstrates challenging behaviours and behavioural or psychological disorders (including flight risk)

Have developmental delays

Have learning difficulties

Are gifted or have special talents

Have other extra support needs including families that have complex needs.

We understand that additional support requirements arise from different causes and that causes require different responses.

We recognise that additional support requirements may be temporary or for a lifetime.

Responsibilities of Service

To make an appropriate assessment in relation to a child's inclusion and care through the conduct of a collaborative panel to review the Inclusion Support Facilitation Tool developed in consultation between the service and the family.

To ensure that each child being educated and cared for by the education and care service has access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of that child.

- To ensure the service environment and equipment is designed or adapted to allow access and participation by every child in the service to support the inclusion of children with additional support requirements.
- To ensure the indoor and the outdoor environment is suitable for children with additional support requirements.
- Children may have sensory sensitivities to pressure, texture, smell, colour, noise or visual expectation of the environment which may need to be considered in the environment.
- To ensure the program and curriculum meets the needs of children with additional support requirements.
- Learning materials and equipment such as books and games will reflect positive inclusion and children with additional support requirements in the community.
- To work with external professionals, families and children to ensure that learning environments are most suited to each child with additional support requirements and children and families from culturally diverse backgrounds.
- The service will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional support requirements.
- To develop a sense of safety and security for all children in the service by providing children opportunities to develop trusting relationships with educators, other children and the community.
- To ensure each child is able to fully participate in their education and care at the service.
- To help children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- To enable children to develop autonomy, independence, competency, confidence and pride.
- To provide all children with accurate and appropriate material that provides information about the additional support requirements of others.
- To encourage children to develop friendships with each other based on mutual trust and respect.
- To ensure the program and physical environment shows awareness and inclusion of cross-cultural and non-discriminatory practices.
- To ensure that the program is based on the development of the children in the service and that it is also relevant to children's life experiences, interests and social skills.
- To ensure the service accesses professional development for educators to help the service meet the
- needs of each child with additional support requirements.
- To work with the local school to help children with additional support requirements transition between school and the service.
- To ensure the service uses the enrolment package to gather information about children with additional support requirements.
- To use information gathered about children with additional support requirements to develop an individual child support plan that will be kept on file at the service and shared with families, and where

permission is given by the family, the child's medical practitioners and/or professional support services and the child's local school.

- To encourage families to update child information and information from professional support services
- accessed by the families throughout the year.
- To encourage parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.

Responsibilities of Educators

- To liaise with the Nominated Supervisor/responsible person to ensure the needs of each child are met throughout their education and care at the service
- To remain positive, open-minded and honest at all times with children and families.
- To develop a sense of safety and security for all children in the service by providing children opportunities to develop trusting relationships with educators, other children and the community.
- To assist the Nominated Supervisor/responsible person in ensuring the indoor and the outdoor environment is suitable for children with additional support requirements.
 - Children may have sensory sensitivities to pressure, texture, smell, colour, noise or visual expectation of the environment which may need to be considered in the environment.
- To assist the Nominated Supervisor/responsible person in ensuring the program and curriculum meets the needs of children with additional support requirements.
 - Learning materials and equipment such as books and games will reflect positive inclusion and children with additional needs in the community.
- To ensure each child is able to fully participate in their education and care at the service.
- To help children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- To enable children to develop autonomy, independence, competency, confidence and pride.
- To provide all children with accurate and appropriate material that provides information about the additional support requirements of others,
- To encourage children to develop friendships with each other based on mutual trust and respect.
- To ensure the program and physical environment shows awareness and inclusion of cross-cultural and non-discriminatory practices.
- To ensure that the program is based on the development of the children in the service and that it is also relevant to children's life experiences, interests and social skills.
- To make it clear to children that it is not acceptable for a child to say or do unfair things to another person and to explain to children that if this does occur the educator will firmly step in.
- To participate in professional development to ensure the service meets the needs of each child with additional support requirements.
- To be familiar with the specific communication needs of each child and where applicable read the individual child support plans relating to strategies to support the inclusion of each child with additional support requirements.

Responsibilities of the parent/carer

- To provide relevant and comprehensive information upon enrolment about their child which pertains
- to the child's additional support requirements including, but not limited to, points 4.3.1 to 4.3.14 above.
- To participate in the completion of the 3.6.6 TOOL Inclusion Support Facilitation Tool aimed at
- providing guidance to the service and the QPCYWA panel in making an appropriate assessment in
- relation to the child's inclusion and care.
- To participate in the development of a Child support plan to assist the service in providing inclusive care.
- To provide current medical and or health information, as requested, to support any applications for
- Inclusion Support Funding made by the service to support inclusive care practices within the service.
- To update child information and information from professional support services accessed by the family throughout the year.

The Inclusion Support Subsidy (ISS) is available to eligible child care services to assist with the inclusion of children with ongoing high support needs, where this is identified as being required when developing the SSP, including:

- Children with diagnosed disability;
- Children who are undergoing continuing assessment of disability;
- Children from a refugee or humanitarian intervention background.

The combination of disability and cultural/language differences can be considered in determining the ongoing high support needs for children from culturally and linguistically diverse backgrounds and indigenous children.

Inclusion Support Subsidy funding may be approved for any of the following purposes in home based services:

- As a Capacity Payment to Family Day Care (FDC) educators in recognition of the additional care and attention required by children with ongoing high support needs in their care and the impact of this on the educator;
- As an Additional Payment to In Home Care (IHC) educators in recognition of the additional care and attention required by children with ongoing high support needs in their care and the impact of this on the educator;
- To engage an additional educator to accompany a FDC educator or IHC educator and child or children with ongoing high support needs on out-of-home excursions or other special activities with typically developing peers (for example, FDC playgroups or Vacation Care excursions).

Eligibility for the ISS does not mean automatic entitlement to the subsidy. Consideration of the need, type and level of ISS will be undertaken on a service-by-service or educator-by-educator basis by completion of a Service Support Plan. Plans are updated when there are changes.

Relevant Legislation

Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
Education and Care Services Act 2013
Education and Care Services Regulations
Anti-discrimination Act 1991
Information Privacy Act 2009
United Nations Convention on the rights of the child
National Quality Standards

CCS Child Care Provider Handbook
Qld Government: *Disability Discrimination Act 1992*
<http://www.comlaw.gov.au/Details/C2011C00747>

Key Resources

Australian Government Department of Education and Training: *Child Care Provider Handbook*
<https://www.education.gov.au/child-care-service-handbook>
[The Book Garden](#)
[Noahs Ark](#)
Professional Educators Resource Library (PERL)
Inclusion Development Fund Manager – KU Children’s Services
www.idfm.org.au
Inclusion Agency – KU Children’s Services
www.inclusionsupportqld.org.au

Related Policies

[Appendix F QIP and Compliance](#)