



Barriers and Strategies

Inclusion Support Program

Barriers and Strategies will be completed by all services accessing the Inclusion Support Program (ISP) and is completed in the context of the care environment.

The Early Childhood Education and Care (ECEC) service will identify the barriers that impact their capacity to include children with additional needs alongside their typically developing peers. Services will be able to choose from a list of pre-defined barriers or develop a custom barrier as required.

A barrier must have a start date equal to or greater than the date the barrier is entered. This identifies when the barrier was identified in the care environment for the programme. When a barrier is no longer relevant for the care environment, the service may provide an end date to indicate it is no longer a consideration for the care environment.

A care environment can identify many barriers to inclusion. One barrier may have many strategies in place to address the barrier.

Barriers

Barriers available for selecting in the IS Portal are listed in the table below. The service is also able to identify an 'Other' barrier.

Barrier Category	Barrier	Definition
Child specific barriers	Absconder	A child attempts to leave the service unattended
	Challenging behaviours	Behaviours that threaten the quality of life and/or physical safety of an individual or others
	Difficulty feeding	Child/ren may require more assistance with feeding
	Difficulty settling/sleeping	Child/ren may require more assistance when settling and sleeping
	Limited communication skills	Child/ren are unable to communicate effectively

	Limited mobility	Child/ren with additional needs has limited mobility and needs assistance moving around the care environment
	Limited social skills	Child/ren has limited social skills and need assistance interacting with peers
	Sensory issues	Child/ren experience sensory issues which may require assistance participating in the care environment
	Toileting requirements	Child/ren require assistance when toileting
	Transition between experiences	Child/ren may require assistance to successfully transition between experiences in the care environment
	Transition to/from the service	Child/ren may require assistance to successfully transition to and from the care environment at drop off and pick up times
	Unsuitable equipment	Equipment available in the care environment may not be suitable for all children
Educator	English as a second language	Educators with English as a second language may present language barriers, which affects communication between staff and parent/guardians
	High staff turnover	ECCC service experiences high staff turnover
	Lack of team work	Educators are unable to work as a team effectively
	Limited experience-child care	Educator has limited experience working in child care
	Limited knowledge-inclusion	Educator has limited knowledge of working with children with additional needs
	Limited options-training	Educators are limited in the types of training they can attend
	Limited reflection/planning time	Educators have limited opportunity for reflection and planning time in the care environment
	Limited time-training	Educators are limited in opportunity to attend training and professional development courses
	Staff changes-care environment	Staff changes within a care environment, including educators moving between rooms regularly, which can be unsettling and disruptive to the care environment
Parent/guardian concerns	Communication with educators	Limited opportunity for parent/guardian to communicate with the educators
	Limited educator knowledge	Parent/guardian concerned about educators knowledge or experience working with children with additional needs



	Parent/guardian expectations	Parent/guardian expectations may be different to the support the educators can provide the child
	Parent/guardian not receptive	The parent/guardian may not accept the child has additional needs and the service is unable to seek the support required
Physical environment	Access to toileting facilities	Toileting facilities may be in another room or other location away from the care environment
	Environment not suitable	The care environment may not be suitable to cater for all children, particularly those with limited mobility
	Multiple use building	Building may be used for other purposes and the resources must be packed away after each session
	Non-purpose built building	The building is not built for the purposes of providing child care
	Physical access limitations	Physical access to the ECCC service or care environment may be limited, in particular for child/ren with limited mobility
Program structure	Child/ren's ages/needs vary	Children of varying ages and abilities are in the same care environment, most common in OSHC services
	Educator to child ratios	Ratios are met under the NQF however these are not sufficient to include a child/ren with additional needs
	Financial viability	The ECCC service may experience financial implications when they enrol a child/ren with additional needs in the service.
	Inflexible routines	Programme structure doesn't offer flexibility to include all children in the care environment
	Limited planning time	Educators have limited opportunity to effectively plan and implement a suitable programme structure
	Transition between experiences	Child/ren may require assistance to successfully transition between experiences in the care environment
Program structure	Child/ren's ages/needs vary	Children of varying ages and abilities are in the same care environment, most common in OSHC services
	Educator to child ratios	Ratios are met under the NQF however these are not sufficient to include a child/ren with additional needs
	Financial viability	The ECCC service may experience financial implications when they enrol a child/ren with additional needs in the service.
	Inflexible routines	Programme structure doesn't offer flexibility to include all children in the care environment



	Limited planning time	Educators have limited opportunity to effectively plan and implement a suitable programme structure
	Transition between experiences	Child/ren may require assistance to successfully transition between experiences in the care environment
Supervision of all children	Child/ren's ages/needs vary	Children of varying ages and abilities are in the same care environment, most common in OSHC services
	Limited educator communication	Limited opportunity for educators to communicate with each other
	Limited visibility	Educators are unable to provide adequate supervision of all children in the care environment. This may be due to the physical layout of the building, outdoor environment or other factors.
	Single-educator care model	One educator is present in the care environment and supervision may be limited, most common in OSHC services



Strategies

For each barrier identified, the ECEC service must propose a strategy to overcome the barrier to inclusion. Services will be able to choose from a list of pre-defined strategies or develop a custom strategy as required.

Strategy	Definition
Access appropriate language resources	Contact the appropriate organisations or services to access resources to assist with language and communication skills
Access bicultural support	Contact an appropriate organisation that offers bicultural support for assistance with supporting a child or children in the care environment
Access to toileting/change room facilities	Provide appropriate access to toileting and/or change room facilities
Adjust program structure and activities	Adjust the program structure and activities to ensure all children are included in the care environment
Assistance to settle children	Assist children to settle in the care environment
Assistance with entering and leaving the care environment	Assist families and children to enter and leave the care environment safely
Assistance with meal times	Assist children to be included with their peers at meal times
Assistance with toileting	Assist children with toileting requirements
Attend appropriate language courses	Educators to attend appropriate courses or forums to develop and build language and communication skills
Attend appropriate staff training	Educators to attend appropriate training courses and forums, including specialists courses to address inclusion barriers
Build educator skills, knowledge and confidence	Provide opportunities to educators to build their skills, knowledge and confidence when supporting children in the care environment
Build on children's strengths and interests	Encourage and scaffold children's play based on their interests and strengths
Build self-help skills	Assist children to build skills to enable them to undertake tasks on their own, such as eating and toileting
Building modifications	Undertake building modifications to make the care environment suitable for all children
Changes to physical environment	Change the layout in a care environment to make it suitable for all children
Choice for non-sleepers	Provide other activities in the care environment for children who do not sleep during the day
Collaborate with allied health professionals	Work collaboratively with allied health professionals to support children in the care environment
Considerations to room layout	Consider the way a care environment is set up to ensure all children can participate
Consistent approach to behaviour management	Educators to discuss and implement a consistent approach to manage the behaviours of all children in the care environment



Consistent behaviour guidance strategies	Develop and implement strategies to provide consistent behaviour guidance to all children in the care environment
Develop collaborative relationships between educators and families	Work collaboratively with families and educators to support all children in the care environment
Develop collaborative relationships with schools	Liaise with schools to support children's inclusion at the service
Diversity of educator roles	Educators have the opportunity to learn new skills and take on different roles within the care environment or the service
Employ an additional educator	Recruit, employ and orientate an additional educator to include children in the care environment
Establish communication board	Educators to provide a visual communication board to communicate effectively with children in the care environment. For example advising of transition to another activity
Establish communication book	Educators to establish a communication book in the care environment as an effective method of recording progress and information for any child/ren with a requirement to have one
Establish quiet areas	Educators to set up quiet areas in the care environment to accommodate children who may be overstimulated and require a calm environment
Flexibility with activities	Flexibility in the program structure to allow for children to participate in activities that interest them
Flexibility with meal times	Flexibility in the program structure to allow for staggered meal times
Flexibility with rest times	Flexibility in the program structure to allow for staggered rest times
Flexibility with transitions	Flexibility in the program structure to assist children who have difficulty transitioning from activities
Flexible and responsive practices for all children	The care environment should be flexible and responsive to all children's needs, interest and abilities to ensure a well organised and structured learning environment.
IA attendance at staff meetings	Where appropriate, Inclusion Agencies to attend staff meetings to provide support and assistance to ensure all children are included in the care environment
IDF Funding	Where funding through the IDF Subsidy is the most appropriate solution to overcome an inclusion barrier
Implement a supervision plan	Educators to develop and implement a supervision plan to ensure all children are adequately supervised in the care environment
Implement Behaviour Management Plan	Educators develop and implement a Behaviour Management Plan for all children in the care environment
Implement consistent educator practices	Ensure consistent practices are implemented by all educators in the care environment
Implement safe lifting and positioning techniques	Ensure all educators are aware of safe lifting and positioning practices
Implement Social Skills program	Implement social skills programs that aim to enhance the personal and social skills of all children



Inclusive policies and practices	Ensure all policies and practices in place at the ECCC service are inclusive of all children
Innovative Solutions funding	Where funding through the Innovative Solutions support is the most appropriate solution to overcome an inclusion barrier
Knowledge sharing between educators	Educators to share knowledge between themselves, in particular those familiar with caring for children with additional needs
Mentoring for educators	Provide mentoring for educators to develop their skills to support children in the care environment
Modelling behaviours	Educators model the behaviours expected by all children in the care environment
Monitor and remove hazards	Remove anything that may be a hazard to children in the care environment
Offer indoor/outdoor program	Develop a program that offers both indoor and outdoor activities for children in the care environment
On the job learning	Assist educators learn new skills or processes within the normal work environment
Open communication between educators	Ensure educators communicate openly and effectively to ensure all educators and children are supported in the care environment
Peer support initiative for children	Establish a peer support system for children in the care environment, to encourage children to support their peers in the care environment
Plan for children's transition to school	Work collaboratively with the school and the educator team to support children's transition from the ECCC service to the school setting
Positioning of educator/s	Ensure educators are positioned for maximum supervision in the care environment
Practices to consider all children's needs	Ensure all policies and practices in place at the ECCC service consider all children in the care environment
Prior warning for transitions	Establish a system to ensure children are giving prior warning for transitions, such as a visual board
Provide calming resources	Provide calming resources, such as fidget toys or weighted blankets, for children to use when required
Provide planning time	Educators to have adequate planning time away from the care environment
Reflective conversations	Reflective conversations encourage educators to critically reflect and learn through the reflective process. They provide a means to build capacity for critical reflection and embed reflective thinking as part of the work environment
Review and develop educator practices	The use of self-assessment, reflection and peer review to evaluate current educator practices to identify strengths and areas that need improvement.
Revise staff structure	Ensure an effective staff structure is in place to allow for maximum supervision and care in the care environment



Roster for planning time	Develop a roster to allow educators receive adequate planning time away from the care environment
Small group times	Establish small group times as part of the program structure
Specialist equipment	Access specialist equipment to include a child/ren with additional needs in the care environment
Staff meetings to assist in planning	Schedule regular staff meetings to assist educators effectively plan a program for their care environment. This will allow conversations and knowledge sharing between educators
Storage solution	Provide adequate storage for resources, in particular if the ECCC service is in a shared environment
Use Auslan	Use Auslan as a communication method for child or children who are hearing impaired. This can also be taught to all children in the care environment so they can effectively communicate with child/ren who are hearing impaired
Use Key Word Sign	Use Key Word Sign hand signs and natural gestures concurrently with speech to support children's language development.
Use sensory aids and supports	Provide sensory aids to include a child/ren with additional needs in the care environment
Use visual aids and reminders	Use visual aids, such as a communication board, to effectively communicate with all children in the care environment

