

Identifying Barriers to Inclusion and designing an Innovative Solutions Support Project



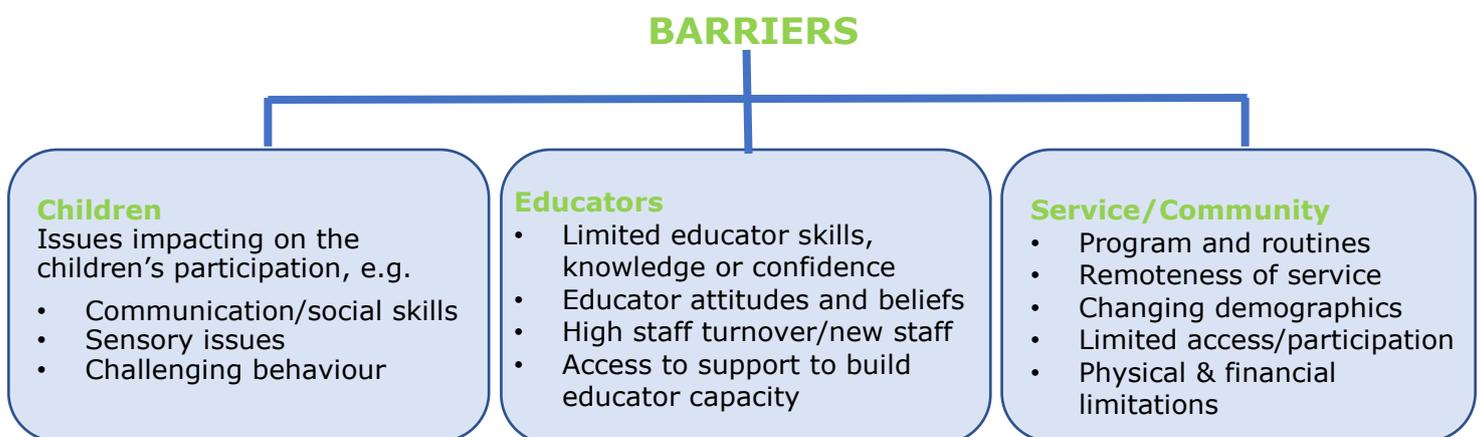
Children's Services
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Identifying the Barriers to inclusion is the first step in developing an Innovative Solutions project. Once the Barriers are clearly identified the service can begin to design a project which builds on the foundation of knowing what the Barriers to inclusion are and how they are impacting on children and educators. The Innovative Solutions project is designed to address these Barriers, leading to the genuine inclusion of children with additional needs and building the capacity of educators.

Identifying Barrier/s- *What are the barriers to inclusion?*

To apply for Innovative Solution Support the service must complete an online application. This application includes a Business Case. In the Business Case the service identifies the barrier/s to inclusion in relation to the cohorts (groups) of children that the project will assist. This may be a combination of barriers relating to the children, educators and/or care environment.



Example of identified Barriers

The service identified that children were not fully participating in the program, including during play and routine times. There were several children who presented with disruptive behaviour, which was limiting their engagement with the experiences offered and their interactions between peers. Behaviours displayed included hitting and yelling at others. It seemed to educators this occurred when children did not get the response they wanted, didn't know how to join in or were feeling unsettled. Some other children in the environment expressed concern and fear of the behaviours of others and avoided playing with some children.

Educators had implemented known strategies and approaches to guide children's behaviour to encourage and support their participation. Two educators had attended a professional development session but had been unable to implement the strategies at their service successfully. They did not know how to apply what they had learnt at the service nor how to explain it to other educators. Educators did not know what to do next. The service director was concerned about enrolling new children, particularly other children with additional needs, as educators were lacking confidence in their ability to include the children already attending.

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The Components of the Business Case

There are three components to the Business Case, which are **Barriers-Solutions-Outcomes**. Each of these components are linked. The service must outline how the project will specifically address the identified Barriers to inclusion, through both the design of the project itself and the outcomes the project is expected to achieve.



Preparing the Business Case

1. The Business Case explains how the identified **Barriers** are impacting on the ability of the service to support all children to access and participate in the care environment and/or service.

To identify the **Barriers**, consider what is occurring in the service that concerns you about children's level of participation in the program and/or their interactions with peers, and why educators think this is happening.

2. Next outline how the **Solution** will specifically address the barriers to inclusion. This includes an overview of the project, who will be implementing it, how and when will it be implemented. This should include estimated timeframes, including the number of hours per day and weeks the project will take.
3. Outline the expected **Outcomes** of the project. Consider what would specifically change or improve as a result of implementing the project. These identified outcomes should address the service's identified Barriers to inclusion in relation to the identified cohort/s of children.

The project should build educator skills, knowledge and confidence in implementing strategies which support the inclusion of children with additional needs and include planning to ensure that the outcomes of the project can be sustained once the project has ended.

Educators recognise and respond to barriers to children achieving a positive self identity, sense of purpose and positive view of personal future. In response they challenge practices that contribute to inequities and make decisions that promote inclusion and participation of all children. By developing their professional knowledge and skills, and working in partnership with children, families, communities, other services and agencies, they continually strive to find equitable and effective ways to ensure that all children have opportunities to experience a sense of personal worth and achieve outcomes.

My Time, Our Place – Framework For School Age Care in Australia