**Kindergarten Inclusion Support Plan**

**Child’s name:**

**Date of this plan:**

**Date of review:**

*Goals should be reviewed every 3 months*

**Who will be involved in enacting this plan? (tick all that apply)**

***The best outcomes for individual goals are achieved in partnership and coordination with key supports.***

|  |  |  |
| --- | --- | --- |
| Name | Relationship to child | Service/Organisation name |
|  | Choose an item. |  |
|  | Choose an item. |  |
|  | Choose an item. |  |
|  | Choose an item. |  |
|  | Choose an item. |  |
|  | Choose an item. |  |

**Describe any professional learning and development needed to support the child to achieve their goals.**

***What other supports will the teaching team access? For example, professional development, Early ABLES planning tool, DET online inclusion module, EYALT training, other.***

**Child’s strengths, interests and abilities**

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| --- |
| **What are the child’s current strengths, interests and abilities?** |
|  |
| **How can these strengths, interests and abilities be used to support the child’s participation and learning?** |
|  |

**Goals and outcomes**

The goals in the KIS plan should focus on these functional areas:

* Communication
* Learning
* Physical, mobility and sensory
* Interpersonal interactions
* Self-care and safety
* Co-regulation and general routines

These functional areas reflect those in the Context of the Child in the KIS application.

| **What would we like the child to gain from the kindergarten program?** | **VEYLDF Learning and Development Outcome** | **How do we go about this?** | **Outcomes** |
| --- | --- | --- | --- |
| * Describe specific goals that support the child’s functional areas. * Ensure goals are measurable and strengths-based | List the Learning and Development Outcomes each goal will link to | * What strategies and intentional teaching practices will we implement? * What modifications or adjustments will we make to the program, activities or environment? | * Complete at the next PSG meeting or in 3 months’ time. * Document adjustments you have made. * Reflect on the child’s skills and capabilities that you have noticed. |
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