KINDERGARTEN INCLUSION SUPPORT (KIS) Short term assistance (STA) TRIAL:

Guidelines, information and application kit

 



Melbourne May 18

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# **Introduction**

These guidelines have been developed for the State funded kindergarten staff and parents to explain the purpose of the Kindergarten Inclusion Support Short Term Assistance trial and guide them through the application process.

It is important to read and consider all the information contained in this kit. The kit includes:

* Objectives of the KIS Short Term Assistance trial
* Focus and scope of support
* Eligibility criteria
* Application requirements
* Steps in the application process
* Details of where to send the completed form.

## **Kindergarten Inclusion Support (KIS) Short Term Assistance (STA) trial**

Objectives of the KIS STA trial

The objective of KIS STA trial is to assist State funded kindergartens to plan and provide for the inclusion of children with a diagnosed disability or developmental delay. It expands the cohort of children eligible for support under the KIS program to children with a diagnosed disability or developmental delay, or undergoing diagnostic assessment for a disability, as defined by the *Disability Act 2006*, without identified ongoing high support needs.

The KIS STA will contribute to the implementation of a short-term action plan for up to **10 weeks** and a **maximum of $2,850 per child**, to support a funded kindergarten’s capacity to plan and support a child’s ongoing inclusion in a program.

Support can be in two areas:

* **Program practice support** to assist in planning and implementation of an inclusive program that is responsive to an individual child’s learning and development needs.
* **Specialist consultancy and training** for early childhood educators to participate in specific training to gain understanding of the child’s needs or specialist consultancy to meet the individual needs of the child with a disability (e.g. adjustments, adaptations and modifications of the kindergarten program).

The KIS STA is an additional contribution to the existing resources available to the kindergarten and may not provide full coverage of all costs. Applications can be made at any point during the kindergarten year. Only one KIS STA grant will be approved per child each kindergarten year, unless the child transfers to another State funded kindergarten service.

**Kindergartens will be required to source the support they require. Following the approval of the KIS STA application, the kindergarten will purchase the necessary supports and, upon presentation of an invoice and proof that the service has been delivered, will be reimbursed for the approve funds**.

**The KIS STA trial is funded to operate for the 2018 and 2019 kindergarten years**.

Existing Kindergarten Inclusion Support Program

This new category of support is part of the KIS program. The KIS program recognises that an inclusive kindergarten fosters the development of a sense of belonging and respects individuality and diversity, in order to promote learning, development and well-being in a child's early years.

Other parts of the KIS program include:

* Kindergarten inclusion support for children with a disability and with high, ongoing support needs
* Kindergarten inclusion support for children with complex medical needs.

For further information refer to:

www.education.vic.gov.au/childhood/parents/needs/Pages/kinderinclusion.aspx.

## **Kindergarten program**

Kindergarten is an early childhood education program that aims to advance each child’s learning and to optimise the development of key skills.

Kindergarten programs are designed to engage each child in effective learning, thereby promoting communication, learning and thinking, positive relationships and identity.

A kindergarten program provides a supportive environment in which early childhood educators work to support children’s learning and development, and to achieve the outcomes identified in the Victorian Early Years Learning and Development Framework.

Kindergarten participation also helps to identify children who may need extra support for their development and offers links to targeted support services. This helps to ensure that children receive this assistance as early as possible. Kindergarten also provides an opportunity for families to develop links with their communities and other supports.

A range of options are available for families and service providers to enhance the inclusion of children with additional needs in funded kindergarten programs. Inclusion fosters a sense of belonging and accepts and respects individuality and diversity. Inclusive programs encourage and allow all children genuine opportunities to access and participate in kindergarten programs.

**Creating an inclusive kindergarten**

Organisations receiving kindergarten funding are required to have in place policies and procedures that promote inclusive practice and equality of opportunity for all children. This includes ensuring their enrolment, access and inclusion policies:

* promote fair and equitable access to kindergarten programs
* support all eligible children to access a kindergarten program, including those who face barriers to participation
* do not inadvertently present barriers to participation.
* comply with Victorian and Commonwealth legislation, including the:
	+ *Disability Discrimination Act 1992* (Commonwealth)
	+ *Equal Opportunity Act 2010* (Victoria)
	+ *Child Wellbeing and Safety Act 2005* (Victoria)
	+ *Victorian Charter of Human Rights and Responsibilities 2006*.

Kindergarten programs are guided by state and national frameworks and standards which promote high quality, inclusive education and care for all children. These include:

* The Victorian Early Years Learning and Development Framework
* The Early Years Learning Framework
* The National Quality Framework
* Disability Standards for Education

The Victorian Early Years Learning and Development Framework gives the following definition of inclusion:

*Inclusion: involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children’s rights and experiences are recognised and valued, and that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.*

The practice principles for learning and development identified in the Victorian Early Years Learning and Development Framework underpin service delivery provided by early childhood professionals, including kindergarten and early childhood intervention services professionals. The principles guide early childhood professionals to work together with children and families to achieve best outcomes for every child. The practice principles are:

* Reflective practice
* Partnerships with families
* High expectations for every child
* Respectful relationships and responsive engagement
* Equity and diversity
* Assessment for learning and development
* Integrated teaching and learning approaches
* Partnerships with professionals.

For further information on Victorian Early Years Learning and Development Framework and the National Quality Framework, refer to the Glossary at Appendix C.

## **Focus of support**

The focus of the KIS STA trial is to:

* provide short-term assistance (up to 10 weeks) to complement early childhood educators’ knowledge and skills, while acknowledging their expertise in supporting children’s learning and development with young children
* support early childhood educators to build their capacity to develop and implement an inclusive program
* support early childhood educators to contribute to positive outcomes for children, as defined in the Victorian Early Years Learning and Development Framework
* respond to the child’s abilities and strengths, as well as their needs by supporting the kindergarten to enhance their learning and development
* promote collaboration between the families and professionals
* recognise that early childhood educators require varying levels of additional support.

## **Scope of additional support**

In line with the National Quality Framework and the Victorian Early Years Learning and Development Framework, the KIS program is designed to contribute to the provision of a quality kindergarten program.

KIS STA is available when a kindergarten has demonstrated, through the completion of a KIS STA Plan that the resources required to build the capacity of early childhood educators are in addition to the existing resources available to the kindergarten.

The KIS STA will contribute to the implementation of a short-term action plan, **up to $2,850 per child**, to support a kindergarten’s capacity to plan and support a child’s ongoing inclusion in a program. The KIS STA funding is a contribution to the existing resources available to the kindergarten and may not provide full coverage of all costs. The $2,850 is the maximum level of support to be provided through KIS STA and should be inclusive of GST, if applicable.

The two types of additional support available from KIS STA are:

1. **Program practice support** to assist in planning and implementation of an inclusive program that is responsive to an individual child’s learning and development needs. This may for example include, resources (e.g. sensory toys, social story books), backfill funding to enable collaboration and consultation with families, and/ or additional staff on a short-term basis to assist the child to settle in the environment and for staff to gain knowledge and understanding of the child’s strengths and needs – the support is scaled down over the period to support sustainable practice.

**Please note that a family member for whose child assistance is required cannot be employed as a KIS STA funded additional assistant.**

1. **Specialist consultancy and training** for early childhood educators to meet the individual needs of the child with a disability (e.g. adjustments, adaptations and modifications of the kindergarten program).

It is not appropriate that funding through KIS STA be used:

* for building modifications
* to work exclusively with the child with a disability
* to increase staff levels to meet licensing requirements.

Existing resources available to the kindergarten may include:

* Early childhood educators, family and community
* Kindergarten management e.g. early years management, committee, local government
* Professional development opportunities
* Preschool Field Officer Program
* Early Childhood Intervention Services professionals supporting the child and family
* Cultural Inclusion Support.

## **Organisation roles**

* Kindergartens will be responsible for developing the KIS STA Plan, applying for funding, and sourcing the approved type of short term support.
* Uniting (Victoria/Tasmania) Limited has been appointed to promote the KIS STA trial, assess applications, and advise of the assessment outcome.
* Uniting (Victoria/Tasmania) will also be responsible for re-imbursing the kindergarten for approved services.
* Payment to the kindergarten will be made on submission of an invoice to Uniting (Victoria/Tasmania) accompanied by confirmation that the funds reimbursement is for implementation of action/s to address challenges to inclusion as identified in the approved KIS STA plan.

# **the APPLICATION process**



# **Eligibility criteria**

**To be eligible for KIS STA the criteria outlined below must be met.**

## **Criteria**

1. Funded Kindergarten Program:
* is funded by the Victorian government. A funded kindergarten program complies with the requirements of the Victorian kindergarten policy, procedures and funding criteria.
* demonstrates that that the resources required to build the capacity of early childhood educators are in addition to the existing resources available to the kindergarten, to support the inclusion of an eligible child with a disability.
1. The kindergarten is seeking KIS STA inclusion support to build its capacity in the short term to provide for the access and participation of a child that:
* has a disability or developmental delay (or is undergoing continuing assessment of a disability) as defined by the *Disability Act 2006* (refer to next page for details), and
* requires the kindergarten program to be developed to ensure inclusion through short-term assistance, and
* is eligible to attend a kindergarten program funded by the Department; this means that the child is at least four years on 30 April of the year in which the child is enrolled to attend the funded kindergarten program

or

* attends a kindergarten program delivered by a degree qualified early childhood educator and is eligible for Early Start Kindergarten funding. This means the child must be aged at least three years of age on or before 30 April of the year enrolled to attend. Early Start Kindergarten funding is available to three-year-old Aboriginal or Torres Strait Islander children and three-year-old children known to Child Protection where abuse has been substantiated or those children who are referred from Child Protection to Child FIRST.

## **Definition of Disability**

For the purpose of the KIS program, disability is defined in accordance with the *Disability Act 2006*. A person with a relevant qualification must assess the child as having a disability as defined in the *Disability Act 2006*. Examples of a person with relevant qualifications include a pediatrician, specialist medical practitioner or registered psychologist.

**Disability in relation to a person means**

* 1. a sensory, physical or neurological impairment or acquired brain injury or any combination thereof, which
		1. is, or is likely to be, permanent, and
		2. causes a substantially reduced capacity in at least one of the areas of self-care, self- management, mobility or communication, and
		3. requires significant ongoing or long term episodic support, and
		4. is not related to ageing;
	2. an intellectual disability; or
	3. a developmental delay.

**Developmental Delay means a delay in the development of a child under the age of 6 years which**

1. is attributable to a mental or physical impairment or a combination of mental and physical impairments; and
2. is manifested before the child attains the age of 6 years; and
3. results in substantial functional limitations in one or more of the following areas of major life activity
	* 1. self-care,
		2. receptive and expressive language,
		3. cognitive development,
		4. motor development, and
4. reflects the child’s need for a combination and sequence of special interdisciplinary, or generic care, treatment or other services which are of extended duration and are individually planned and coordinated.

**Continuing assessment for disability may include:**

* having an appointment letter for assessment by a paediatrician, specialist medical practitioner or registered psychologist
* having documentation of continuing assessment of a child for the purpose of diagnosing disability signed by a paediatrician, specialist medical practitioner, registered psychologist or allied health professional.

For more information contact your local kindergarten or Uniting (Victoria/Tasmania).

# **The Program Support Group**

A Program Support Group has an important and ongoing role and may be established to support the inclusion of any child with a disability or developmental delay, even when an application for KIS STA is not required.

## **Role of the Program Support Group**

The Program Support Group:

* develops, monitors and reviews the KIS STA Plan
* meets at least once per term throughout the kindergarten year, including at the conclusion of KIS STA
* assists the family in the transition to kindergarten
* provides assistance to complete the KIS STA Plan
* decides whether an application for KIS STA is required, based on the information provided in the KIS STA Plan
* if required, provides assistance to complete the application form
* coordinates services and supports for the child at kindergarten
* assists the family in the transition to school (for further information refer to

*Transition: A Positive Start to School* resources –

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transkit.aspx>)

## **Membership**

In consultation with the parent, guardian or carer, the early childhood teacher is responsible for;

* establishing the Program Support Group before attendance at the service
* convening the Program Support Group, to plan and review the child’s attendance and participation in the kindergarten program.
* The Program Support Group may consist of:
	+ parent, guardian or carer of the child
	+ early childhood teacher
	+ early childhood intervention service professional or therapist supporting the child
	+ other professionals supporting the child, as appropriate, for example family services coordinator, educators from other children’s services, or medical professional
	+ other professionals supporting the kindergarten e.g. early years manager or a preschool field officer, if the child is not currently supported by an early childhood intervention professional.

The information needed to complete the application form requires information about the child from parents, guardian or carer and professionals working with the child, and information from the child’s early childhood teacher.

**To improve access to and participation in a kindergarten program, it is important that information relating to the child is an accurate reflection of the child’s strengths and anticipated needs within a kindergarten setting.**

# **The KIS STA Plan**

**The Program Support Group should first complete a KIS STA Plan to determine whether or not an application for KIS STA is required.**

**The KIS STA Plan template is available from the Department’s website http://www.education.vic.gov.au/childhood/providers/needs/Pages/kindersupportpackages.aspx**

**THE KIS STA Plan**

The KIS STA Plan is designed to identify the current capacity of the kindergarten to provide an inclusive program for a child with a disability. Through continually reflecting on the context, educator strengths and abilities, this plan will assist kindergartens to plan an inclusive program for all children.

The KIS STA Plan is underpinned by reflective practice and supports learning communities for kindergarten in line with the Victorian Early Years Learning and Development Framework and the National Quality Framework.

The KIS STA Plan is developed by the early childhood teacher as part of the Program Support Group. The Program Support Group may seek information from other relevant sources to support the completion of the KIS STA Plan. This may include staff at other programs or services that the child may have attended such as child care, playgroups etc.

The KIS STA Plan must identify the capacity of the early childhood educators and any modifications which will support the provision of a quality program that is inclusive of the child with a disability.

The focus of the KIS STA Plan is on the on the capacity of the kindergarten to plan and deliver an inclusive program. The Plan:

* provides an overview of the context of the kindergarten program and environment
* provides an overview of the strengths, abilities and interests of the child
* identifies the needs of the early childhood educators to support the inclusion of the child in the kindergarten environment
* identifies the program adaptations and modifications that will be implemented to support inclusion in the kindergarten
* identifies the supports which can be provided within the existing resources available to the kindergarten
* identifies the supports which cannot be provided within the existing resources available to the kindergarten
* must be submitted to Uniting (Victoria/Tasmania) with the application form for KIS STA
* is to be regularly reviewed, including at the conclusion of KIS STA.

If all of the needs of the kindergarten and children within the kindergarten can be met within existing resources available to the kindergarten then an application for KIS STA **will not** be required.

Some examples of existing resources available to kindergartens:

* Early Childhood Intervention professionals supporting the child and family
* Early Years Management
* Preschool Field Officer program
* Cultural Inclusion Support
* Professional development opportunities
* Capacity building from previous support.

If there are needs that cannot be provided within existing resources available to the kindergarten then an application for KIS STA may be completed.

# **Submitting an application**

**The KIS STA Plan and Application Form are available online at the Department’s website:**

<http://www.education.vic.gov.au/childhood/providers/needs/Pages/kindersupportpackages.aspx>

The KIS STA Plan and Application Form are completed by the early childhood teacher in consultation with the parent, guardian or carer, and with the assistance of the Program Support Group members. The information provided is confidential (*refer to the Privacy Notice in the Application form*). The application is signed by the service delegate.

The KIS STA Plan and completed Application Form should be submitted to Uniting (Victoria/Tasmania) either by email or by post.

## **General information**

If more than one child with a disability will be attending a particular funded kindergarten group, a separate KIS STA Plan and Application Form should be submitted for each child.

A child for whom an application for KIS – Disability or KIS – Complex Medical Needs has been submitted to the relevant KIS provider is not eligible for KIS STA.

The KIS STA Plan should consider the total needs of the kindergarten group and the resources available to the kindergarten. The resources available to the kindergarten will be taken into consideration in approving applications.

The **original and signed** sections of the completed KIS STA Plan and Application Form are required for Uniting (Victoria/Tasmania) assessment.

Faxed applications are not accepted.

## **Privacy**

The Department is committed to protecting the privacy of personal information by complying with the *Privacy and Data Protection Act 2014*, the *Health Records Act 2001* and other relevant legislation.

The Privacy Declaration by parents, guardians or cares that forms part of the application requires only one signature and can be signed by any of the following people:

* a person with parental responsibility for ‘major long term issues’ as defined by the *Family Law Act 1975* (Commonwealth)
* an officer delegated to exercise the powers and functions of the Secretary of the Department of Health and Human Services under sections175(1)(b).(2) & (3) of the *Children, Youth and Families Act 2005* (Victoria)
* a carer authorised under a  Department of Health and Human Services Instrument of Authorisation to make decisions about ‘major long term issues’ as defined by the *Family Law Act 1975* (Commonwealth).

If none of the above people are available, an informal carer may sign this form. An informal carer is a relative or other responsible adult with whom the child lives and who has day to day care of the child. Informal carers should sign an ‘Informal Carer Statutory Declaration’ to confirm their status. This is available at:

<http://www.education.vic.gov.au/Documents/school/principals/spag/safety/informalcarerstatdec.pdf>

The completed KIS STA Plan and Application Form will be placed on file by Uniting (Victoria/Tasmania) who are responsible for administering KIS STA funding and by the early childhood teacher lodging the application form (refer to the Privacy Notice in the application form).

## **Completing the KIS STA Plan and Application Form**

***Completing SECTION 1 – Applicant, Family and Child Details***

**Applicant details**

The registered name of the children’s service, service management delegate for making the application, current early childhood teacher, and the early childhood teacher for the year the application is being made (if known) is required.

**Family and Child details**

This section seeks information about the child identified with high support needs. Please indicate:

* whether the child is of Aboriginal or Torres Strait Islander origin. Information on the Indigenous status of the child is a reporting requirement
* if the child is receiving Early Start Kindergarten funding at this service
* if the application is for support in a funded program for 4 year old children in the year prior to school.

Information relating to child’s disability or developmental delay/ continuing assessment (refer to Section 3 above). Copies of assessment reports are generally not required. However, in exceptional circumstances the Program Support Group may want to include a copy with the application form as the information relates specifically to the child’s kindergarten participation. **Do not send original medical assessment reports**. Where copies are submitted, the parent, guardian or carer must initial these. If the Program Support Group submits additional attachments, please note this on the front page of the application form.

**Completing *SECTION 2 – Kindergarten Inclusion Support* *STA Plan***

Refer to Section 5 (above) for detailed information on completing the KIS STA Plan.

***Completing SECTION 3 – Privacy Declaration and Approval by ParentS/ GuardianS/ CarerS***

The Privacy Declaration must be provided to and completed by the appropriate parent/s, guardian/s and/or carer/s.

Please note that if submitting an application the form will not be considered if it is not signed by the parents / guardians / carers.

## **Checklist for the early childhood teacher**

Before submitting the application form, please ensure the following:

* The KIS STA Plan has been completed and identifies the use of exiting resources, and the need for additional resources.
* All sections of the application form have been completed.
* The application form has been signed by the service delgate and, where relevant, the Early Years Manager.
* The parents / guardians / carers has signed the privacy declaration.
* A copy of the KIS STA Plan and Application Form has been kept for the kindergarten’s records.
* A copy has also been provided to the parents, guardians or carers.
* If additional attachments are provided, all copies are initialled by the parents, guardians or carers and noted on the application form.

When all of the above have been completed, submit the completed KIS STA Plan and Application Form to Uniting (Victoria/Tasmania) (refer to Section 7 below).

# **Where to send the application**

The completed application and the KIS STA Plan are to be submitted via regular post or email to:

Uniting Victoria/Tasmania Ltd

PO BOX 354 Ringwood VIC 3134

or

KIS.STA@vt.uniting.org

Phone number: 9871 0210

# **How the application is considered**

Uniting (Victoria/Tasmania) will determine the eligibility of the application and level of additional resources to be provided through the KIS STA trial.

Applications can be made at any point during the kindergarten year. Only one KIS STA grant will be approved per child each kindergarten year, unless the child transfers to another State funded kindergarten service.

Upon consideration of the application, Uniting (Victoria/Tasmania) will notify the kindergarten of the outcome of the application within four weeks of an application being lodged. Where an application is lodged in late December or at the beginning of the New Year the notification timeline may require some adjustment to accommodate the Christmas/New Year holiday period.

The kindergarten is responsible for advising the parent, guardian or carer, and the management of the kindergarten and/or the Early Years Management.

Uniting (Victoria/Tasmania) is required to declare any direct involvement with an applicant and will ensure that any conflict of interest is addressed to ensure that the application is considered objectively.

# **How support is allocated**

Uniting (Victoria/Tasmania) advises the kindergarten that the application is eligible or ineligible.

For eligible applications, the kindergarten will source the additional supports as per the approved action plan. The kindergarten will either pay the invoices or submit the pro-forma invoices [third party] to Uniting (Victoria/Tasmania) to pay, arising from the approved supports.

If the kindergarten has already paid the invoices, the paid invoices have to be submitted along with the Application for Reimbursement to Uniting (Victoria/Tasmania).

The kindergarten will submit the invoice/s to Uniting (Victoria/Tasmania) accompanied by confirmation that the funds reimbursement is for implementation of action/s to address challenges to inclusion as identified in the approved KIS STA plan.

Uniting (Victoria/Tasmania) will reimburse the kindergarten for approved services based on the received invoice/s. Uniting (Victoria/Tasmania) makes the reimbursement payment within 30 days of receipt of the invoice/s for approved KIS STA supports.

# **Appeal process**

Applicants may request an appeal of decisions regarding eligibility.

Appeals will be conducted only on the basis of new or additional relevant information, which may not have been available or provided at the time of application, or if circumstances have changed.

All requests for appeals are to be in writing to the Manager, Early Years Inclusion and Intervention at the Department of Education and Training at: early.childhood.intervention@edumail.vic.gov.au **with KIS STA Appeal in the subject of the email**.

All requests must be accompanied by relevant new or additional information and signed by the early childhood teacher, parents / guardians / carers and where applicable the Early Years Manager.

The Early Years Inclusion and Intervention manager will then liaise with Uniting (Victoria/Tasmania) who made the assessment to progress the appeal. Notification of outcomes of appeals will occur within a four week period of an appeal being received by the manager. The final decision will be approved by the Director, Inclusion, Access and Participation.

# **Transfers**

When a child with a KIS STA approved assistance transfers to another funded kindergarten program, the original kindergarten is required to advise the new kindergarten program that the child has been receiving assistance and to share the KIS Plan upon request.

In collaboration with the original kindergarten, the new kindergarten will determine the need for support through a review of the Plan in light of the new kindergarten’s program. The new kindergarten can make an application for KIS STA if needed.

# **Appendices**

## **Appendix A: Administering Organisation contact details**

Uniting Victoria/Tasmania Ltd

KIS.STA@vt.uniting.org

PO BOX 354 Ringwood VIC 3134

Phone number: 9871 0210

## **Appendix B: Examples of support**

**Alex is starting kindergarten**

* Alex has Down Syndrome.
* When enrolling at kindergarten, Alex’s parents identify his many strengths. In particular, Alex is good at copying and remembering demonstrated actions and enjoys being with other children and actively seeks out their company.
* Alex’s parents also identify that he has some speech delay, some motor development issues, and needs to be shown complex actions a few more times than other children.
* The Early Childhood Teacher organises to meet with the family and form the Program Support Group (PSG) to prepare for Alex’s commencement and inclusion at kindergarten.
* The PSG identifies the following changes within existing resources:
	+ displaying a clear schedule for the day, including a picture schedule for the activities
	+ paying attention to friendships by teaching Alex simple play routines adopted by children in the class, such as ‘making dinner’
	+ pairing each child with a buddy for 10 to 15 minutes of free play time each day to talk and play together and socialise.
* The PSG also identifies that the following changes require additional resources:
	+ additional teacher time to collaborate and consult with Alex’s family and early childhood intervention professionals to assist in planning, implementation and review
	+ additional staffing in the first four weeks of term to assist Alex to settle in to the kindergarten, guide children’s engagement with Alex, and for staff to gain knowledge and understanding of Alex’s strengths and needs.

**Olivia has recently moved from interstate**

* Olivia has a severe hearing impairment and will be starting at the kindergarten during term 3 after moving from interstate.
* Olivia enjoys drawing and being with other children. She has some language delay and this can affect her initiating and participating in social interactions particularly in noisy, bigger groups. Olivia’s hearing impairment can also cause problems with balance.
* The Kindergarten organises to meet with Olivia’s parents and other members of the Program Support Group (PSG) including the EYM.
* With agreement from Olivia’s parents, the Kindergarten has made contact with Olivia’s previous kindergarten to discuss her previous inclusion support plan and program adjustments.
* To support Olivia’s inclusion at kindergarten, the PSG identifies the following changes within existing resources:
	+ modify the program to incorporate a mix of activities with and without auditory cues
	+ provide more opportunities for children to engage in experiences in small groups or one-to-one.
	+ teach all children in the class some sign language
	+ assist Olivia to move safely at kindergarten, particularly in the introduction to surface changes in the yard and use of outdoor equipment.
* The PSG also identifies that the following changes require additional resources:
	+ access training to support staff understanding of adaptations to the program to ensure Olivia’s meaningful participation, management of health and safety issues (including use of aids, equipment), and to have confidence in communicating with Olivia, including the use of visuals and basic sign language.
	+ working with an additional assistant for a short period as a member of the kindergarten team to implement a team approach to inclusion of all children, implement suitable strategies to support Olivia’s safe access to the kindergarten environment, and assist Olivia’s social interactions including encouraging other children to use visuals to communicate. The assistant role is more frequent in the first four weeks, and is scaled down as the end of support is reached.

## **Appendix C: Glossary**

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| Additional support | KIS STA is in addition to the existing resources available to the kindergarten. It aims to build the capacity of the early childhood educators to provide a program that is inclusive of all children. This additional support may include:* **Program practice support** to assist in planning and implementation of an inclusive program that is responsive to an individual child’s learning and development needs
* **Specialist training and consultancy** for early childhood educators to meet the individual needs of the child with a disability eg: adjustments, adaptations and modifications of the kindergarten program.

It is *not appropriate* that additional support, funded from KIS STA be used:* for building modifications
* to work exclusively with the child with a disability
* to increase staff levels to meet licencing requirements.
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| Administering organisation | This is a non-government organisation that administers the KIS STA. |
| Early Childhood Intervention | Early Childhood Intervention Services provide a range of services for children from birth to school entry with a disability or developmental delay, and their families who require specialist services not available through universal services. |
| Early Start Kindergarten | The Early Start Kindergarten initiative provides targeted funding for vulnerable three-year-old children to access a kindergarten program free of charge.From 2013 the grant will be available for up to 15 hours per week. Early Start Kindergarten is available for three- year old Aboriginal and/or Torres Strait Islander children and three-year-old children known to Child Protection (including three-year-old children referred from Child Protection to Child FIRST).This funding is available in all licensed children’s services where the funded kindergarten program is being taught by a degree qualified early childhood teacher (including child care services and stand-alone kindergartens). |
| Early Years Management (EYM) | Early Years Management (EYM) organisations (formerly known as Kindergarten Cluster Management organisations) provide leadership and management to funded community-based kindergarten services, and other complementary early years services. They have expertise in operating high-quality early childhood education and care services.For more information visit : <http://www.education.vic.gov.au/childhood/providers/edcare/Pages/eym.aspx> |
| Funded Kindergarten Program | The Victorian Government provides contributory funding for all eligible children to access a kindergarten program in the year before school entry (two years before Grade One).Funded kindergarten programs are provided by a range of organisations, including local government, community based organisations, independent and government schools, and private child care providers, with programs offered in a variety of settings, such as long day care centres, stand-alone community-based settings and schools.Children attending a kindergarten program receive a developmentally appropriate program, planned and delivered by a qualified early childhood teacher. A funded kindergarten program complies with the requirements of the Victorian kindergarten policy, procedures and funding criteria. |
| National Quality Framework | The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care services. The Framework helps providers improve their services in areas that impact on a child’s development and empower families to make informed choices about which service is best for their child.ACECQA, the new national body is responsible for providing oversight of the new system and ensuring consistency of approach. For more information, see: [http://acecqa.gov.au.](http://acecqa.gov.au/) |
| KIS STA trial | The objective of KIS STA trial is to provide short-term assistance for kindergartens to plan and provide for the inclusion of children with a diagnosed disability or developmental delay. It expands the cohort of children eligible for support to children with a diagnosed disability or developmental delay, or undergoing diagnostic assessment for a disability, as defined by the *Disability Act 2006*, without identified ongoing high support needs |
| Preschool Field Officer Program | The Preschool Field Officer program supports the access and participation of children with additional needs in a kindergarten program.The Preschool Field Officer program is a locally responsive approach to providing kindergartens with practical advice and support in including children with additional needs into a quality kindergarten program. |
| School exemption | Children who will turn six during the kindergarten year must be granted an exemption from school entry age requirements by their regional office of the Department (Schools). |
| Transition to School | Transition to school is a process, not a point in time. It is an individual experience for everyone involved. Sharing information between the child, the family, early childhood education and care services and the school in the Transition Statement is only one part of this process.The *Transition: A Positive Start to School Resource Kit* includes a section on enhanced transition planning for children with a disability or developmental delay and outlines strategies to support continuity of learning and development, including the role of the PSG in the transition process. A child’s *Transition Learning and Development Statement* (Transition Statement) summarises their abilities as they start school and identifies their individual approaches to learning. It also identifies potential teaching strategies. This information is shared to progress the child’s learning alongside their interests and indicates how they can be supported to continue on their learning journey. It provides a tool for the consistent transfer of information irrespective of the setting they are transitioning from or to. It reflects the learning outcomes identified for children in the Victorian Early Years Learning and Development Framework (VEYLDF), as well as the first three levels of the Victorian Curriculum F–10.The information in the Transition Statement helps prep teachers get to know the children entering their classes, and to plan appropriate learning and teaching programs. It provides an opportunity for children, their families and all the professionals who work with them to support a child’s transition to school. It also helps Outside School Hours Care (OSHC) educators to plan for children’s learning continuity between settings.See [www.education.vic.gov.au/transitiontoschool](http://www.education.vic.gov.au/transitiontoschool)  |
| Victorian Early Years Learning and Development Framework | The Victorian Early Years Learning and Development Framework is designed to advance all children’s learning and development from birth to eight years of age.The Victorian Framework provides early childhood professionals with a common language for describing outcomes for children, and describes practice principles to guide early childhood professionals to work together, with children and with families to achieve the best outcomes for every child.[www.education.vic.gov.au/childhood/providers/edcare/Pages/veyladf.aspx](http://www.education.vic.gov.au/childhood/providers/edcare/Pages/veyladf.aspx)  |
| Specialist consultancy | Includes staff from Early Childhood Intervention Services who provide specialised support to assist in the planning and implementation of the KIS Plan. |
| Staffing (additional) | Additional staffing from KIS STA is time-limited assistance as a member of the team delivering the kindergarten program that is inclusive of all children in the group. The staffing should scale down as the end of support is reached. |
| Universal Access | Victoria is moving to provide access for all children to 15 hours of a quality early childhood education program in the year before school. Under this program, a 15 hour kindergarten program delivered by a qualified early childhood teacher will be available in long day care centres, community kindergartens, schools, children’s hubs and other early childhood settings. |