# IncludED@OSHC

*Guidance, training and resources to support the inclusion of children with complex disability in OSHC*

## OSHC service assessment tool

This tool will help your OSHC service work out whether it is ready and skilled enough to support children with complex disability.

It will help you identify what your service is already doing well and what may need adjusting so children with complex disability can take part on the same basis as other children.

Each of the headings reflects one of the seven themed topics of the IncludED@OSHC Framework.

The assessment should take about 30 minutes to complete. A 5-point scale has been used. Write the number in the box that best reflects your thoughts, then add up the numbers at the end. There is space to add comments as you go.

Note: This assessment may also help service leaders complete some parts of the Strategic Inclusion Plan. That plan (which is often specific to individual children) is required to access the Inclusion Support Program and Inclusion Development Fund.

|  |
| --- |
| **Leadership and commitment** |
| **Statement** | **Frequency** | **Comments** |
| **1****Never** | **2** **Rarely** | **3****Sometimes** | **4****Often** | **5****Always** | **N/A** |
| 1. Supporting the needs of children with complex disability is discussed between leadership and staff  |  |  |  |  |  |  |  |
| 2. OSHC leaders model inclusive behaviours that support children with complex disability  |  |  |  |  |  |  |  |
| 3. The OSHC service has documented inclusion policies to guide and support the participation of children with complex disability  |  |  |  |  |  |  |  |
| 4. Inclusive practices are already in place to support the participation of children with complex disability |  |  |  |  |  |  |  |
| 5. There are ongoing reviews and reflection to make sure children with complex disability can participate |  |  |  |  |  |  |  |
| **Relationships and families** |
| **Statement** | **Frequency** | **Comments** |
| **1****Never** | **2** **Rarely** | **3****Sometimes** | **4****Often** | **5****Always** | **N/A** |
| 6. There is regular and open communication with the child’s family and support team |  |  |  |  |  |  |  |
| 7. There is regular and open collaboration between the OSHC service and the school of a child with complex disability on the child’s support needs  |  |  |  |  |  |  |  |
| 8. All children attending the OSHC service are encouraged and given opportunities to be inclusive of their peers  |  |  |  |  |  |  |  |
| 9. OSHC staff confidently respond to concerns or questions from parents about the support their child with complex disability receives at OSHC  |  |  |  |  |  |  |  |
| 10. OSHC staff confidently respond to concerns or questions from other parents about children with complex disability participating in OSHC |  |  |  |  |  |  |  |
| **Child centred and individualised planning** |
| **Statement** | **Frequency** | **Comments** |
| **1****Never** | **2** **Rarely** | **3****Sometimes** | **4****Often** | **5****Always** | **N/A** |
| 11. Individual support plans are developed for children and young people with complex disability |  |  |  |  |  |  |  |
| 12. The family and child are involved in the development of the individual support plan |  |  |  |  |  |  |  |
| 13. The child’s support team is consulted when an individual support plan is being developed |  |  |  |  |  |  |  |
| 14. Activities are adjusted to enable children with complex disability to participate along with all other children |  |  |  |  |  |  |  |
| 15. Input is sought from children with complex disability when planning activities  |  |  |  |  |  |  |  |
| **Supported staff and educators** |
| **Statement** | **Frequency** | **Comments** |
| **1****Never** | **2** **Rarely** | **3****Sometimes** | **4****Often** | **5****Always** | **N/A** |
| 16. OSHC staff are aware it is an expectation of their role that they support all children at OSHC, including children with complex disability |  |  |  |  |  |  |  |
| 17. Opportunities are provided for staff to engage in ‘communities of practice’ with staff from other OSHC services so they can share best-practice strategies to support children with complex disability |  |  |  |  |  |  |  |
| 18. OSHC staff have access to professional learning and practical information on supporting children with complex disability |  |  |  |  |  |  |  |
| 19. Time is made available for staff to undertake professional learning or training on supporting children with complex disability |  |  |  |  |  |  |  |
| 20. OSHC leaders provide support and guidance to staff to support children with complex disability |  |  |  |  |  |  |  |
| 21. OSHC staff performance review meetings include goal setting and discussions about the support they provide to children with complex disability |  |  |  |  |  |  |  |
| 22. OSHC staff are given the opportunity to debrief about any challenges in providing support to children with complex disability |  |  |  |  |  |  |  |
| 23. OSHC staff have access to the resources they need to provide care to children with complex disability |  |  |  |  |  |  |  |
| **Safe environments** |
| **Statement** | **Frequency** | **Comments** |
| **1****Never** | **2** **Rarely** | **3****Sometimes** | **4****Often** | **5****Always** | **N/A** |
| 24. OSHC staff plan for the emotional and psychological safety of all children as part of the OSHC program  |  |  |  |  |  |  |  |
| 25.OSHC staff plan for the cultural safety of all children as part of the OSHC program  |  |  |  |  |  |  |  |
| 26. OSHC staff plan for the physical safety of all children as part of the OSHC program and environment |  |  |  |  |  |  |  |
| 27. OSHC staff use strategies to support children with complex disability to self-regulate  |  |  |  |  |  |  |  |
| 28. Positive behaviour support plans are in place for children who present with behaviours of concern or have complex disabilities |  |  |  |  |  |  |  |
| 29. Risk management planning processes are undertaken to identify and plan for risks and critical incidents at OSHC  |  |  |  |  |  |  |  |
| 30. Risk management planning is undertaken when children with complex disability take part in excursions |  |  |  |  |  |  |  |
| **Community engagement and partnerships** |
| **Statement** | **Frequency** | **Comments** |
| **1****Never** | **2** **Rarely** | **3****Sometimes** | **4****Often** | **5****Always** | **N/A** |
| 31. Partnerships are established with local community groups to provide opportunities for children with complex disability  |  |  |  |  |  |  |  |
| 32. OSHC leaders seek employees from disability employment services and provide placement opportunities to people with disabilities |  |  |  |  |  |  |  |
| 33. OSHC leaders seek and provide support to other OSHC service providers around best practice in supporting children with complex disabilities  |  |  |  |  |  |  |  |
| 34. The OSHC service engages with disability and other community organisations to learn more about supporting children with complex disability |  |  |  |  |  |  |  |
| **Resourcing** |
| **Statement** | **Frequency** | **Comments** |
| **1****Never** | **2** **Rarely** | **3****Sometimes** | **4****Often** | **5****Always** | **N/A** |
| 35. The OSHC service has connected with the Inclusion Support Agency to access support |  |  |  |  |  |  |  |
| 36. Funding and resources to support children with complex disability are accessed through the Inclusion Development Fund or the Specialist Equipment Library as required |  |  |  |  |  |  |  |
| 37. The school and community work together to access resources to support children with complex disability |  |  |  |  |  |  |  |
| 38. Staffing ratios are based on the collective support needs of all children enrolled, including children with complex disability |  |  |  |  |  |  |  |
| 39. Qualified staff with specific skills in providing support to children with complex disability are employed in the service |  |  |  |  |  |  |  |
| 40. Specialised equipment is purchased or accessed where needed to support the participation of children with complex disability  |  |  |  |  |  |  |  |

The score indicator below reflects how aligned your OSHC service is with the IncludED@OSHC Framework. OSHC service leaders should complete this tool before and after embedding the IncludED@OSHC information in their service.

|  |  |  |
| --- | --- | --- |
| **Score range** | **Current capabilities consistent with the IncludED@OSHC Framework** | **Next steps** |
| 0 - 50 | The OSHC service is demonstrating minimal inclusive practices and should undertake significant work to embed all elements of the framework to support children with complex disability. | * Work with OSHC service leaders to improve current practices and create a more inclusive OSHC service.
* Work with staff and educators to embed the IncludED@OSHC resources and training at all staff levels.
 |
| 50 - 100 | The OSHC service is demonstrating some inclusive practices but more work is required to embed all elements of the framework to support children with complex disability.  | * Work with OSHC service leaders to improve current practices and continue to create an inclusive OSHC service.
* Work with staff and educators to embed the IncludED@OSHC resources and training at all staff levels.
 |
| 100 - 150 | The OSHC service is demonstrating inclusive practices and should continue embedding all elements of the framework to support children with complex disability. | * Work with OSHC service leaders to continue to create an inclusive OSHC service.
* Continue to embed the relevant information in areas that have an average score of 2 or less first.
 |
| 150 - 200 | The OSHC service is demonstrating high- level inclusive practices and should continue embedding all elements of the framework to support children with complex disability**.** | * Work with OSHC service leaders to continue to create an inclusive OSHC service.
* Refer to and embed IncludED@OSHC resources and training at all staff levels.
* Create opportunities to support other OSHC services with their inclusive practices.
 |