

“There were a number of things that set the foundation for a very successful year at kindergarten but they didn’t just happen by osmosis! They were the result of careful planning, consultation and ongoing communication between the kindergarten staff, committee, early intervention staff and myself.”



Kindergarten Inclusion Support Plan

The Program Support Group should develop a Kindergarten Inclusion Support Plan for your child.

The plan should identify the goals, resources, strategies, services and actions needed to include your child in the kindergarten program.

Setting goals

Children learn and acquire skills at different rates and every child is valued for the contribution they can make.

The Program Support Group should have a positive approach to setting goals and understand that your child will learn at their own level and pace.

The goals should be realistic and achievable within the time your child is at kindergarten, which will be about 10 hours a week.

When setting goals with the Program Support Group, keep in mind:

- your child’s learning strengths
- what motivates your child
- your child’s interests
- things your child can do without assistance
- how your child communicates

Keep an open mind about the goals and how they might be achieved. Others may offer good ideas that you may not have thought about.

Agreeing on goals is a group decision, but don’t be afraid to speak up if you disagree with a suggestion.

Resources

Equipment in kindergartens is designed to support the needs of all young children. Your child will have an opportunity to use a wide variety of equipment and materials available to all children in the program.

The Program Support Group should identify any modifications, equipment or other resources that will assist your child’s inclusion and independence at kindergarten.

This includes finding out how to access these resources and making sure they are in place for the start of the kindergarten year.

If needed, equipment can be specifically designed to assist your child with communication, understanding their environment, standing and mobility, and fine motor skills.

Strategies for learning

The Program Support Group should develop strategies that will help your child achieve their learning goals.

This can include staff training, changes to the kindergarten program, plans for managing complex care needs or behaviours, equipment and modifications.

Staff training can include learning more about your child’s disability or medical condition, using equipment such as standing frames and communication aids, supporting your child to actively participate in activities and assisting their mobility.

Changes to the kindergarten program can include a range of things, depending on your child’s needs.

For example, a child with a hearing impairment can be seated so that they can see the teacher’s face when they are speaking.

A child who is unable to stand independently might use a standing frame outdoors while the other children are on the climbing frames.

A child who is unable to use scissors independently might be able to use spring loaded scissors.

Other services

The Program Support Group might want to explore additional support from services and professionals not directly connected with kindergartens.

These may include services such as a toy library or equipment hire service, respite care, support group or playgroup.

As services are changing all the time, ask the Preschool Field Officer or your Early Childhood Intervention Services provider for up-to-date information about these and any other services available to your child and family.

Actions

The Kindergarten Inclusion Support Plan should clearly state what needs to be done, by whom and when.

The plan will only be as good as the actions that follow. If agreed actions don’t seem to be happening, follow up with the kindergarten teacher.