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IPSP FACT SHEET 7:  
Impact on Home Based Care environments and Inclusion Support Subsidy

Note: This fact sheet outlines information used to assist child care and early learning service providers to determine the impact on the educator’s capacity to include a child with high ongoing support needs with typically developing peers in the care environment. It should be read in conjunction with the IPSP Guidelines 2013 –2016, which provides information on eligibility, what the subsidy can be used for, and other conditions and requirements for funding.

1. Introduction

The National Inclusion Support Subsidy Provider (NISSP) may approve a Tier One or Tier Two Inclusion Support Subsidy (ISS) payment for Home Based Services.

Family Day Care (FDC) educators are eligible for a Tier One Capacity payment per care environment where it is determined the impact of caring for a child or children with high ongoing support needs has a mild impact on the educator. Educators may be eligible for a Tier Two Capacity Payment if the impact is determined to be significant, resulting in the educator carrying less than the full complement of children.

In Home Care (IHC) Carers are eligible for a Tier One Additional payment per care environment where it is determined the impact of caring for a child or children with high ongoing support needs has a mild impact on the educator. Carers may be eligible for a Tier Two Capacity Payment if the impact is determined to be significant.

1. How to Assess the Impact on the Home Based Carer/Educator

The table on the following page is provided as a guide for assessing the impact on the home based care environment. This assessment will also consider other care environment factors, such as the number, ages and needs of other children in the care environment and the care and education required due to the child’s times of attendance.

| **DEVELOPMENTAL**  **ELEMENT**  **(**related to  diagnosed disability**)** | **IMPACT ON THE EDUCATOR/CARER** | | |
| --- | --- | --- | --- |
|  | **No Subsidy – Low**  **Impact on the Educator/Carer** | **Tier One – Mild**  **Impact on the Educator/Carer** | **Tier Two – Significant**  **Impact on the Educator/Carer** |
| **Communication** | The educator/carer is required to  provide occasional or periodic  assistance to develop the child’s communication skills, to aid the  child’s participation in group  experiences or to develop the  child’s independence. | The educator/carer is required to  provide moderate assistance to  develop the child’s  communication skills, to enable  the child to participate in group  experiences or develop the child’s independence. | The educator/carer is required to  provide the child with significant  support or significant individual  support to enable the child to  interact with others. The educator/carer may need to  develop approaches where the  child interacts with others  inappropriately. |
| **Social** | The educator/carer is required to  provide occasional or periodic  assistance with the development of the child’s social skills. | The educator/carer is required to  provide moderate assistance with  the development of the child’s  social skills. This could include  selecting a variety of experiences  for the child to engage in. | The educator/carer is required to  provide the child with significant  support or significant individual  support to facilitate the child’s  social interaction with peers and  adults. The educator/carer is  required to assist or prompt the  child’s interactions with others. The educator/carer may need to  develop approaches where the child presents behaviours that could potentially result in harm to self or others, and where the child interacts with others inappropriately. |
| **Health and Personal**  **Care** | The educator/carer is required to  provide occasional or periodic  assistance to follow up the child’s  self-help routines. | The educator/carer is required to  provide moderate assistance to  follow up the child’s self-help  routines. | The educator/carer is required to  provide the child with significant  support or significant individual  support for complex health and  personal care needs. This may  include providing a high degree or  total degree of assistance to enable  the child to eat, drink, go to the  toilet and dress. |
| **Physical** | The educator/carer is required to  provide occasional or periodic  assistance with the child’s fine/gross motor skills. The educator/carer is required to provide occasional or periodic support and observation with mobility. | The educator/carer is required to  provide moderate assistance with  the child’s fine/gross motor skills.  The educator/carer is required to  provide occasional, periodic or  moderate support and  observation with mobility. | The educator/carer is required to  provide moderate assistance with  the child’s fine/gross motor skills.  The educator/carer is required to  provide occasional, periodic or  moderate support and observation  with mobility. |
| **Behavioural** | The educator/carer is required to  provide occasional or periodic  assistance for the management and supervision of the child’s  challenging behaviours. | The educator/carer is required to  provide moderate assistance for  the management and supervision  of the child’s challenging  behaviours. | The educator/carer is required to  provide the child with significant  support for the management of  challenging or extreme behaviours. |

(Updated March 2014)