



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.

2. 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 <small>(RELATED TO DIAGNOSED DISABILITY)</small>	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.

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