



IPSP Fact Sheet 5: Home Based Care and Inclusion Support Subsidy



Note: This fact sheet outlines information used to assist in determining the impact on the educator's capacity to include a child or children with ongoing high support needs with typically developing peers in a home based care environment. It should be read in conjunction with the IPSP Guidelines for 2013 –2016, which provides information on eligibility, purposes for which the subsidy can be used for and other conditions and requirements for funding.

1. Assessing the impact on the home based educator/carer

The National Inclusion Support Subsidy Provider (NISSP) assesses applications for Inclusion Support Subsidy (ISS) in home based care environments and may approve a Tier One or Tier Two ISS payment for home based services (see 2. *ISS payments – Tier One and Tier Two*). When assessing home based care applications various factors are considered including:

- impact on the educator/carer
- the number, ages and needs of other children in the care environment
- the care and education required during the child's times of attendance
- considerations (outlined in Table 1 at Attachment A).

2. ISS payments – Tier One and Tier Two

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

In Home Care (IHC) carers are eligible for a Tier One Additional payment for the care environment where it is determined the impact of caring for a child or children with ongoing high support needs has a moderate impact on the educator. Carers may be eligible for a Tier Two Capacity Payment if the impact is determined to be significant. Absence hours cannot be claimed in relation to In Home Care.

Attachment A

Table 1

This table is used in conjunction with considerations outlined at 1. *Assessing the impact on the home based educator/carer* to determine the impact on the home based educator and carer when assessing applications for ISS in the home based care environment.

Impact on the home based educator/carer

Developmental element related to diagnosed disability	No subsidy – low Impact on the Educator/Carer	Tier One – Moderate 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 to enable the child to interact with others. For example: the educator/carer implements a combination of methods of communication to assist the child to communicate their needs and interests and to support the child's communication with others.
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. Educator assistance may be required to initiate and/or sustain interactions with peers.	The educator/carer is required to provide the child with significant support to facilitate the child's social interaction with peers and adults. This includes assisting or prompting the child's interactions with others. The educator/carer may need to use strategies to raise the child's awareness of their peers or provide significant support to assist the child to engage in play with peers.
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. This may include providing a moderate level of assistance to enable the child to eat, drink, toilet and dress.	The educator/carer is required to provide the child with significant support for complex needs. This may include providing a high or total degree of assistance to ensure the child's nutritional, hygiene and dress needs are met.

<p>Physical</p>	<p>The educator/carer is required to provide occasional or periodic assistance and observation of the child's fine/gross motor skills. This may include providing support and observation with mobility.</p>	<p>The educator/carer is required to provide moderate occasional or periodic support and observation of the child's fine/gross motor skills. This may be providing support with mobility including appropriate positioning.</p>	<p>The educator/carer is required to provide significant assistance with the child's fine/gross motor skills. This includes significant support and observation of the child's positioning and mobility.</p>
<p>Behavioural</p>	<p>The educator/carer is required to provide occasional or periodic assistance for the management and supervision of the child's behaviours.</p>	<p>The educator/carer is required to provide moderate assistance for the management and supervision of the child's behaviours.</p>	<p>The educator/carer is required to provide the child with significant support for the management of challenging or extreme behaviours.</p>