

Kindergarten Inclusion Support Program 2023 Information Session

EARLY CHILDHOOD



Kindergarten Inclusion Support (KIS) Program Streams

- There are three program streams for KIS in 2023:
 - KIS - Disability
 - KIS – Complex Medical Needs
 - KIS - Specialised Equipment Trial (SET)
- The guidelines and application forms for each stream are available on the Department of Education and Training (DET) website:

<https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kinderinclusion.aspx>

<https://www.education.vic.gov.au/childhood/professionals/needs/Pages/Specialised-Equipment-Trial.aspx>

- These sites include links to the application forms where you can insert information prior to printing for signatures and lodgment

Objective of the KIS Program

To **enhance the capacity** of funded kindergarten services to develop and implement an inclusive program that supports the access and participation of children with:

- disability or developmental delay and high support needs
- and/or complex medical needs

To **provide the environments, experiences and learning opportunities that children need, we need to support those who provide them** including early childhood education and care programs.

Funded Kindergarten Program

- **For any KIS program streams, kindergarten services applying for KIS must demonstrate that:**
 - the application is for a kindergarten program funded by the Victorian Government to assist with the inclusion of an eligible child that is either enrolled in a funded kindergarten program or is eligible for Early Start Kindergarten funding
 - the support requested is in addition to the existing resources available to the kindergarten
 - the support requested is to enhance the capacity of the early childhood educators to support the inclusion of an eligible child



Quality Kindergarten Programs

Kindergarten programs are guided by state and national frameworks and standards which promote high quality, inclusive education and care for **all** children. These include:

- The National Quality Framework (NQF)
- The Victorian Early Years Learning and Development Framework (VEYLDF)
- Disability Standards for Education



Features of an Inclusive Kindergarten Program

- Inclusive environments are responsive to each child's interests, abilities and needs and demonstrate high expectations for all children.
- Spaces are organised and opportunities are provided to support every child's participation and engagement in play-based learning.
- Early childhood professionals encourage families to share in decision making about their child's learning and development.
- The kindergarten's management team actively supports and promotes the kindergarten's inclusive approach through philosophy, policies and procedures.
- The kindergarten team are collaborative and work in partnership with professionals to improve the quality of children's learning experiences.
- The early childhood teacher shows strong leadership and embeds reflective practices within everyday processes.

Benefits of an Inclusive Kindergarten Program

- Children develop secure relationships which encourages them to learn, actively participate in the group and develop a sense of belonging to the group and broader community.
- Children experience success and are motivated to accept new challenges.
- Children value diversity and develop a strong sense of identity as they learn to work collaboratively with others and offer care, empathy and respect.
- Families feel welcome and a part of the kindergarten and broader community.
- Early childhood professionals feel respected and valued as a contributing member of the team.



Disability Standards for Education (DSE)

Kindergarten services, as education providers, are bound by these standards.

- These standards describe the legal obligations for education providers under the Disability Discrimination Act 1992

The DSE:

- reflect a commitment to inclusive education
- requires service providers to make reasonable adjustments to enable children to participate in education on the same basis as children without disabilities

More information can be found:

<https://www.dese.gov.au/disability-standards-education-2005>

<https://www.legislation.gov.au/Details/F2005L00767>

Reasonable Adjustments

Early childhood professionals constantly reflect on and make adjustments to the kindergarten program.

Reasonable adjustments, in the context of a child with a disability, could include:

- Providing small group experiences rather than all group experiences to support a child who is anxious in large groups.
- Creating quiet spaces and covering hard surfaces to support a child who is overwhelmed by noisy environments.
- Rearranging the layout of the room, creating clear pathways and positioning resources at the child's height to support a child in a walking frame to independently access the kindergarten program.
- Starting the kindergarten program outdoors to support a child who enjoys outdoor time to settle into the program.

Resources to Support Planning an Inclusive Program

- Guide to the National Quality Framework
<https://www.acecqa.gov.au/media/23811>
- The Victorian Early Years Learning and Development Framework Practice Principle Guides
www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguideassessmentforlearning2017.pdf
- Disability Standards for Education 2005 Exemplars of Practice
<https://www.dese.gov.au/swd/resources/exemplars-practice>
- Disability Standards for education eLearning
<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/dselearning.aspx>

Resources to Support Planning an Inclusive Program continued

- Early Childhood Australia Inclusion Resources including the joint statement with Early Childhood Intervention Australia on the inclusion of children with a disability in early childhood education and care www.earlychildhoodaustralia.org.au/our-work/inclusion-resources/
- Including children on the autism spectrum in the early years learning modules www.education.vic.gov.au/childhood/professionals/profdev/Pages/disabilitytraining.aspx
- Autism and inclusion at kindergarten booklet <https://www.amaze.org.au/support/resources/downloadable-resources/>
- Online inclusion training for early childhood professionals modules. A series of 4 modules on inclusion, communication, behaviour and planning are available on the DET website.
- https://www.education.vic.gov.au/childhood/earlychildhoodupdate/Pages/ecupdate_AllPlay_learn.aspx

Resources for Families

Association for Children with a Disability Choosing a Kindergarten factsheet:

https://www.acd.org.au/wp-content/uploads/2021/04/Getting-started-at-child-care-and-kinder_accessible150421.pdf

Raising Children website Starting Preschool:

<https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>

The Application Process

Application Process	The early childhood teacher
	<p>Meets with family to support the child's enrolment in the kindergarten.</p>
	<p>Attends a regional information session, where possible.</p>
	<p>Identifies the need to establish a Program Support Group in consultation with the family and convenes the initial Program Support Group meeting before the child's attendance at kindergarten.</p>
	<p>Determines whether or not an application for KIS Disability is required, based on the child's support needs and existing resources available to the kindergarten identified at the Program Support Group meeting.</p>
	<p>If additional supports are required, completes the KIS disability application forms (Section 1 and 2 including the KIS plan) with the assistance of the Program Support Group and submits the forms to the Regional Advisory Group convenor.</p>

KIS Program Application - Roles and Responsibilities of the Early Childhood Teacher

The early childhood teacher is responsible for:

- establishing and convening the Program Support Group (PSG) in consultation with the parent, guardian or carer.
- determining if additional resources are required from the KIS program to support the child's inclusion.
- facilitating the completion of the application form and Inclusion Support Plan, which are informed by consultation with the parent, guardian or carer and with assistance from the PSG members.
- providing a high quality program that is inclusive of all children as required under the VEYLDF.



The Program Support Group

A Program Support Group (PSG) should be established to support the inclusion of any child identified with additional needs whether or not an application for KIS is required.

The early childhood teacher convenes the PSG. Parents attend PSG meetings and any other person nominated by the parents who supports the child's learning, development and wellbeing may be invited to attend.

This may include early childhood intervention (ECI) professionals or therapists who can share their knowledge to support planning for the child's inclusion in kindergarten.

For children who are NDIS participants, the early childhood teacher should speak with the family about the benefits of having their NDIS early childhood intervention worker involved in the PSG so that families can arrange this support through their child's NDIS plan.

Role of the Program Support Group

The PSG meets at least once per term to:

- assist the kindergarten service to develop, monitor and review the Kindergarten Inclusion Support Plan
- support the child's transition to kindergarten
- support the child's ongoing inclusion in the kindergarten program
- assist the planning for transition to school
- assist, if considered necessary, in the completion of an application for KIS program assistance

The Program Support Group Agenda

The focus of the PSG is on planning and monitoring the child's progress to facilitate quality learning and development outcomes. At a PSG meeting, members should:

- Identify the child's strengths, skills and abilities.
- Set goals that build on the strengths and skills of the child and support their learning, development and meaningful participation by completing the Kindergarten Inclusion Support Plan.
- Share information on strategies that will be implemented to support the child to achieve identified goals.
- Understand the kindergarten environment, i.e. consider the layout of the kindergarten, accessibility of resources and equipment, noise levels and lighting, and identify any modifications or additional equipment required.

The Program Support Group Agenda continued

- Consider what reasonable adjustments can be made to the kindergarten program to support the child's inclusion and independence
- Monitor the child's progress, review strategies and set new goals as required.
- Consider whether additional resources from the KIS program are required, and if so, assist in completion of the application.

Completing the KIS application



Section 1 KIS Program Application Kindergarten Service Details

This section provides information about:

- Kindergarten structure
- Kindergarten team's experience
- Kindergarten's physical environment
- Kindergarten program
- Group dynamics/context of the group

KIS support is intended to support the needs of the whole group and an additional assistant should not be working exclusively with the child with a disability.

The parents/guardians/carers of the child linked to the KIS application should not be given a copy of Section 1 as it may contain information about other children in the kindergarten group.

Section 2 KIS Disability Child Information and Support Plan

Privacy Notice: the early childhood teacher must ensure the child's parent/guardian/carer has read the completed Section 2 and Privacy Notice before they sign the application.

Part 1: Program Support Group Members

- Members of the PSG are required to include their details and sign the application. The child's parent who has signed the Privacy notice is **not** required to sign this table, however if additional family members are part of the PSG, then their details and signature should be included here.
- The PSG convenor should be the early childhood teacher of the kindergarten program that is applying for KIS support

Section 2 KIS Disability

Part 2: Child and Family Details

All sections of Part 2 must be completed. This includes:

- Child details
- Family details
- Details about the kindergarten year KIS is being applied for
- If the **child will turn 6** while attending kindergarten, a school exemption must be submitted by the parent to the DET regional office. For more information refer to: <https://www.vic.gov.au/going-kindergarten-if-your-child-six-years-old>
- Information on timelines will be covered later, however **any applications submitted after the last day of term 1, must include a reason as to why the application is late**
- Other early childhood programs the child has attended
- Reasons for support, refer to next slide Eligibility

Section 2 KIS Disability Eligibility

The kindergarten service must include at least one child who meets all of the following criteria:

- has a diagnosed disability **OR** is undergoing continuing assessment of a disability (as defined by Disability Act 2006)

and

- is at significant risk of serious injury to self or others *and/or* is extremely restricted in their capacity for movement *and/or* has exceptional support needs that require immediate medical intervention for life-threatening situations

and

- is enrolled in a kindergarten program funded by the Department or is eligible for Early Start Kindergarten.

Section 2 KIS Disability

Part 3: Evidence of Disability

Evidence that the child meets the disability criteria must be attached. This could include:

- Evidence the child is a participant of the National Disability Insurance Scheme (NDIS)
- Evidence the child has been assessed eligible for Early Childhood Intervention Services Continuity of Support (ECIS CoS)
- A letter or report from the child's paediatrician, specialist medical practitioner or registered psychologist clearly outlining the child's disability or developmental delay

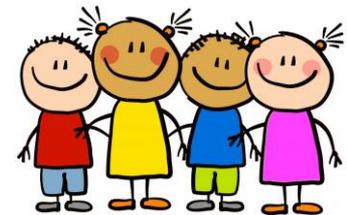
Or if a child is **undergoing continuing assessment** for a disability, you will need to provide evidence that a paediatrician, specialist medical practitioner or registered psychologist is engaged in **continuing assessments for the purpose of diagnosis of a disability.**

Section 2 KIS Disability

Part 4 Context of the Child

Describe

- Child's interests, strengths and abilities.
- Any assistance the child requires to physically move around the kindergarten service and when they require assistance.
- Any specialised equipment the child requires to participate in the program e.g. specialised seating, standing frame, walking aid and what support they require to access the equipment.
- Any assistance the child requires with fine hand use e.g. picking up, manipulating and releasing objects.



Section 2 KIS Disability

Part 4 Context of the Child continued

Describe

- How the child communicates and what assistance the child requires. Consider if the child requires support to understand messages, express their needs and/or participate in conversations using spoken language, signs, symbols or another augmentative and alternative communication (AAC) system.
- Any additional support the child requires to learn and apply knowledge.
- Any assistance the child requires with social interactions and when e.g. responding to the feelings of others, forming relationships.
- Any assistance the child requires with self-help skills and when e.g. toileting, eating.

Section 2 KIS Disability

Part 4 Context of the Child Behaviour

If applying under significant risk of serious injury to self or others, this page **must be completed**, including the following table:

Behaviour / Concern	When and where does the behaviour occur and are there any triggers?	Frequency and duration of behaviour e.g. 3 times a session for up to 30 minutes	Strategies to guide the child's behaviour

Section 2 KIS Disability

Part 4 Context of the Child - Behaviour

Example of the type of information that could be included the table:

Behaviour / Concern	When and where does the behaviour occur and are there any triggers?	Frequency and duration of behaviour e.g. 3 times a session for up to 30 minutes	Strategies to guide the child's behaviour
<p>Prolonged 'meltdowns' during which Alegra throws herself against hard furniture and doors, rolls on the floor, yells and screams, throws items at peers and adults, hit/kicks and slaps peers and adults.</p>	<p>Triggers to this behaviour are: When Alegra is unable to communicate her needs and subsequently becomes frustrated.</p> <p>When a peer interferes with her play she will become frustrated and find a quick solution for expressing her emotions and communicating her needs/wants.</p> <p>When she is given an instruction from an adult that is important for her wellbeing and she is frustrated with having to change her desired behaviour.</p>	<p>3-10 times each session ranging from 15 min– 1 hour.</p>	<p>For the teaching team to communicate effectively and reflect daily on the supervision requirements that keep all children safe.</p> <p>For Alegra's Speech Pathologist to develop a visual communication book for Alegra to use at kindergarten to support her communication with other children and reduce her frustration.</p> <p>For the teaching team to set up a calm corner and sensory play to be provided every day with multiples of the same equipment available.</p> <p>For children to have visual reminders of kindergarten expectations and to be discussed frequently and shared with families.</p>

Section 2 KIS Disability

Part 5 Kindergarten Inclusion Support Plan

The PSG members collaborate to develop a Kindergarten Inclusion Support Plan to support the child's access and participation in the program.

It is a strength based document that identifies:

- Goals that build on the strengths and skills of the child and support their learning, development and meaningful participation.
- Reasonable adjustments which will be made to the kindergarten program, activities or environment to support the child's inclusion and independence.
- Strategies that will be implemented to support the child to achieve identified goals.
- Who needs to be involved
- Outcomes

Section 2 KIS Disability

Part 5 Kindergarten Inclusion Support Plan

The KIS Plan is:

- A living document that is reviewed at least once per term to monitor the child's progress, review strategies and set new goals as required.
- Underpinned by the VEYLDF Early Years Planning Cycle and reflective practice.

The Early Abilities Based Learning and Education Support (Early ABLES) can assist in informing the KIS plan.

<https://www.education.vic.gov.au/childhood/professionals/profdev/Pages/disabilitytraining.aspx?Redirect=2>

The KIS plan must be dated within 3 months of the application or appeal being lodged.

Section 2 KIS Disability

Part 5 Kindergarten Inclusion Support Plan

Examples of the type of information that could be included in the Kindergarten Inclusion Support Plan

What would we like the child to gain at kindergarten?	VEYLDF Learning and Development Outcome	How do we go about this?	Who do we need to involve?	Outcomes
For Jane to build an attachment with two familiar and consistent members of the teaching team to ensure she feels there is a trusted adult to help her work through large emotions and find solutions to her frustrations	Identity. Children have a strong sense of identity.	<p>Two educators (identified) will ensure that when the child commences that an intentional relationship with the child will be developed at the child's level of comfort. If the child demonstrates a preference for an educator, particularly in the transition to kindergarten, that will be respected and allowed to ensure the child feels safe and secure.</p> <p>At transitions in and out of the kindergarten one educator will be the point of contact for first term to share information and build a partnership with the family that allows for open dialogue and information sharing.</p>	Family, child and two consistent educators	

Section 2 KIS Disability

Part 5 Kindergarten Inclusion Support Plan

Examples of the type of information that could be included in the Kindergarten Inclusion Support Plan

What would we like the child to gain at kindergarten?	VEYLDF Learning and Development Outcome	How do we go about this?	Who do we need to involve?	Outcomes
<p>For Jane to be able to spend increasingly longer periods in shared spaces with peers and to be able to engage in some collaborative play and reciprocal conversation with peers</p>	<p>Community and Learning</p>	<p>For the consistent adults (for term one, then it will be all educators) to ensure that other children are encouraged to enter the play spaces of Jane for increasingly longer periods of time.</p> <p>To encourage communicate between children. Find common interests between Jane and all children and then develop play spaces that encourage and facilitate shared play.</p> <p>For the circle of security to be implemented for all children to ensure children are supported in positive play behaviours, but also when appropriate allowed the space to play without adult interference.</p>	<p>Teaching team</p>	

Section 2 KIS Disability

Part 5 Kindergarten Inclusion Support Plan

Examples of the type of information that could be included in the Kindergarten Inclusion Support Plan

What would we like the child to gain at kindergarten?	VEYLDF Learning and Development Outcome	How do we go about this?	Who do we need to involve?	Outcomes
To support language and communication in all aspects of the program.	Communication. To Interact verbally and non-verbally with others for a range of purposes.	<p>To introduce visual aids to the program, a daily schedule (home and kindergarten) and social stories. Each teacher will wear visuals on their body.</p> <p>For Jane to have their own visual tools to communicate that can be taken home to encourage consistency.</p> <p>To engage with the early childhood intervention professional who is also supporting Jane to develop communication skills and where appropriate integrate into the program for all children.</p> <p>For the teaching team to reflect about the rich exposure to language that Jane and all children have in the program.</p>	Teaching team, family, early childhood intervention professional	

Section 2 KIS Disability

Part 5 Existing Resources

Provide details of existing resources your kindergarten service has accessed, or will access, to plan an inclusive program for the child. This may include:

- Resources within your service e.g. staffing experience, management support, adjustments to the kindergarten program, activities or environment, school readiness funding.
- Family and other child/family support services e.g. early childhood intervention (ECI) professionals.
- Resources for kindergarten staff e.g. professional development opportunities, preschool field officer, FKA, Early ABLES, School Readiness Funding.
- Broader community e.g. local government, Inclusive Kindergartens Facilities Program.



Section 2 KIS Disability

Part 5 Additional Support Requested

The support from the KIS program is in addition to existing resources available to the kindergarten.

KIS program support is **a contribution** to the provision of support for inclusion and may not provide full coverage of all costs

Types of additional support available from the KIS program includes:

- **Specialist Consultancy** to support adjustments, adaptations and modifications of the kindergarten program
- **Specialist Training** to meet the individual needs of the child
- **Minor building modifications** to support the child's attendance
- **Additional staffing support** to provide a safe and inclusive kindergarten program for all children

Specialist Consultancy

Specialist Consultancy can assist early childhood teachers to:

- Implement previously identified program adjustments, adaptations and modifications
- Respond to newly identified needs
- Deliver a high quality kindergarten program that supports the meaningful participation of all children
- Implement a team approach to inclusion
- Respectfully engage with families and respond to families concerns
- Link and collaborate with families and professionals

Role of the KIS Funded Additional Assistant

The role of the **KIS funded additional assistant** is to work as a member of the team to assist in the delivery of an inclusive program that is developed by the early childhood teacher.

Under the direction of the early childhood teacher, an additional assistant shares everyday team responsibilities to ensure all children have the opportunity to engage with each other and with a range of experiences.

It is **not** appropriate for an additional assistant funded from the KIS program to:

- work exclusively with the child identified in the application
- increase staff levels to meet regulatory requirements
- Supervise children without another educator employed by the kindergarten present

Existing resources provided by the KIS program will be taken into consideration in the allocation of support.



Section 2 KIS Disability

Part 6 Complex Medical Needs

This section must be completed if the child has complex medical needs requiring a high level of individualised health care support.

The kindergarten service must document:

- what health support procedures are required during the kindergarten program
- when and how often the child will require this support at kindergarten
- who will provide the support
- what training early childhood educators have undertaken to support the child's complex medical needs and if any additional training is required
- what adjustments will be made by the kindergarten service to support the child's inclusion.

A copy of the child's medical management plan and risk minimisation plan must be attached to the KIS application. For more information refer to: <https://www.education.vic.gov.au/childhood/providers/regulation/Pages/medicalconditions.aspx>

KIS Complex Medical Needs Program

The kindergarten program must be seeking support to enhance its capacity to provide for the participation of a child that:

- has complex medical needs which require a high level of supervision and individualised health care support during the kindergarten program and
- is unable to access a funded kindergarten program without provision of a high level of additional support and
- requires health support procedures during the kindergarten program that can reasonably be expected to be undertaken by early childhood educators with specific training and ongoing monitoring and the child is enrolled in a kindergarten program funded by the Department, or is eligible for Early Start Kindergarten Funding.

KIS Complex Medical Needs - Application Form

For guidelines and the application form for KIS Complex Medical Needs, please refer to the DET website

<https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kinderinclusion.aspx>

or contact your KIS Auspice Organisation for more information (Contact details are available in the guidelines).

Applicants will need to submit a completed Section 1 (Kindergarten Service Details) and Section 2 (Child Information) and attach a copy of the child's medical management plan and risk minimisation plan.

KIS Specialised Equipment Trial (SET)

- KIS SET is funded to operate for the 2023 kindergarten year
- Kindergarten services (authorised person) is responsible for completing and submitting a KIS SET loan request application in partnership with the child's therapist (occupational therapist/ physiotherapist) and parent/guardian/carer.
- Applications can be made at any point during the kindergarten year.
- Yooralla (the administering organisation) has been appointed to manage and administer KIS SET, assess loan request applications and advise of the assessment outcome.
- KIS SET Guidelines and the application form can be found on DET website: <https://www.education.vic.gov.au/childhood/professionals/needs/Pages/Specialised-Equipment-Trial.aspx#link4>
- For more information contact Yooralla on 5990 9672 or via email KISSpecialistEquipment@yooralla.com.au

KIS SET – Eligibility

The child must be holding a Victorian Government funded place and attending either:

- Three-Year-Old Kindergarten program
- Four-Year-Old Kindergarten program
- Second year of Four-Year-Old Kindergarten program
- Early Start Kindergarten.

The kindergarten service is seeking specialised equipment to provide for the access and participation of a child that has a disability as defined by the Disability Act 2006.

Timelines

First Round

First round of applications opens on 1 October and closes on the last day of Term 1.

Second Round – late applications

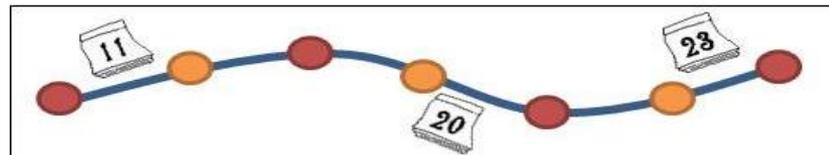
Second round of applications opens on the first day of Term 2 and closes on 1 June.

Extenuating circumstances

Applications submitted outside of these rounds will only be accepted where there are extenuating circumstances.

KIS Complex Medical Needs applications may be submitted at anytime.

Kindergarten services are encouraged to apply for KIS as soon as the need is identified and, where possible, before the child commences kindergarten.



Submitting the application

Insert mail +/- email address details of convenor

Submit a copy of:

- Section 1 – Kindergarten Service Details
- Section 2 – Child Information and Support Plan

The original completed KIS application must be placed on file at the kindergarten service by the early childhood teacher.

Section 2 **must be signed** by the parent and a completed copy provided to them.

Parents should not be given a copy of Section 1, Kindergarten Service Details, as it may contain information about other children in the kindergarten group.

Emailing applications

If a kindergarten service submit a KIS application via email, they must ensure:

- The email must be sent from the kindergarten service's @kindergarten.vic.gov.au email or the early childhood teacher's or early years manager's service email.
- The application is attached as a scanned PDF document, which includes signatures. Do not send photographs of the application.
- The kindergarten service takes reasonable steps to ensure the security of information in the application. This may include sending the message as a secure or protected message or password protecting the PDF.
- Passwords can be added to PDF documents by downloading a software program like 7zip or Acrobat Pro DC.
- For instructions on how to add a password through 7zip, refer to: <https://www.eduhk.hk/ocio/content/faq-how-password-protect-my-documents-7-zip>
- Do not also post a copy of the application to avoid confusion.

Following assessment of the application

The Regional Advisory Group Convenor will advise the kindergarten service of the outcome of the application.

Kindergarten services who have been allocated additional resources through this program will be contacted by the KIS auspice organisation to discuss details /arrangements for provision of these resources.

Incomplete applications will not be assessed and will be returned to the applicant for completion or assessed as not eligible.



What happens if a child transfers to a new kindergarten program?

When a child identified in a KIS application transfers to another kindergarten, the KIS assistance transfers to the new kindergarten and will initially be at the same level as allocated to the original kindergarten.

It is important that the kindergarten teacher from the original kindergarten notifies their KIS auspice organisation of this change in circumstances to enable this support to transfer.

To maintain KIS assistance the kindergarten teacher in the new kindergarten service is required to:

- Establish a Program Support Group to support the child's inclusion
- Submit an updated Section 1 and Part 1 and Part 5 of Section 2 (including the KIS Plan) to their Regional Advisory Group convenor.

Appeals

- Appeals will be considered at any time, but only on the basis of **new or additional relevant information**, which may not have been available or provided at the time of application, or if circumstances have changed.
- Applicants may request an appeal of decision regarding eligibility or level of support approved
- All requests for appeals are to be in writing to the convenor and must be signed by the early childhood teacher, parent/guardian/carer and where applicable the Early Years Manager.



Transition to School

- The Program Support Group develops a shared understanding of the child's strengths, abilities and needs which supports the child's transition to school.
- Refer to the DET website and Transition to school resource kit for resources that support the transition to school for children with a disability

<https://www.education.vic.gov.au/childhood/professionals/learning/Pages/transsupport.aspx>

- The transition and learning development statement includes section 1.2, enhanced transition for children with a disability or developmental delay which:
 - captures information about other early childhood professionals supporting the family and child
 - lists reports or assessments that are available to support inclusion planning

Questions

Thank you for your attendance.

If you require additional information about the KIS program or application process, please contact:

Insert auspice organisation's contact details