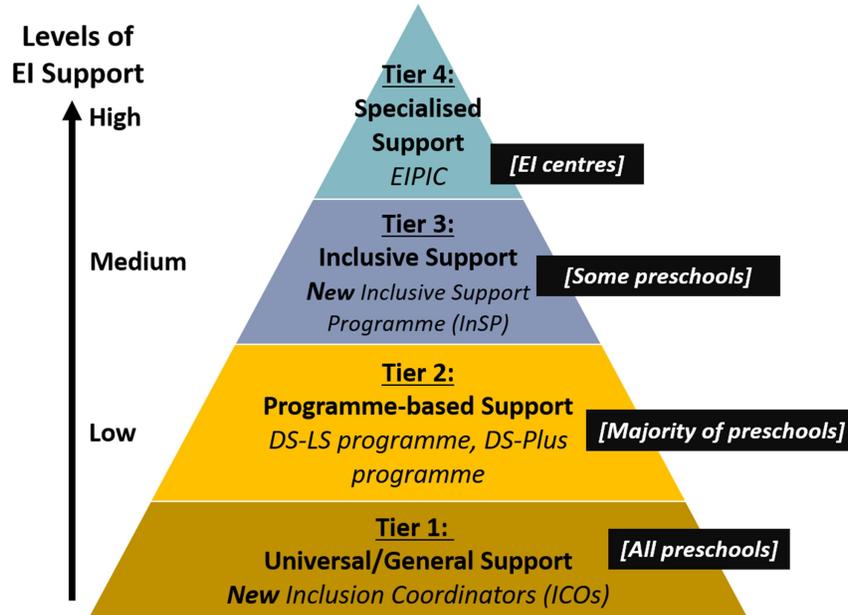


ANNEX A: LIST OF RECOMMENDATIONS BY THE INCLUSIVE PRESCHOOL WORKGROUP (IPWG) TIERED FRAMEWORK AND RECOMMENDATIONS

1. The IPWG is one of three workgroups set up under the Third Enabling Masterplan (EMP3) in 2019. The IPWG sought to study and develop recommendations to better support children with developmental needs in preschools. The cross-sectoral workgroup is co-chaired by Minister of State for Social and Family Development, and Education, Sun Xueling, and Associate Dean (Education Research) of the National Institute of Education, A/P Kenneth Poon, and comprises members from the health, education and social service sectors.

2. The IPWG had released its recommendations earlier in Apr 2021. Anchoring the IPWG's recommendations is a four-tiered framework that the workgroup had mapped out to enhance support for children with developmental needs based on the level of early intervention support (EI) required, as reflected in [Figure 1](#) below. The tiered framework signals that all preschools have a part to play in enhancing support and inclusion for children with developmental needs.

Figure 1. Tiered Framework for an Inclusive Preschool Sector



3. With reference to the tiered framework, the IPWG has put forth **seven** recommendations. The list of recommendations and MSF/ECDA's follow-up plans are detailed in [Table 1](#) below.

Table 1. Summary of IPWG Recommendations and MSF/ECDA's Plans

<p><u>Recommendation 1:</u> Work towards every preschool appointing a staff as an Inclusion Coordinator (ICO).</p>	<p>MSF/ ECDA will provide training for ICOs and work towards every preschool appointing one of its staff as an ICO, beginning in the second half of 2023.</p>
<p><u>Recommendation 2:</u> Expand the Development Support – Learning Support (DS-LS) and Development Support Plus (DS-Plus) programmes to more preschools, to support children requiring low levels of early intervention support.</p>	<p>Since its launch in 2012, the DS-LS programme has expanded from 22 preschools to 600 preschools which enroll over 40% of resident preschoolers aged 5 to 6.</p> <p>MSF/ECDA will expand outreach of the DS-LS programme to more preschools, covering a target of 60% of preschoolers by 2025, and 80% in steady-state. To support the expansion, MSF/ECDA will work with providers to train more Learning Support Educators (LSEds).</p> <p>MSF/ECDA will also increase the number of children to be transited from the Early Intervention Programme for Infants and Children (EIPIC) to the Development Support Plus (DS-Plus) programme over the longer term, so that more children can receive intervention support in their preschools.</p>
<p><u>Recommendation 3:</u> Pilot an Inclusive Support Programme (InSP) to integrate early childhood and early intervention services at preschools for children aged 3 to 6, who require medium levels of early intervention support.</p>	<p>MSF/ECDA supports the InSP concept and will work towards piloting with selected preschool centres over the next few years.</p> <p>In line with the IPWG's recommendation, ECDA will be developing the pilot with changes at 4 levels - child, class, centre and community - to ensure that all children can benefit from a more inclusive setting.</p>

<p><u>Recommendation 4:</u></p> <p>Enhance integration opportunities for children requiring high levels of early intervention support</p>	<p>The workgroup recognises there remains certain groups of children who require high levels of early intervention support and are better served by more intensive and specialised support at early intervention centres.</p> <p>MSF/ECDA will work with early intervention centres and preschools to explore opportunities for meaningful interactions between these children and their peers.</p>
<p><u>Recommendation 5:</u></p> <p>Enhance the inclusive education capabilities of early childhood educators and porosity across both early childhood educator and early intervention professional development pathways.</p>	<p>MSF/ECDA is working with the National Institute of Early Childhood Development (NIEC) to enhance the inclusive education component in existing early childhood pre-service training for students and continuing professional development for in-service professionals respectively.</p> <p>MSF/ECDA is also developing a Continuing Professional Development (CPD) roadmap for early childhood educators with 'inclusive practice' as one of the focal areas. New programmes, such as NIEC's 120-hr Certificate in Inclusive Practice (CIP) and other short courses, will be introduced to help educators acquire inclusive strategies to support children with varying needs within preschools.</p> <p>ECDA will also integrate the skills and career pathways for LSEds and early intervention teachers in the revised Early Childhood Care and Education (ECCE) Skills Framework. This addition underscores the importance of strong partnership and collaborative teaming between early childhood educators and early intervention professionals, and encourages greater porosity across the pathways.</p>

<p><u>Recommendation 6:</u> Enable more timely and systematic identification of developmental needs</p>	<p>To enable more families to access Childhood Developmental Screening, MOH has extended subsidies to eligible Singapore Citizens to receive Childhood Developmental Screening at all Community Health Assist Scheme (CHAS) General Practitioner (GP) clinics and polyclinics.</p> <p>MSF/ECDA and MOE have released a set of professional practice guidelines in Feb 2021, to consolidate information on early intervention programmes and practice guidelines, to standardise and streamline assessments and referrals.</p>
<p><u>Recommendation 7:</u> Strengthen parental support through parent education</p>	<p>SG Enable launched the Enabling Guide in July 2019 to provide information and advice on schemes, services, support and resources related to disability in Singapore.</p> <p>ECDA will work with SG Enable to curate additional support resources and strategies for parents/caregivers of children requiring support, to be uploaded on the Enabling Guide. ECDA and SG Enable will also collectively explore ways to raise awareness of the Enabling Guide among parents/caregivers.</p> <p>ECDA will also develop a version of the 'Professional Practice Guidelines' for parents.</p>

4. The IPWG's report can be accessed at the following [link](#).

ANNEX B: LIST OF InSP PROVIDERS AND SITES

Region	Pilot Site	Provider	Target Launch Date (Date the site is open for enrolment in InSP)
North	1. Small Wonder Nordcom II 2 Gambas Crescent, #01-14 Nordcom II, Singapore 757044	Busy Bees	January 2022
	2. My First Skool at Blk 406 Woodlands Block 406 Woodlands St 41, #01-06, Singapore 730406	NTUC First Campus	February 2022
Central	3. MOE Kindergarten @ Mayflower* 6 Ang Mo Kio Avenue 2, Singapore 569948 (holding site^) <i>*The InSP at this site is only for preschool children aged 5 years and above with hearing loss who would benefit from signing.</i> <i>^MOE Kindergarten @ Mayflower will be at the school's permanent site at 200 Ang Mo Kio Avenue 5, Singapore 569878 by June 2022.</i>	MOE	January 2022 (K1 cohort)
	4. My First Skool at Blk 248 Kim Keat Link Block 248 Kim Keat Link, #01-53, Singapore 310248	NTUC First Campus	February 2022
East	5. PCF Sparkletots @ Pasir Ris West Blk 517 Block 517 Pasir Ris Street 52, #01-57, Singapore 510517	PAP Community Foundation	January 2022
North East	6. PCF Sparkletots @ Fernvale Blk 455 Block 455 Sengkang West Avenue, #02-01 and #02-02, Singapore 790455		October 2021
West	7. PCF Sparkletots @ Bukit Batok Blk 118 Block 118 Bukit Batok West Avenue 6, #01-270, Singapore 650118		June 2022

ANNEX C: INFOGRAPHIC ON THE InSP

INCLUSIVE SUPPORT PROGRAMME PILOT AT PRESCHOOLS



Embracing Diversity: Every Child Shines



WHY introduce the Inclusive Support Programme (InSP)?

The new programme to be piloted at selected preschools, starting with the first centre from October 2021, supports children with developmental needs requiring medium levels of early intervention support in preschools. The InSP helps all children to learn and play alongside peers of diverse abilities. This fosters important socio-emotional skills and strengthens inclusion.

**InSP is pronounced "i-n-s-p"*

Check out the rest of the Inclusive Preschool Workgroup's (IPWG) recommendations here!



go.gov.sg/ipwg-report

Children in preschools with InSP can look forward to:

✓ An inclusive experience that supports socio-emotional development for all children

✓ Convenient intervention services at the preschool for children with developmental needs

✓ Differentiated instruction of the same curriculum for children with varying abilities

WHAT are the 4 key features of the Inclusive Support Programme (InSP)?



CHILD

Supporting children's early intervention needs within the preschool

- Specialist support from early intervention and allied health professionals
- Intervention hours ranging from 5 to 12 hours weekly
- Individual Programme Plan for children under the InSP



CLASS

Cultivating inclusive practices in the classroom

- Differentiated teaching for the same curriculum
- Early childhood and early intervention professionals will co-plan and co-teach classes
- Educators with more training in inclusive education



CENTRE

Fostering an inclusive ecosystem

- Diverse mix of children with typically developing children making up the majority
- Environment designed to be friendly to children with developmental needs
- Inclusive organisational culture



COMMUNITY

Families as core partners

- Close collaboration with parents and caregivers to support child's progress



WHERE will the Inclusive Support Programme (InSP) be piloted at?



¹ For children aged 3 to 6 years old who require medium levels of early intervention support.

² For preschool children aged 5 years and above with hearing loss who would benefit from signing.

Open for InSP enrolment on:

- A** October 2021
- B** January 2022
- C** February 2022
- D** June 2022

HOW do I enrol my child?

You will need a recent letter/medical report from a paediatrician stating your child's condition and need for early intervention support.

The fees for the InSP will be separate from childcare/kindergarten fees, and the maximum out of pocket fees for the InSP is similar to EIPIC fees.



Find Out More

About the InSP



go.gov.sg/ecda-insp

Enrolment into the InSP and FAQ

Childcare



go.gov.sg/ecda-insp-faq

MOE Kindergarten



go.gov.sg/moe-kindergarten

Brought to you by:



In partnership with:



With support from: Community Psychology Hub, AWWA, KK Women's and Children's Hospital, Rainbow Centre and SG Enable

ANNEX D: OUT-OF-POCKET (OOP) FEES FOR THE InSP

1. The maximum OOP fees per month for the InSP are indicated in Table 2 below. The fees are payable in addition to the usual preschool fees, and are aligned to the maximum OOP fees for EIPIC.
2. Families may approach the Head of Inclusion/Centre Principal for details on specific fees charged by the preschool.
3. The fees for the InSP are payable to the preschool.

Table 2: Maximum OOP fees for the InSP¹

Household per capita monthly income	Max. OOP fees/month for Singapore Citizens
\$0 - \$1,000	\$10.00
\$1,001 - \$1,400	\$50.00
\$1,401 - \$1,800	\$80.00
\$1,801 - \$2,300	\$130.00
\$2,301 - \$2,800	\$210.00
\$2,801 - \$3,500	\$270.00
\$3,501 - \$4,600	\$330.00
> \$4,600	\$430.00

¹ Fees for the HL(Signing) Programme at MOE Kindergarten@Mayflower will take reference from Table 1. MOE will update parents on the fees.

ANNEX E: SUPPLEMENTARY QUESTIONS AND ANSWERS

1. What is the profile of children who require medium levels of early intervention support and how are they supported today?

Children who require medium levels of early intervention support are currently supported under the Early Intervention Programme for Infants and Children (EIPIC). The different types of early intervention programmes and the various levels of early intervention support that they provide are outlined below:

Types of Government-Funded Early Intervention Programmes	Levels of Early Intervention Support
Development Support – Learning Support (DS-LS)	Low
Development Support Plus (DS-Plus)	
[New] Inclusive Support Programme (InSP)	Medium
EIPIC, comprising EIPIC Under-2s and EIPIC@Centre	High

Additionally, children requiring medium levels of early intervention support are those who:

- a. Are assessed by a paediatrician to have a developmental, intellectual, sensory or physical disability, or a combination of disabilities;
- b. Require longer-term and more intensive support (e.g. more than six months, multiple sessions a week) than what the existing DS-LS and DS-Plus programmes offer; and
- c. Require specialised support from early intervention professionals and allied health professionals, i.e. therapists and psychologists.

2. Given that children requiring medium levels of early intervention support can receive intervention under either EIPIIC or the InSP, what is the difference between the two programmes?

The similarities and differences between EIPIIC and the InSP are outlined below:

	EIPIIC	InSP
Similarities		
Average intervention hours	5-12 hours per week, depending on the child's needs.	
Professionals involved in intervention	Early Intervention professionals and Allied Health Professionals	
Progress monitoring of child	Individual Programme Plan for each child, with goals set with parents and relevant professionals.	
Fees	Separate from preschool fees. InSP fees would vary depending on household income.	
Differences		
Age group	2 to 6 years	3 to 6 years ²
Level of EI support	For children who require medium to high levels of early intervention support	For children who require medium levels of early intervention support
Setting	Delivered at early intervention centres in small group setting, or individual sessions where needed.	Delivered in preschools, within class or separate small group or individual sessions where needed.

3. Why does the InSP only serve children who require medium levels of early intervention support?

Children who require low levels of early intervention support receive intervention under the DS-LS and DS-Plus programmes in their preschools. These programmes provide short-term itinerant support in the preschool setting.

Children who require high levels of early intervention support may be better served by early intervention centres, which are better resourced and equipped to provide one-to-one support and/or with specialised manpower to support medical conditions and self-care needs. This group of children could include those who require intensive one-to-one early intervention support, or who are not able to enrol in preschools because they are much younger, medically frail or have very challenging behavioural issues. ECDA will continue to work with early intervention centres and preschools to explore

² The InSP at MOE Kindergarten @ Mayflower will only be for children aged 5-6 with hearing loss requiring signing.

opportunities for purposeful interactions between these children and their peers in preschools.

4. How will the InSP affect the education and/or care of typically developing children who are attending the selected pilot preschools?

International literature has shown that an inclusive preschool setting can help typically developing children acquire more helping behaviours towards others from a young age, without compromising on their own development. It can also help them to develop better social emotional and communication skills. Typically developing children will continue to learn and progress to reach their milestones accordingly, like other children in non-InSP preschools.

ECDA will, through the InSP pilot, study in greater detail the impact of inclusive preschool settings on child outcomes, for both children with developmental needs and typically developing children, in the Singapore context.

5. What are the Government's plans for the InSP and EIPIC beyond the pilot?

ECDA will consider the results of the evaluation study in assessing the value, as well as the feasibility of scaling up the InSP. Should there be a decision to scale up the InSP, ECDA will work closely with both the early childhood and early intervention community to determine the implementation approach.