

Section 1: General

1.1. What support is provided under the Inclusive Support Programme (InSP)?

The InSP integrates both early childhood (EC) education and early intervention (EI) in a preschool setting for children with developmental needs (DN) who require medium levels of EI support.

InSP provides 5-12 hours of weekly intervention for children aged 3-6 years. The programme is currently delivered in six preschools by EC and EI educators and Allied Health Professionals (AHPs), with intervention primarily embedded into group activities, with individual sessions where needed.

Each child receives an Individual Education Plan with goals set collaboratively with parents and professionals to monitor their development progress.

1.2. What is the InSP service model?

The InSP model has the following key features under Child, Class, Centre, and Community:

Child – Supporting children's early intervention (EI) needs within the preschool	i. Specialist support from full-time early intervention (EI) professionals and visiting Allied Health Professionals, so that children no longer need to travel between preschools and early intervention centres. ii. Intervention hours under the InSP are delivered within preschool hours, and similar to those of the Early Intervention Programme for Infants and Children (EIPIC), ranging from 5-12 hours weekly. iii. Each child under the InSP is supported by an IEP, developed in consultation with family members and relevant professionals. The IEP details the child's education and intervention goals. Each child's IEP is executed through in-class support and/or pull-out sessions, depending on the child's needs and progress made. This is in addition to the current progress monitoring that preschools provide for all children.
Class – Cultivating inclusive practices in the classroom	i. Early childhood (EC) and EI educators co-plan and co-teach classes and learning activities using differentiated teaching practices, so that children with developmental needs (DN) are able

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	to learn according to their pace and abilities, and benefit from a richer classroom experience. ii. EC and EI educators also work with AHPs to embed EI strategies into children's daily preschool routines
Centre – Fostering an inclusive ecosystem	i. InSP preschools comprise a diverse mix of children, with typically developing (TD) children still forming the majority. This ensures that classroom dynamics remain led by TD children, while catering to children with DN. ii. InSP preschools build an environment conducive towards inclusion, by cultivating an inclusive organisational culture and modifying the physical preschool environment where appropriate. For example, this could be in the form of larger walkways and a variety of gym equipment, among other features.
Community – Families as core partners	i. To foster family-centre partnerships, InSP preschools actively engage parents and/or caregivers and involve them in their child's progress and development. ii. InSP preschools provide support such as consultations, and training or workshops to help families develop skills to embed early intervention routines in the home environment.

1.3. How does InSP differ from EIPIC?

InSP and EIPIC are both Government-funded early intervention (EI) programmes for children with developmental needs (DN).

EIPIC serves children requiring medium to high levels of EI support and is designed to provide specialised tailored intervention in a group-based setting in an early intervention centre. InSP, on the other hand, is designed for children requiring medium EI support and who can receive intervention embedded in a preschool group setting.

The table below lists the key similarities and differences between the programmes.

	EIPIC	InSP
Similarities		
Average intervention hours	5-12 hours per week, depending on the child's needs.	
Professionals involved in intervention	EI professionals and Allied Health Professionals	

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Progress monitoring of child	Individual Education Plan for each child, with goals set with parents and relevant professionals.	
Fees	Means-tested fees paid separately from preschool fees, ranging from \$10 - \$430 for Singapore Citizens.	
Differences		
Age group	2 to 6 years	3 to 6 years
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 in early intervention centres, where intervention is delivered in small groups or in individual sessions where needed.	Delivered in preschools, where intervention is primarily embedded into small and large group activities, with individual sessions where needed.

1.4. What was the scope of the InSP pilot?

The InSP was piloted at six preschools, operated by PAP Community Foundation (PCF), NTUC First Campus (NFC), and Busy Bees Singapore. The pilot sites launched progressively from October 2021 to June 2022, with a total capacity of 150 children, and had been selected based on their prior experience in early childhood (EC) and early intervention (EI) services and their ability to fulfil the InSP service requirements.

MOE has piloted a model of InSP, specifically for children with hearing loss in one MOE Kindergarten since January 2022. The intent is to support children with building their sign language proficiency alongside hearing peers.

1.5. How are children assessed to be eligible for InSP?

Children eligible for InSP:

- Assessed by a paediatrician at Child Development Programme clinics in KKH Department of Child Development or NUH Child Development Unit or a private paediatrician to require medium levels of early intervention support.
- Are assessed by the InSP preschool that his/her needs can be supported through the InSP in a preschool setting.

Children requiring higher levels of support (e.g., those with medical conditions requiring specialised attention, or who require intensive 1-to-1 support) may be better served in EIPIC.

1.6. What is the proportion of children with developmental needs in InSP preschools?

The majority of the InSP preschools' enrolment comprise typically developing (TD) children. This ensures classroom dynamics remain led by TD children, while catering to children with developmental needs (DN).

The proportion of children requiring early intervention (EI) support is set at 20% of the preschool's capacity, with a sub-cap of 15% for children requiring medium levels of EI support. These enrolment caps are based on similar practices observed in overseas and local preschools with inclusive programmes.

1.7. How are preschools and educators resourced to support children in InSP?

Each InSP preschool has early intervention (EI) educator(s) on-site to support children with developmental needs (DN). These EI educators collaborate with Early Childhood (EC) educators to plan and execute lessons, incorporating inclusive practices and intervention strategies into the preschool activities and routines.

Preschool operators are also resourced through the InSP to hire a Head of Inclusion and Allied Health Professionals (e.g., therapist and psychologist) to provide additional support to the preschool-based team of EI and EC educators.

To ensure that the physical environment can support children with DN, InSP preschools receive funding to renovate their centres to ensure greater accessibility, and to purchase rehabilitative or assistive equipment.

1.8. What training do educators in InSP go through to support children with developmental needs?

It is important that educators feel confident and competent to support children with a diverse range of abilities, strengths, and needs. As part of the InSP, new centres receive on-site, tailored coaching from a Technical Assistance team to support their adoption of new practices and upskilling of staff. Educators can also undergo the Certificate of Inclusive Practice (CIP) offered by the National Institute of Early Childhood Education (NIEC), which provide training in foundational principles of inclusive practices.

1.9. How did parents / caregivers respond to the InSP pilot?

The majority of parents of children with developmental needs were satisfied and found the InSP helpful and beneficial for their children's development.

At the same time, parents of typically developing children in InSP preschools agreed that InSP was beneficial. 97% of them would recommend inclusive preschools to other families.

1.10. What are ECDA's plans beyond this current phase of expansion?

ECDA will continue to evaluate the implementation and outcomes in the InSP to refine our service model and delivery, while continuing to build capabilities for inclusive practices throughout the early childhood sector.

We will also continue to monitor the demand for early intervention services to ensure that children with developmental needs receive the support they require in the setting that is most appropriate to meet their needs.

1.11. How is ECDA equipping non-InSP preschools to support children with developmental needs?

Inclusion Coordinators appointed in every preschool work with their fellow early childhood (EC) educators to identify children with potential developmental needs for further assessment and refer parents and teachers to relevant early intervention (EI) resources and services. If a parent declines EI, preschools continue monitoring the child's development and may engage parents further to reconsider EI to ensure the best possible outcomes for their child.

Beyond pre-service training that introduces the foundations of supporting children with developmental needs, ECDA also partners with the National Institute of Early Childhood Development (NIEC) to uplift the skillsets of in-service educators through Continuing Professional Development (CPD) courses. NIEC's Certificate of Inclusive Practice also equips Centre Leaders and educators with inclusive strategies that can support children with diverse learning needs

Section 2: Eligibility, Referral, Enrolment

2.1. What should I do if I suspect that my child has developmental needs?

You may refer to the developmental milestones in your child's Health Booklet as reference points. If you suspect your child has developmental delays, you may bring your child to the nearest polyclinic or CHAS General Practitioners (GPs) for assessment/Childhood Developmental Screening (CDS).

If during screenings and medical check-ups, healthcare professionals in the polyclinics, paediatricians and GPs detect delays in your child's development, your child may be referred to the Department of Child Development at KKH or Child Development Unit at NUH for further assessment and for referral to suitable EI programmes, like EIPIC or the InSP. More information on the various EI programmes is also available on ECDA's website (<https://www.ecda.gov.sg/parents/other-services/early-intervention-services>) and SG Enable's Enabling Guide (<https://www.enablingguide.sg/>).

2.2. My child is enrolled in a preschool with InSP for preschool services. Is there a separate enrolment process for the InSP? How do I enrol my child onto InSP?

InSP enrolment is separate from preschool enrolment. Information on referral into the InSP and contact details of the preschools offering the InSP are available on ECDA's website ([https://www.ecda.gov.sg/parents/other-services/early-intervention-services/inclusive-support-programme-\(insp\)](https://www.ecda.gov.sg/parents/other-services/early-intervention-services/inclusive-support-programme-(insp))).

2.3. Can my child be enrolled in the InSP and another EI programme (i.e., EIPIC, EIPIC-P, DS-Plus, DS-LS) at the same time?

No, your child can only be enrolled in one government-funded early intervention (EI) programme at any point in time.

2.4. Can my child transfer to the InSP if he/she is currently enrolled in/waitlisted for EIPIC?

InSP caters to children requiring medium early intervention (EI) support, who can receive intervention within the preschool group setting. Your child can be considered for InSP placement if he/she is assessed by a paediatrician to require medium levels of EI support, subject to the preschool's intake screening process and available vacancies.

2.5. Why does my child need to undergo screening at the preschool after being assessed by hospital?

Children applying to enrol into InSP are further screened by the preschool to ensure the preschool is able to fully support your child's needs.

2.6. If my child is recommended for the InSP, does this mean he/she will be able to attend mainstream primary school?

The InSP is designed for children who require medium levels of early intervention (EI) support to access EI and learning within a preschool setting. Placement into the InSP, or any particular EI programme, does not automatically determine the child's suitability for either a mainstream or special education school, as children's developmental needs may change over time and each child responds differently to EI. In addition, the context/requirements for mainstream or special education schools are different from that of preschools.

For school-aged placement decisions, parents are advised to speak to the professionals working with their child to better understand their child's needs and discuss the school options that would best meet these needs. Parents may also wish to refer to the resources available on MOE's website: <https://www.moe.gov.sg/special-educational-needs/resources>

Section 3: Fees

3.1. What fees will children pay at the InSP preschools? Will children with developmental needs and typically developing children be subject to the same fees?

For all children in InSP preschools, preschool fees remain unchanged. Children enrolled under the InSP will pay an additional fee for the programme, on top of the preschool fees. Typically developing children and children with developmental needs not enrolled under the InSP do not need to pay this additional InSP fee. For more information on fees, please refer to ECDA's website ([https://www.ecda.gov.sg/parents/other-services/early-intervention-services/inclusive-support-programme-\(insp\)\)](https://www.ecda.gov.sg/parents/other-services/early-intervention-services/inclusive-support-programme-(insp)))).

3.2. I might not be able to afford the fees for InSP. How much subsidy am I entitled to, and how do I request for further financial assistance?

All government-funded early intervention (EI) programmes have subsidy schemes in place to help families defray the programme fees. Means-testing will be conducted to decide how much subsidy should be given. If you need further financial assistance, please approach the preschool staff to enquire on additional subsidy schemes by the organisation during your child's intake screening. You may also approach your nearest Family Service Centre (FSC) or Social Service Office (SSO) to apply for financial aid.