



Guidelines for completing an Individual Access and Inclusion Plan

Part 1 of 2



Forbairt Cáilíocht
Luathbhlianta Náisiúnta
National Early Years
Quality Development

Overview

This Access and Inclusion Plan has been developed by AIM as a support to pre-school services. The Access and Inclusion Plan is completed by the pre-school manager, key worker or Inclusion Co-ordinator, in partnership with the child's parent or guardian or carer and in consultation with relevant professionals working with the child. If required, a Better Start Early Years Specialist can support the development of the plan. It is recommended that the Access and Inclusion Plan should remain in the pre-school room at all times, until the child transitions to another setting e.g. primary school.

The purpose of the Individual Access and Inclusion Plan is to support individual children's meaningful participation in the ECCE setting over the duration of their ECCE programme and to plan for their transition at the end of their ECCE enrolment e.g. to primary school or another setting. This is achieved through the identification of access and participation goals and the supports necessary to achieve them. Necessary additional supports to enable the child's access and inclusion under AIM Level 5 (Equipment, Appliances and Minor Alterations Capital Grant), Level 6 (Therapeutic Intervention) and Level 7 (Additional Assistance in the Pre-school Room) will be outlined in the plan. This is a live document that will remain in the ECCE setting enabling the service to continually plan for the child's needs. Frequent reviews in relation to the child's inclusion within the setting are an essential part of the Individual Access and Inclusion Plan.

At all stages of the child's ECCE programme, goals should be set to support the child's transition to primary school (see school transition planning template Section 7).

Purpose of the Individual Access and Inclusion Plan:

- Identify the key relationships
- Role of the Early Years Specialist
- Document the child's strengths and interests and identify the child's current needs
- Document each goal under the following format:
 - Goal theme
 - Goal title
 - List of actions needed to achieve the goal
 - The start date for each action
 - The completion date for each action
 - The person responsible for the action
 - A progress or comment section to record updates
 - Resources

- Strategies and approaches
- A progress status to record when the action is achieved or withdrawn.
- Document progress using the following format:
 - Date of meeting
 - People present
 - Emerging or ongoing needs following the implementation of the initial supports and resources
 - Goals revisited or new goals set out.
 - Signatures of those present
- A contact Log between all relevant stakeholders involved in the child's plan.
- A Transition to school plan

Sections of the Plan

1. Key Relationships

This section outlines the people who are involved in the development and implementation of the Individual Access and Inclusion Plan. The plan recognises the importance of the relationship between the parent, the pre-school staff and other professionals working collaboratively in planning for the needs of the child.

Role of the Early Years Specialist

The role of the Early Years Specialist is to:

- Provide mentoring, information, advice and guidance based on best practice.
- Work collaboratively with the service and parents or guardians or carers to support the development and implementation of the Individual Access and Inclusion Plan through on site coaching and mentoring, phone or email communication.
- Work in a respectful, transparent and fair manner at all times, being sensitive to the constraints and requirements of the pre-school service and the well-being of the children.

2. My strengths, interests and plans for my active participation

This section identifies the child's strengths, particular interests and current needs. Knowing the child's strengths and interests is essential to plan for their meaningful participation in pre-school.

3. Goals

Setting goals identifies what has to be achieved, focuses efforts, establishes priorities and provides a tool to measure progress and identify resources, responsibilities and timeframe (who, what, how, when).

Actions enable the setting to identify what will be needed to support the child to achieve their goals. It also sets the target for progress and date for review.

Goals are numbered throughout the document so they can be easily tracked.

Setting goals and actions

Important:

Identifying goals begins by looking at the child's abilities and needs. The actions required to achieve the goal are listed. Actions should be dated and listed by number under the date of entry e.g. Start date 02/01/2017

- 1. Link with parents re: Speech and Language Therapy (SLT) sessions.*
- 2. Request a copy of the child's SLT programme.*
- 3. Integrate the agreed SLT strategies into the ECCE sessions in a fun and meaningful way through play and group learning experiences.*

Updates on the progress of the actions are recorded on a separate sheet. Again it is important to date the entries in the updates or progress or comments section.

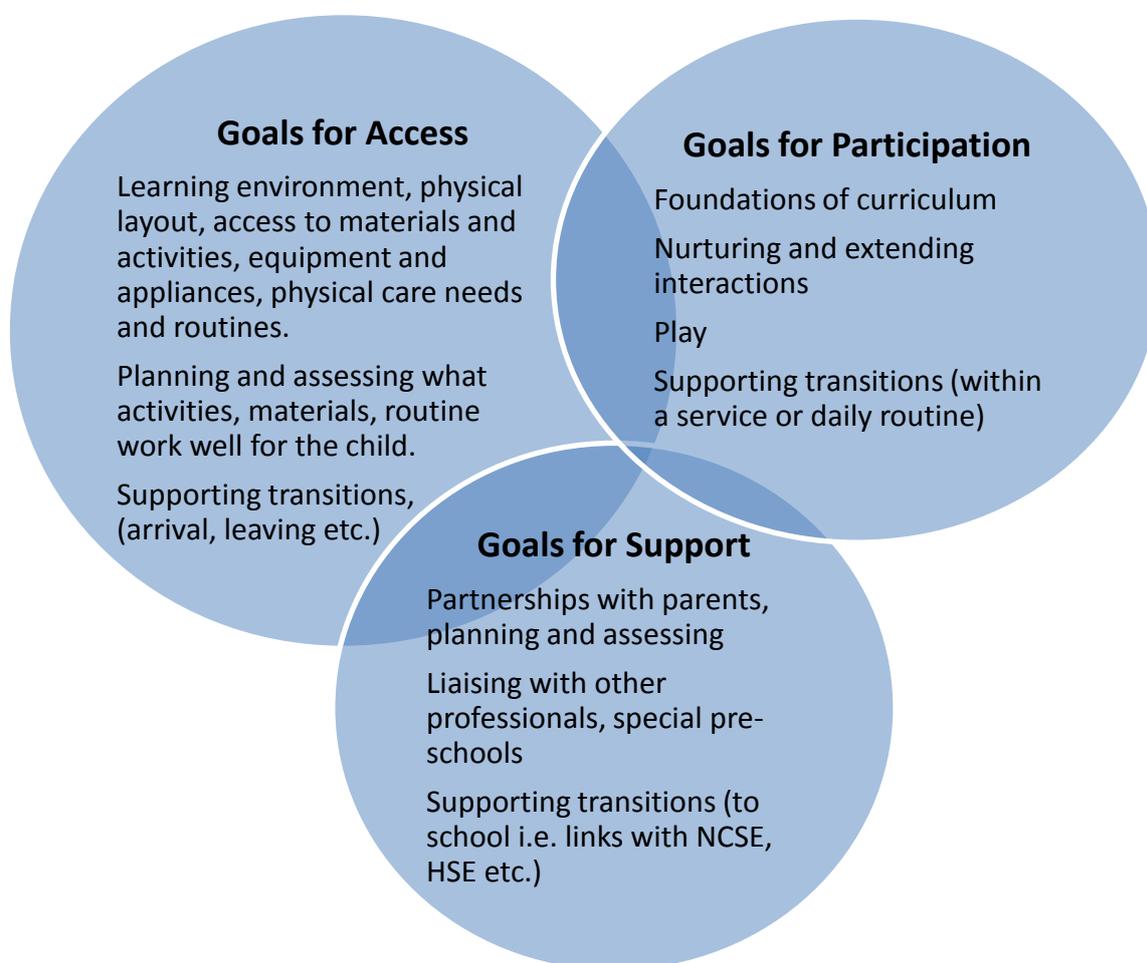
Goal themes are recorded under the following headings:

Access: means providing access to a wide range of activities and environments for every child by removing physical and social barriers and offering multiple ways to promote learning and development. Providing access to a wide variety of learning opportunities, activities, settings, and environments is a defining feature of high quality inclusive early childhood practice.

Participation: means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child. Even if environments and programs are designed to facilitate access, individualised supports can be put in place so that all children can fully participate in play and learning activities with peers and adults. Depending on the individual child's needs a service may need to implement a range of approaches to scaffold learning and participation for all children.

Supports: refers to collaboration among key stakeholders (e.g., families, practitioners, health professionals, Early Years Specialists, Early intervention team) and is a cornerstone for implementing high quality early childhood inclusion. Resources and programme policies are needed to promote multiple opportunities for communication and collaboration among these groups. Supports also refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals, individuals and organisations, providing inclusive services to children and families to assure high quality inclusion (NAEYC, 2009).

Goals can be linked to the Pillars of Practice in the Aistear Síolta Practice Guide



4. Progress Review Form

This section of the plan is used by the pre-school staff, in partnership with the child's parents and relevant professionals to reflect on the child's learning and development. Discussions are recorded in this section and the Access and Inclusion Plan is updated accordingly.

5. Signing off of the Access and Inclusion Plan

Each review throughout the year can be documented and signed off by those involved.

6. Contact log

This section documents contact between the people who have input into the development and implementation of the plan. In a busy pre-school environment, this will be a useful tool for keeping track of meetings, phone conversations, emails etc.

7. Transitions to school plan

This section enables the service to plan and collaborate with all relevant stakeholders to prepare for the child's transitions from pre-school to primary school in a sensitive, responsive and collaborative manner.



My Access and Inclusion Plan

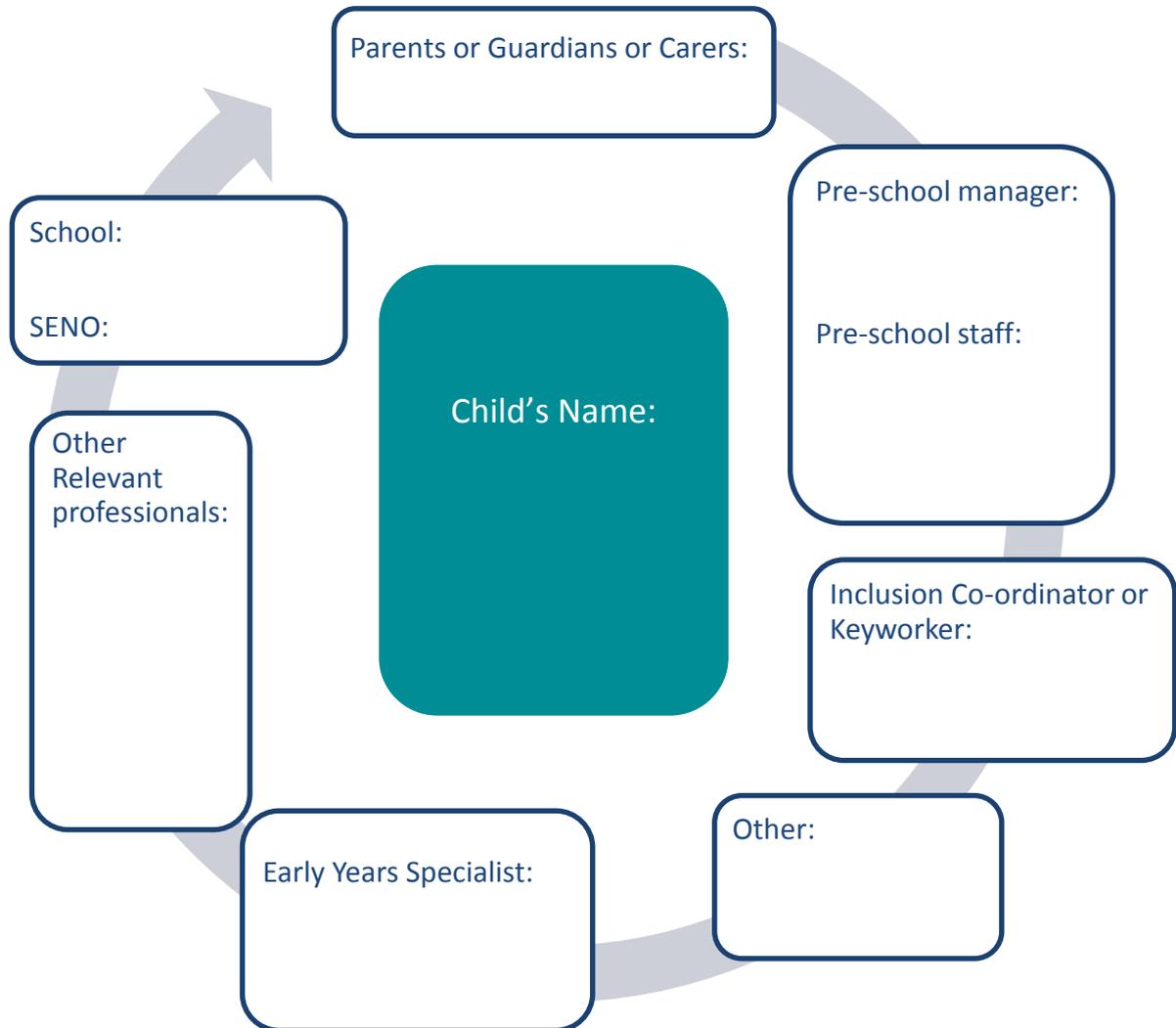
Supporting Access to the ECCE Programme
for all children

Part 2 of 2



Forbairt Cáilíocht
Luathbhlianta Náisiúnta
National Early Years
Quality Development

1. Key Relationships



2. My Strengths, Interests and Participation

Here are some of my Strengths and Abilities	
This is what interests me	
For my active and meaningful participation	These are some approaches that support me effectively:
	These approaches are less effective:

3. Goal Number

Goal Theme	<input type="checkbox"/> Access <input type="checkbox"/> Participation <input type="checkbox"/> Support			
Goal Title				
Required Actions	Start Date	End Date	Key Person Responsible	
Resources required to achieve goals and actions				
Strategies and Approaches required to achieve goals and actions				
Progress or Outcome Comment				

4. Progress Review Form

Date of Meeting	
People Present	
Emerging or ongoing needs following the implementation of the initial supports and resources	
Goals revisited or New goals set out	

Child's Individual strengths	
Child's Individual interests	
Child's preferences e.g. My favourite foods: Things I enjoy doing: Things that help me to be calm: People I will know in my new school: Things I can do in my new school:	
Parents' suggestions to support the child's transition	
Child's care needs	
Agreed transition planning goals and actions (e.g. Seno contacted, school visit arranged etc.)	1. 2. 3. 4.

Information relevant to supporting the transition process (e.g. health reports, diagnosed disability etc.)	
Equipment or Appliances to be transferred to school for child's use - AIM Level 5	
Physical adaptations or modifications required, if any.	
Parental consent and signature if sharing information	<p>I/We agree to the information provided on this form being shared with the Pre-school, Primary school or Service, Pobal and NCSE as required to support my/our child's transition to (name) _____ school.</p> <p>Name: _____ Relationship to child: _____</p> <p>Signature: _____ Date: _____</p> <p>Name: _____ Relationship to child: _____</p> <p>Signature: _____ Date: _____</p>
Transition plan was updated Completed	<p>Date: _____ Signed: _____</p> <p>Date: _____ Signed: _____</p>

