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Míchumais, Lánpháirtíochta agus Óige  
Department of Children, Equality,  
Disability, Integration and Youth



Forbairt Cáilíocht  
Luathbhlianta Náisiúnta  
National Early Years  
Quality Development

## Access and Inclusion Model

### Guidance Notes and Access and Inclusion Profile

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## Introduction

The purpose of these guidelines is to assist pre-school providers to complete the Better Start Access and Inclusion Profile in collaboration with the child's parents/ guardians/ carers.

**Better Start Access and Inclusion Model (AIM)** supports children with a disability to access and participate in the state funding ECCE programme. It involves 7 levels of support as follows:



1. **An inclusive culture** in pre-schools
2. **Information for parents and providers** through the DCEDIY and Better Start website
3. **A qualified and confident pre-school workforce**
4. **Expert Early Years Educational Advice and Mentoring** through the Early Years Specialists
5. **Equipment, Appliances and Minor Alterations**
6. **Therapeutic Intervention** to support the child's participation in the ECCE programme
7. **Additional Assistance in the Pre-school Room** through accessing additional capitation

The Access and Inclusion Profile must be completed by the pre-school manager, INCO or Key person in collaboration with the parents/ carers/ guardians of the child with a disability so that the pre-school can apply for support under Levels 4 to 7. The Access and Inclusion Profile takes a strengths-based approach and focuses on the child's abilities as well as needs. All the information provided will support the identification of the appropriate level of support required. Applications for support at Levels 4 and 7 will include an on-site observation visit or an online service observation review with the pre-school by a Better Start Early Years Specialist and a meeting of Better Start Early Years Specialist, Pre-school manager, INCO, Key person and parents/ guardians/ carers.

## What is the purpose of this Guidance document?

This document provides guidance on how to complete the Access and Inclusion Profile under the following headings:

## Who is the intended audience?

The information contained in this document is intended for pre-schools and parents/ guardians/ carers applying for support under AIM. Pobal staff providing online and telephone support, Better Start (Access and Inclusion) Team Leaders and Early Years Specialists are aware of the contents of this document. The responsibility rests with them to ensure that the information in the guidelines is clearly communicated so that the Access and Inclusion Profile is completed fully and accurately.

## Overview

*Síolta and Aistear view children as confident, competent, curious and creative learners and so as a professional it's important that you support babies, toddlers and young children to be as competent and confident as they can be (Aistear Síolta Practice Guide, 2015).*

Better Start Access & Inclusion Model (AIM) is part of a Department of Children, Equality, Disability, Integration and Youth national initiative aiming to support access to the ECCE programme for children with a disability. Early Years Specialists (AIM) will support pre-school settings and the Parent/Guardian/Carer in having timely access to advice and supports from experts in early year's education with particular reference to disability issues. This will assist Early Years Educators in creating inclusive environments and meeting the needs of the child in the pre-school setting ensuring that children with a disability can access and meaningfully participate in the ECCE programme.

*The purpose of the Access and Inclusion Profile is:*

- To assist the service provider, in partnership with the parent, to ascertain a child's abilities and needs in order to support them to fully participate and access the ECCE programme.
- To assist the service provider, in partnership with the parent, to ascertain the setting's strengths and challenges in supporting the child to fully and meaningfully access and participate in the ECCE programme.
- To identify the need for expert educational advice and mentoring enabling the Early Years Specialists (Access and Inclusion) to prioritise their response.
- To guide the Early Years Specialist and setting, in supporting the child's participation and access to the ECCE programme.
- To assist in identifying if any additional support may be needed to enable the child's participation in the ECCE setting (Level 4-7)

*The information documented in the Access and Inclusion Profile:*

- Should be informed by the Parent/ Guardian/ Carer, the Pre-school Provider or Key Person and any other relevant professionals who work with the child e.g. Early Intervention Team, G.P., Pediatrician or Social Worker.
- Will inform the allocation of expert educational advice and mentoring from Better Start AIM
- Can be used to identify necessary additional supports to enable the child's access and inclusion under Level 5 (Equipment, Appliances and Minor Alterations Capital Grant) and Level 7 (Additional Assistance in the Pre-school Room).
- Can be used to support the development of an Individual 'My Inclusion Plan' for the child within their pre-school setting.

## My Inclusion Plan

The purpose of the My Inclusion Plan is to support individual children's transition into pre-school, their meaningful participation and transitions within the pre-school setting over the duration of their Early Childhood Care and Education (ECCE) programme, and to plan for their transition into primary school or another setting.

This plan can be used alongside Aistear; the Early Childhood Curriculum Framework, and supplements the documentation that is already in place in pre-school settings. This will enable early years educators, in consultation with parents to continually plan for and reflect on the child's meaningful participation in pre-school.

Early Years Educators can use the plan independently or in consultation with their Early Years Specialists.

Templates in the plan include:

- Key Relationships
- Communication Record
- Voice of The Child, Transitions into Pre-school- Signposts for Reflections
- Goal Planner
- Goal Record
- Goal Reflection
- The Voice of the child Transition to Primary School
- Transitions into Primary School- Signposts for Reflection
- Parental Consent



## Before completing the Access and Inclusion Profile

To begin the process of completing the form, the pre-school provider should contact the parents/ guardians/ carers of the child to agree a date and time to complete the form and explain the following:

1. For the pre-school to access support through AIM, an online form will need to be completed together by the pre-school and the parents/ guardians/ carers.
2. Parental consent to share information about their child is required. A consent form is included in the Access and Inclusion Profile. It is sufficient for one parent/ guardian/ carer to sign consent. The AIM informed consent can be upload or completed online.
3. It takes approximately 50-60 minutes to complete the form.
4. Applying for AIM support is not diagnosis led. However, if the child has had an assessment or a diagnosis, parents/ guardians/ carers may provide any relevant information (e.g. assessments, AoN Summary Report) so that it can be included in the Access and Inclusion Profile. Copies of reports can be scanned and uploaded with the profile.
5. The form also asks for contact details of any health professionals involved with the child i.e. Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychologist, Paediatrician. This is so the Early Years Specialist can be informed of services the child is receiving and any recommendations for the child's access and participation in pre-school.

## Terminology included in the Access and Inclusion Profile

This section explains the terminology used within the Access and Inclusion Profile.

**Access** refers to the child's ability to attend pre-school. Supporting access includes removing barriers and catering for the individual needs of the child.

**Inclusion** refers to the child's ability to participate as fully and actively as possible in the pre-school programme. Where necessary, appropriate supports will be provided to ensure full and active participation.

**Creating inclusive environments** will enable **all** children including those with disabilities to participate and learn within the pre-school setting.

**The Early Childhood Care and Education (ECCE) programme** is the free 2 year pre-school programme provided to all eligible children, from 2 years and 8 months to 5 years and 6 months by the end of the pre-school year before they commence primary school i.e. the child must be no more than 5 years and 6 months in June.

**Pre-school settings strengths and challenges** – Better Start AIM takes a strengths-based approach by identifying the child's strengths, interests, abilities and needs and the skills and capacity of the Early Years Educators to support the child's inclusion in the ECCE setting.

**Expert educational advice and mentoring** will be provided to pre-schools by Better Start (Access and Inclusion) Early Years Specialists.

**Additional support needed to enable the child to fully participate** could take the form of advice, mentoring, therapeutic intervention or additional assistance in the pre-school room.

**Pre-school manager** is the person in charge of the pre-school who completes the Access and Inclusion form with the parents/ carers/ guardians.

**Key Person** has special responsibility for a particular child. The Key person works with the child and his/her parents/ guardians/ carers to ensure the child's care and educational needs are met.

**Children's Disability Network Teams (CDNT)** works with children, aged birth-6 years, and their families who have complex developmental needs. The team comprises of an Occupational Therapist, Clinical Psychologist, Physiotherapist, Social Worker and Speech and Language Therapist. A referral to the CDNT can be made by your GP, physiotherapist, speech therapist, public health nurse, occupational therapist, social worker, psychologist or any other health care professional.

**G.P.** is the child's family doctor.

**Pediatrician** is a medical doctor who specialises in children and their illnesses.

**Social workers** support individuals and their families through difficult times and ensure that vulnerable people, including children and adults, are safeguarded from harm. They may work closely with other professionals in health and social care.

**Individual Access and Inclusion Plan** 'My Inclusion Plan' has been developed by AIM as a support to pre-school services. It is completed by the pre-school manager, Key person or Inclusion Co-ordinator (INCO), in partnership with the child's parent/ guardian/ carer and in consultation with the Early Years Specialist and other relevant professionals working with the child.

**Early Intervention Programmes** Early Intervention can have life-long positive effects on outcomes for children and can be less expensive and more effective than later intervention. Supporting practice in pre-schools and developing expertise contributes to early intervention and to positive outcomes for the child.

The **child's strengths** refers to the child's abilities and skills.

**The child's interests** refers to activities or areas that the child enjoys.

**Aistear** is the Early Childhood Curriculum Framework in Ireland. Aistear is the Irish word for journey.

**Freedom of Information Act 2014** obliges government departments, the Health Service Executive (HSE), local authorities and a range of other public bodies to publish information on their activities and to make the information they hold, including personal information, available to citizens.

The Freedom of Information Act 2014 provides the following statutory rights:

- A legal right for each person to access information held by a body to which FOI legislation applies
- A legal right for each person to have official information relating to himself/herself amended where it is incomplete, incorrect or misleading
- A legal right to obtain reasons for decisions affecting himself/herself.

**Data Protection Act 2018** When you give your personal details to an organisation or individual, they have a duty to keep these details private and safe. This process is known as data protection. Your rights are protected under Data Protection Act 2018

Under this act you have a right to access the records held by many public bodies including Government Departments, the HSE and Local Authorities, obtain and process personal data fairly;

- keep it only for one or more specified and explicit lawful purposes;
- Process it only in ways compatible with the purposes for which it was given initially;
- keep personal data safe and secure;
- keep data accurate, complete and up-to-date;
- ensure that it is adequate, relevant and not excessive;
- retain it no longer than is necessary for the specified purpose or purposes; and,
- provide a copy of his/her personal data to any individual, on request.

**Data** refers to any information or facts that are usually stored on a computer or on paper.

**Grantee** refers to the person or organisation (pre-school) who is given a grant.

**Secure manner** means that hard copies are held in locked cabinets. Online files are encrypted and password protected and only accessed by authorised personnel.

**Storage limitation** means personal data may only be held for as long as necessary. We will hold personal information on our systems for as long as is necessary for the relevant activity, and as required by the DCEDIY, subject to legislation and regulatory rules we must follow.

### **Informed Consent**

Consent is the giving of permission or agreement for an intervention, receipt or use of a service or participation in research following a process of communication about the proposed intervention (National Consent Policy, 2014).

It is a basic rule at common law that consent must be obtained for medical examination, treatment, service or investigation. This is well established in Irish case law and ethical standards. The requirement for consent is also recognised in international and European human rights law and under the Irish Constitution.

*Informed consent* is when a person e.g. the child's parents/ guardians/ carers has been fully informed about the action for which they are giving consent.

Consent must be obtained from the parents/ guardians/ carers before completing this profile. Personal information, contact details, reports on the child, details of observations and details of relevant health professionals are gathered to support the profile and may be shared with relevant professionals involved in the profile and potential provision of services for the child. This consent is voluntary and can be withdrawn by the parents/ guardians/ carers at any time.

The consent form requires the name and signatures of **at least one** parent/ guardian/ carer and the date it was signed. The hard copy consent form will need to be printed, signed and submitted with the profile through Hive. A soft copy can also be submitted online through Hive. When completing the online consent, the parent/guardian/carer is required to verify the child's date of birth before consent can be provided. The parent/carer/guardian will then need to select a decision and click on submit before an application for AIM can be processed.



## Completing the Access and Inclusion Profile

This profile is used to describe the child's abilities through the following areas, Physical, Communication, Social Skills, Behaviour and Health. They reflect the key areas of learning and development required for the participation and engagement of the child in the pre-school setting.

The profile begins with information about the general purpose of the Access and Inclusion Profile. It provides links to the Access and Inclusion Guidelines and links to AIM Informed consent. Under Parent and Child information it begins by asking for details relating to the child and the application. It is important that all sections of the profile are fully completed to gather sufficient information about the child. Direct contact details of the parents/ guardians/ carers must be included i.e. the pre-school contact details cannot be used for this purpose.

The Access and Inclusion Profile aims to capture information about the child's abilities in the following areas:

### 1. Physical

Describes the child's physical abilities under Gross Motor/Spatial Awareness, Fine Motor, Self Help Skills and Sensory Experiences.

### 2. Communication

Describes the child's communication abilities under Receptive Communication, Expressive Communication and information on any alternative communication systems used.

### 3. Social Skills and Behaviour

Describes the child's general social skills and behaviour describes the child's behaviour during a three hour pre-school session.

### 4. Health

Describes the child's health and additional care needs under Medical Healthcare Needs, Visual and Hearing Needs, and information on health services recommended and/or provided where the child has had an assessment carried out by a health professional.

Children with additional health care needs are defined as those who "have or are at increased risk of having a chronic physical, developmental, behavioural, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally" (Mc Pherson M, et al, Paediatrics, 1998).

For each section you will be able to record only one response under Never, Occasionally, Regularly and Frequently. *If you are unsure of any of the answers please try and answer with what you think most closely describes the child's abilities and needs in the pre-school environment.*

### 5. Additional Information

We would encourage you to provide any additional relevant information in the text box provided. In completing this section, please insert any information which would impact on or support the educators including your child in the pre-school. Think about arrivals/departures, the outdoors, transitions from one activity to another, mobility, feeding, toileting and whether or not the child is receiving funding or support from another agency.

This section also gathers information about the pre-school setting, specifically in relation to the strengths and capacity of the pre-school setting and the key issues on which they would welcome support from the early years specialists at level 4.

Completion of the Access and Inclusion Profile will require joint input from the parents/ guardians/ carers and the pre-school to ensure all sections are completed as accurately as possible.

## Submission of the Access and Inclusion Profile

When the Access and Inclusion Profile is completed, it should be submitted by pressing the **Submit** button. If you are unable to complete the Profile in one sitting, a draft can be saved by clicking on the **Save** button and then **Close**. Pre-school managers and parents/ guardians/ carers have a duty of care to ensure that accurate detailed and relevant information is provided. This will avoid unnecessary delay in processing the Access and Inclusion Profile. *Please note if using the online consent process the application for AIM will not be submitted until a parent/guardian/carer has selected a decision and clicked on the submit button.*

**Timeline:** Following a review of the information provided a member of the Better Start Access and Inclusion team will contact the pre-school within 4-6 weeks of submission. It can take between 4 to 12 weeks from the date of submission to when a decision is made about what supports your child will receive.

## Data Protection and Freedom of Information

Better Start (AIM) will ensure that its obligations under the Freedom of Information Act 2014 are implemented in full in respect of the services provided.

Better Start (AIM) will ensure that its obligations under the Data Protection Act 2018 and any other statutory provisions in respect of the protection, storage and release of data are implemented in respect of the services provided. The Grantee will ensure that all data of a sensitive nature relating to any parties concerned with these services will be stored in a secure manner.

## What to do if you have any queries

If you or the parents/ guardians/ carers have queries in relation to completing the Access and Inclusion Profile document, please contact [eypc@pobal.ie](mailto:eypc@pobal.ie) or 01 511 7222 8am to 6pm Monday to Friday.

## Access and Inclusion Model (AIM) - Informed Consent

**\*Please complete all sections requested below or the consent will be returned**

AIM is a national initiative that supports access and inclusion in the ECCE programme for children with a disability. AIM provides a range of targeted supports including educational advice (Level 4), collaboration with health professionals (Levels 5 and 6) and where necessary, supports for additional assistance in the pre-school room (Level 7). **AIM may where needed bring together relevant professionals working within Better Start Early Years Specialist Service, Health Service Executive or HSE Funded Agencies, Tusla, Pobal, Departments of Children, Equality, Disability, Integration and Youth; Education and Skills; Health, the National Council for Special Education or City and County Childcare Committees in order to access relevant information or advice to support a child.** Please read the AIM Privacy Statement and Access and Inclusion Profile Guidance in [Resource page on Early Years Hive](#).

We require your consent to gather and share information regarding your child with the relevant professionals named above. This will enable the Early Years Specialist and other professionals to support your child's inclusion in the pre-school for the duration of their ECCE registration and to plan for their transition to primary school. **This consent is valid for the duration of your child's enrolment in the ECCE programme, in the named setting.**

The information collected **will** include:

- Your child's personal information including PPSN, name, address, date of birth and gender
- Parent or Guardian or Carer names and contact details
- Information gathered through the Access and Inclusion Profile and/or capital application
- HSE or HSE funded healthcare professional or NCSE Visiting Teacher report for capital applications

The information collected **may** include:

- Health Assessment information, Assessment of Need summary report (if any)
- Information gathered through observation of your child in the pre-school setting
- Contact details of relevant health professionals involved with your child i.e. G.P. or Family Doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychologist, Pediatrician, Audiologist, other.

*Child's Name (block capitals)			
*Service Reference No.		*Pre-school Setting Name (block capitals)	

### Consent

I hereby give consent for information on my child;

- To be gathered by the Early Years Specialist Service and Pobal and shared with the relevant professionals under AIM who may be involved in provision of services and equipment for my child;
- For an Early Years Specialist observing and noting my child's learning experiences within the pre-school setting under AIM for the purpose of identifying necessary additional supports and the development of an Individual Access and Inclusion Plan for my child which will be used by their pre-school setting.
- To be gathered by health professionals on behalf of the HSE or HSE funded agencies as part of this process to be shared with relevant professionals as mentioned above to allow for the subsequent provision of service and equipment in ECCE programme for my child's access and inclusion.

*Parent 1 or Legal Guardian or Carer Name (block capitals)			
*Relationship to the Child (block capitals)			
*Parent 1 or Legal Guardian or Carer Signature		*Date	

**Parent 2 or Legal Guardian or Carer Name* (block capitals)			
**Relationship to the Child* (block capitals)			
**Parent 2 or Legal Guardian or Carer Signature*		Date	
<i>**if a second parent or legal guardian or carer is available to sign</i>			

**Please Note:** A Parent or Legal Guardian or Carer may withdraw their consent at any time, please see **Privacy Statement**.  
All records and data will be processed in compliance with GDPR.

## Access and Inclusion Profile

The Access and Inclusion Profile should be completed by the Pre-school Provider or Key Person in consultation with the child's Parent/Guardian/Carer and submitted along with the completed Informed consent through Hive. Before you complete the Access and Inclusion Profile, please ensure that you are familiar with the information outlined in the guidance document and have completed the informed consent. Please ensure that all sections of the Access and Inclusion Profile are fully completed. If the child has not yet started pre-school answers can be based on information provided by the Parent/Guardian/Carer from the home environment.

### Step 1 – Information

#### AIM 4 Information

#### ECCE Access and Inclusion Profile

##### The purpose of the Access and Inclusion Profile is:

- To assist the service provider, in partnership with the parent/ guardian/ carer, to ascertain a child's abilities and needs in order to support them to fully participate and access the ECCE programme.
- To assist the service provider, in partnership with the parent/ guardian/ carer, to ascertain the setting's strengths and challenges in supporting the child to fully and meaningfully access and participate in the ECCE programme.
- To identify the need for expert educational advice and support enabling the Early Years Specialists (Access and Inclusion) to prioritise their response.
- To guide the Early Years Specialist and setting, in supporting the child's participation and access to the ECCE programme.
- To assist in identifying if any additional support may be needed to enable the child's participation in the ECCE setting (Level 4-7).

Completion of the Access and Inclusion Profile will require joint input from the parents/ carers/ guardians and the pre-school in order to ensure all sections are completed as accurately as possible.

Before you begin completing the profile both parent/ guardian/carer and pre-school provider/ key person must read the [Access & Inclusion Profile Guidelines](#).

Additionally, the parent/ guardian/ carer is asked to print off and read the [AIM Informed Consent](#) form. As part of AIM support, parental consent is required to share information regarding their child with relevant professionals in order to prepare and plan for the child's inclusion in the pre-school setting.

<b>Programme Call</b>

## Step 2 – Parent Child information

Parent / Legal Guardian / Carer 1	
Name	
Relationship with the child	
Address	
Contact Number	
Email	

Parent / Legal Guardian / Carer 2	
Name	
Relationship with the child	
Address	
Contact Number	
Email	

Child Information	
First name	
Last name	
Child's Date of birth	
Child Identification	PPSN
Child's PPSN	
Child's gender	
ECCE Start Date <i>This should be the start date in the ECCE year that you are requesting the AIM support for.</i>	
Planned number of days	
Exemption code <i>Please provide exemption code given to you by the Department of Children, Equality, Disability, Integration and Youth only if child's age is outside the age allowed for ECCE start date provided.</i>	

Parental Consent	
Parental Consent Type	<a href="#">Document Upload Parent Consent</a>

AIM Informed Consent form fully completed, signed and dated by the parent/legal guardian/carer <i>Download <a href="#">AIM Informed Consent</a> template</i>	
Document	<input type="button" value="Choose File"/> No file chosen

### Step 3 – Physical

#### PHYSICAL

For each item, please think about the child’s current abilities and development. For each item, mark the box for Never, Occasionally, Regularly, or Frequently. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give the answer that most closely describes the child’s abilities and needs, based on your experience with them.

**Never:** this does not happen during any session (a session is a 3 hour period in the pre school setting).

**Occasionally:** this happens once a session or less (this support is usually managed by the setting).

**Regularly:** this happens several times during each session.

**Frequently:** this happens continuously throughout a session.

Gross motor planning / Spatial awareness	Never	Occasionally	Regularly	Frequently
Can stand without support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can sit without support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can walk independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can run independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can jump independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can move without the use of an aid (e.g.) walking frame, wheelchair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has good balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can transfer and position themselves without support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can move safely around the pre school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fine motor planning (manipulating tools and materials)	Never	Occasionally	Regularly	Frequently
Can grip large items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can pick up small items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can stack blocks independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in mark-making activities such as colouring, painting, chalking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-help skills	Never	Occasionally	Regularly	Frequently
Can use the toilet independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can dress and undress independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can eat finger foods independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can eat using a spoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can drink independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sensory Experiences	Never	Occasionally	Regularly	Frequently
Enjoys tactile (touch) stimuli (e.g. water, paint, sand)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copes well with auditory (noise) stimulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copes well with visual stimulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Step 4 – Communication

### COMMUNICATION

For each item, please think about the child’s current abilities and development. For each item, mark the box for Never, Occasionally, Regularly, or Frequently. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give the answer that most closely describes the child’s abilities and needs, based on your experience with them.

**Never:** this does not happen during any session (a session is a 3 hour period in the pre school setting).

**Occasionally:** this happens once a session or less (this support is usually managed by the setting).

**Regularly:** this happens several times during each session.

**Frequently:** this happens continuously throughout a session.

Receptive	Never	Occasionally	Regularly	Frequently
Responds to his/her name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands simple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can understand non-verbal means of communication such as facial expressions and gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expressive	Never	Occasionally	Regularly	Frequently
Initiates communication with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with his/her peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can make his/her needs known verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can use gestures/sign language to get his/her needs met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a range of speech sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate vocabulary for age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses simple sentence structures (e.g. word order, verb tenses, pronouns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tells stories/asks questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks clearly and can be understood by unfamiliar people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication Tools	Yes	No
<i>Please select if the child uses any of the following forms of communication tools</i>		
PECS (Picture Exchange Communication System)	<input type="checkbox"/>	<input type="checkbox"/>
Recorded speech device	<input type="checkbox"/>	<input type="checkbox"/>
Voice amplification system	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

## Step 5 – Social Skills & Behaviour

### Social Skills and Behaviour

For each item, please think about the child's current abilities and development. For each item, mark the box for Never, Occasionally, Regularly, or Frequently. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give the answer that most closely describes the child's abilities and needs, based on your experience with them.

**Never:** this does not happen during any session (a session is a 3 hour period in the pre-school setting).

**Occasionally:** this happens once a session or less (this support is usually managed by the setting).

**Regularly:** this happens several times during each session.

**Frequently:** this happens continuously throughout a session.

Social Skills	Never	Occasionally	Regularly	Frequently
Forms friendships with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows affection for friends without prompting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes turns in games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows concern for a crying friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the idea of "mine" and "his" or "hers"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows a wide range of emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays with a variety of toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in pretend play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in group learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Behaviour	Never	Occasionally	Regularly	Frequently
Can manage his/her emotions appropriately for their stage of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can cope with small changes in routines/staff/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays positively with his/her peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses positive strategies to resolve conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can concentrate on an activity of interest for 10-15 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears comfortable in the pre-school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays purposefully in the indoor and outdoor learning environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts inputs from adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows familiar routines and instructions with ease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the materials and resources in the learning environment appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Step 6 – Health

<b>Health</b> <i>This describes the child's health and additional health care needs.</i>	<b>Yes</b>	<b>No</b>
Does your child have any medical healthcare needs?	<input type="checkbox"/>	<input type="checkbox"/>
Will your child need to take medication during their ECCE session?	<input type="checkbox"/>	<input type="checkbox"/>
Does your pre-school setting have a policy on administering medicines?	<input type="checkbox"/>	<input type="checkbox"/>
Have staff in your pre-school setting been trained to administer medicines?	<input type="checkbox"/>	<input type="checkbox"/>
Is training available from the child's health professional if required?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Visual</b>	<b>Normal vision</b>	<b>Moderate visual impairment</b>	<b>Severe visual impairment</b>	<b>Blindness</b>
Indicate the child's visual ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Hearing</b>	<b>Normal hearing</b>	<b>Slight/mild hearing loss</b>	<b>Moderate hearing loss</b>	<b>Severe hearing loss</b>	<b>Profound hearing loss</b>
Indicate the child's hearing ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Health Services</b>	<b>Yes</b>	<b>No</b>
Has the child had an assessment carried out by a health professional?	<input type="checkbox"/>	<input type="checkbox"/>

<i>Where your child has had a Health Assessment, please specify the health supports that have been recommended, provided or are awaiting and the relevant contact details for these services.</i>	<b>N/A</b>	<b>Recommended</b>	<b>Provided</b>	<b>Awaiting</b>
Occupational therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech and language therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physiotherapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paediatric Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other health supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Additional information if any of the above is known:**

<b>Occupational Therapy professional contact details (leave blank if N/A):</b>	
Contact Name	
Phone Number	
Email Address	
Contact Address	

<b>Speech and Language professional contact details (leave blank if N/A):</b>	
Contact Name	
Phone Number	
Email Address	
Contact Address	

<b>Physiotherapy professional contact details (leave blank if N/A):</b>	
Contact Name	
Phone Number	
Email Address	
Contact Address	

<b>Psychology professional contact details (leave blank if N/A):</b>	
Contact Name	
Phone Number	
Email Address	
Contact Address	

<b>Paediatric Services professional contact details (leave blank if N/A):</b>	
Contact Name	
Phone Number	
Email Address	
Contact Address	

<b>Social Work professional contact details (leave blank if N/A):</b>	
Contact Name	
Phone Number	
Email Address	
Contact Address	

<b>Other - Please provide a description of the other health supports that have been recommended or provided. (leave blank if N/A):</b>	
Contact Name	
Phone Number	
Email Address	
Contact Address	

## Step 7 – Additional Information

### Additional Information

If there is any additional information about your child that you would like to share with us , please do so in the space provided

<b>Pre-school setting</b> <i>The following questions aim to capture information about the pre-school setting.</i>	<b>Yes</b>	<b>No</b>
Is the indoor learning environment safe and fully accessible in relation to this child's needs?	<input type="checkbox"/>	<input type="checkbox"/>
Is the outdoor learning environment safe and fully accessible in relation to this child's needs?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Please attach any supporting documentation (e g . HSE reports) - optional</b>
Document <input type="button" value="Choose File"/> No file chosen

<b>Privacy &amp; Consent</b>	
<input type="checkbox"/>	I confirm that the AIM Informed Consent form has been fully completed, signed and dated by the parent/legal guardian/carer and attached to this application.
<input type="checkbox"/>	I confirm that both the parent/legal guardian/carer and the pre-school manager/key worker have read the guidance document <a href="#">Access &amp; Inclusion Profile Guidelines</a>
<input type="checkbox"/>	I confirm that both the parent/legal guardian/carer and the pre-school manager/key worker have read the <a href="#">AIM Privacy Statement</a> and that the pre-school manager/key worker are aware of their obligations under the Data Protection Acts.

<input type="checkbox"/>	Would you like to create an AIM Level 7 application?
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### Notification of Receipt of the Access and Inclusion Profile

Thank you for taking the time to complete the Access and Inclusion Profile. The information you have provided will now be sent to the Better Start AIM Team, who will review the information provided and contact the pre-school setting in due course. You can expect a response within 4-6 weeks from the date of submission of the Access and Inclusion Profile.