



AIM



ACCESS &
INCLUSION MODEL

My Inclusion Plan

Supporting Children's Access and Participation
in Early Learning & Care Settings

My Inclusion Plan – Guidelines

Overview:

This Inclusion Plan is a document to guide Early Years Educators¹ in planning and assessing. The Inclusion Plan has been developed to outline actions, adaptations and additional assistance that may be required to ensure children's inclusion in Early Learning and Care (ELC) Settings. The plan is developed by the Early Years Educators working with the child, in partnership with the child's parent/guardian or carer and in consultation with relevant professionals working with the child. A Better Start Early Years Specialist can provide educational advice and mentoring to support the development of the plan.

Purpose:

The Access and Inclusion Model (AIM) is a model of supports designed to ensure that children with disabilities can access their ELC setting and their Early Childhood Care & Education (ECCE) programme. Its goal is to empower ELC settings to deliver an inclusive early years' experience to children. The purpose of the plan is to support individual children's transition into the ELC setting, their meaningful participation and transitions over the duration of their 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 to supplement the documentation that is already in place to inform curriculum planning.

The AIM Level 4 educational advice and mentoring process between the Early Years Specialist and ELC settings, guides Early Years Educators to identify and develop goals that can be documented and reviewed through the plan. The plan will be used by the ELC setting to document the child's strengths and abilities and to respond in an inclusive way to the child's needs. Other relevant supports may also be documented:

- AIM Level 5 (Equipment, Appliances and Minor Alterations Capital Grant)
- AIM Level 6 (Therapeutic Intervention)
- AIM Level 7 (Additional Assistance)

¹ The term Early Years Educator refers to the Early Learning and Care Educator, key person and/or Inclusion Coordinator working with the child in the setting.

The Inclusion Plan

The Inclusion Plan can be used by the Early Years Educators to guide planning, assessing, and documenting for the child's access and participation throughout their ECCE enrolment and will remain in the ELC setting. The plan and any supporting documentation can be stored with the child's learning journal in a private and secure place within the learning environment until such time that the child transitions to primary school or another setting.

Currently Early Years Educators develop learning records to inform and progress the next steps in the child's learning and experiences in the ELC setting. This plan can be used in addition to the planning and assessment methods already in place in the learning environment and can be used by the Early Years Educators in consultation with the Early Years Specialist and other key people in the child's life. This will enable Early Years Educators, in consultation with parents to continually plan for and reflect on the child's meaningful participation in their ELC setting.

Pages within the plan can be used collectively or individually and duplicated where necessary. The Early Years Educator can also reflect the voice of the child throughout by adding the child's own images, drawings and/or statements in relation to their plan.

1. Key Relationships

This section outlines the people who are involved in the child's ELC setting. The plan recognises the importance of the relationship between the parent, the Early Years Educators, the Early Years Specialist, and other professionals working collaboratively in supporting the child's access and participation. The Early Years Educator will record the name and the contact details of the key people who are involved with the child's participation in their ELC setting and their ECCE programme.

2. Communication Record

This section is used by the Early Years Educator to record contact between the people who have input into the development and implementation of the plan. In a busy ELC environment, this will be a useful tool for keeping track of meetings, phone conversations, and emails that may occur in relation to the child. Communication may be with parents, health professionals, shared ELC placements, Early Years Specialists, Visiting Teachers, and any other relevant stakeholders.

3. Transitions into the Early Learning and Care setting - Signposts for Reflection

This page identifies signposts to plan for the child's transition into and within the ELC setting. It guides the Early Years Educator to gather and share information and to build partnerships between the child, parents, health professionals and ELC settings.

4. The Voice of the Child

This page guides the Early Years Educators and parents to gather information about the child, which can frame the development of goals and inform how best to support the child's access and participation. As the child progresses through the ECCE programme, their strengths and interests may change, therefore ongoing observation and reflection is essential in planning for the child's meaningful participation. The Early Years Educator can update this resource and amend it throughout the duration of the child's ECCE placement to inform other areas of the plan if needed. The child may wish to add their own images or drawings and/or the Early Years Educators can record the child's comments/statements on this page of the plan.

5. Goal Planner

The information on key relationships and the voice of the child will inform the development of individual goals to enhance the child's access, participation, and support in the ELC setting. Some goals may be specific to the child's health or access needs as advised by health professionals.

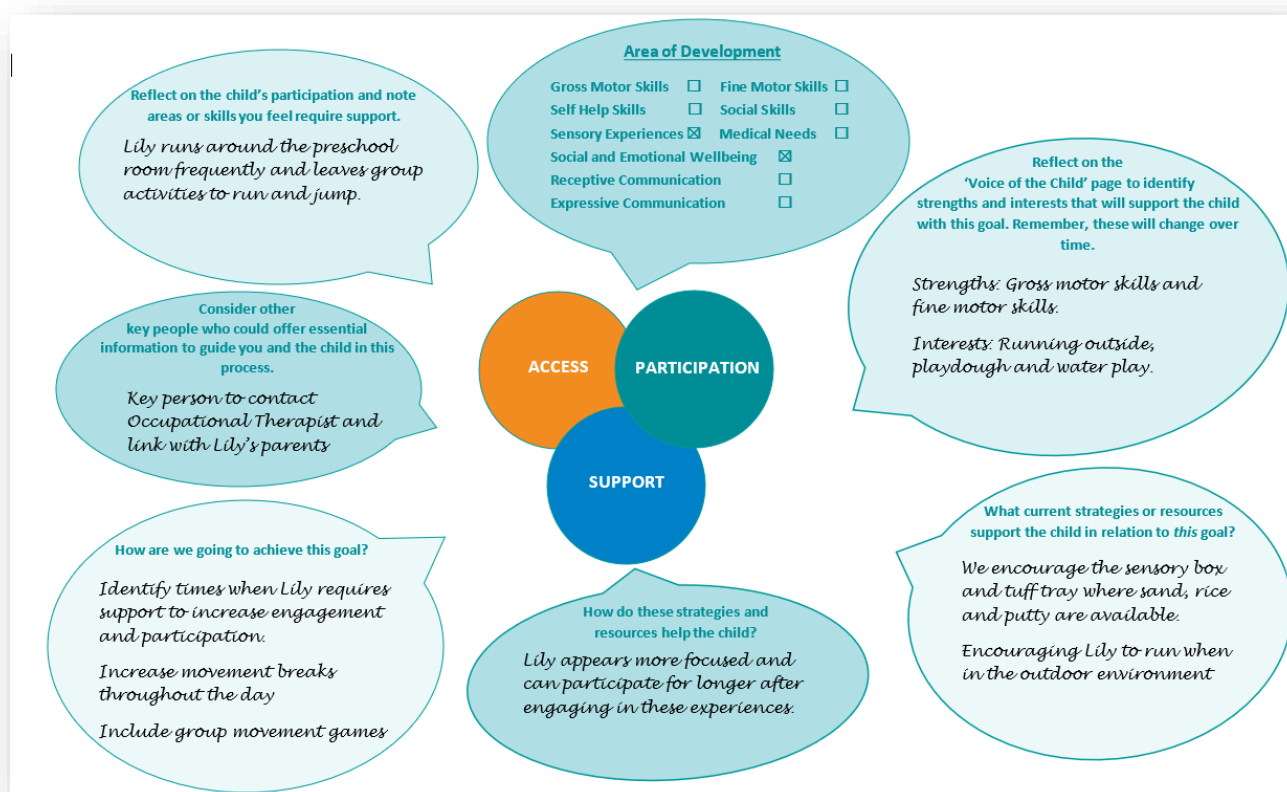
Access: means providing access to a wide range of activities and environments for every child by removing physical and social barriers and offering multiple ways to promote learning and development.

Participation: means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.

Supports: refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to ensure high quality inclusion (NAEYC, 2009).

The goal process is framed by the goal planner, goal record and goal reflection. These interlinked resources provide a basis where Early Years Educators and the Early Years Specialist can reflect on, identify and develop child-centred targeted and universal goals, linked to the Aistear Síolta Practice Guide.

The Early Years Educator can use the goal planner to plan, document and reflect on goals to support the child's participation, based on their own observations. The goal planner can also be used in collaboration with the Early Years Specialist, parents or other professionals. Please see a Sample Goal Planner below:



Area of Development

Gross Motor Skills <input type="checkbox"/>	Fine Motor Skills <input type="checkbox"/>
Self Help Skills <input type="checkbox"/>	Social Skills <input type="checkbox"/>
Sensory Experiences <input checked="" type="checkbox"/>	Medical Needs <input type="checkbox"/>
Social and Emotional Wellbeing <input checked="" type="checkbox"/>	Receptive Communication <input type="checkbox"/>
Expressive Communication <input type="checkbox"/>	

ACCESS **PARTICIPATION**
SUPPORT

Reflect on the child's participation and note areas or skills you feel require support.
Lily runs around the preschool room frequently and leaves group activities to run and jump.

Consider other key people who could offer essential information to guide you and the child in this process.
Key person to contact Occupational Therapist and link with Lily's parents

How are we going to achieve this goal?
*Identify times when Lily requires support to increase engagement and participation.
Increase movement breaks throughout the day
Include group movement games*

How do these strategies and resources help the child?
Lily appears more focused and can participate for longer after engaging in these experiences.

Reflect on the 'Voice of the Child' page to identify strengths and interests that will support the child with this goal. Remember, these will change over time.
*Strengths: Gross motor skills and fine motor skills.
Interests: Running outside, playdough and water play.*

What current strategies or resources support the child in relation to this goal?
*We encourage the sensory box and tuff tray where sand, rice and putty are available.
Encouraging Lily to run when in the outdoor environment*

6. Goal Record

This page documents the specific actions that were identified in the 'Goal Planner' section and allows the Early Years Educators to link the goal to the Pillars of Practice in the Aistear Síolta Practice Guide accessible at <https://www.nurturingskills.ie/aistear-siolta-practice-guide/>. Goals developed with an Early Years Specialist can be accessed on HIVE, printed and attached here in the child's inclusion plan.

7. Goal Reflection

This page is used to guide collaborative reflection between those involved in the development of the goal. It also documents the child's progress in relation to each goal. This reflection builds on partnership with parents and other key people involved in planning for and supporting the child's meaningful participation in the ELC setting.

8. Planning for Transitions into Primary School

This page identifies signposts to plan for the child's transition into primary school or another setting. It prompts the Early Years Educator to identify when planning for the transition should commence as well as organise, gather information between the child, parents, health professionals and the ELC settings.

"Mo Scéal – Moving from Pre-school to Primary" is a template document developed by the NCCA to help tell the story of the child's learning and development from pre-school to primary. This transition into primary school section can be used to help complete Mo Scéal at the point when the child is transitioning into primary school. [Link to Mo Scéal](#)

9. The Voice of the Child – Transitions to Primary School

This section enables the service to plan and collaborate with all relevant key people to prepare for the child's transitions from their ELC setting to primary school. With parental consent, this resource can be added to Mo Scéal and shared with the child's primary school.

10. Parental Consent and Signature if Sharing Information

The parental consent template can be used when sharing any information from My Inclusion Plan with other stakeholders. For example, when sharing 'The Voice of the Child- Transition to Primary School' with the principal and class teacher of the child's primary school during transition planning.



My Inclusion Plan

Child's Name:

Supporting Children's Access and Participation
in Early Learning & Care Settings

1. My Key Relationships...

Record the name and the contact details of the key people who can support my participation in my ELC setting

Parents or Guardians...

Name/s:

My Early Learning and Care Setting...

Manager:

Key Person/s:

INCO:

Other people who help me and their contact details

Early Years Specialist

N: _____ T: _____ @: _____

Psychologist

N: _____ T: _____ @: _____

Speech and Language Therapist

N: _____ T: _____ @: _____

Occupational Therapist

N: _____ T: _____ @: _____

Physiotherapist

N: _____ T: _____ @: _____

Paediatrics

N: _____ T: _____ @: _____

HSE Key Contact Person

N: _____ T: _____ @: _____

NCSE Visiting Teacher

N: _____ T: _____ @: _____

Social Worker

N: _____ T: _____ @: _____

Other People who help me

N: _____ T: _____ @: _____

2. Communication Record

Meetings, visits, or calls conducted with the Inclusion Coordinator (INCO) or Early Years Educator. This communication may include persons identified in Key Relationships (Section 1).

Date:	Recorded by:
People Involved:	
Summary:	
Follow up actions:	

Date:	Recorded by:
People Involved:	
Summary:	
Follow up actions:	

Date:	Recorded by:
People Involved:	
Summary:	
Follow up actions:	

3. Transition into the Early Learning and Care setting – Signposts for Reflection

Reflect and gather more information about the child to plan for their transition into the ELC setting.

Planning:	Notes and Actions:
The Aistear Síolta Practice Guide Self-Evaluation Tool on Supporting Transitions can help plan for the child's transition into and within ELC Supporting Transitions Self-Evaluation Tool	
Provide an information booklet about your setting to parents/guardian. This may include information about the daily routine and learning experiences.	
Arrange a meeting with parents to discuss the profile submitted and the supports required for the child's transition into ELC.	
If required, identify Health Professionals working with the child.	
Is AIM Level 5 (equipment and minor alterations) required?	
Let's Get Ready:	Notes and Actions:
Contact your Early Years Specialist to discuss the transition plans for the child.	
Begin to develop resources such as social stories, videos of the setting, specific strategies to support the child's transition to ELC.	
Begin to develop a goal to support transitions into ELC.	
Let's Go!	Notes and Actions:
Use the resources identified in your goal to support the child's transition.	
Review and adapt the goal as the child progresses during their transition into ELC. Involve the parents and the Early Years Specialist in the review process.	

4. The Voice of the Child

**What I would like
you to know
about me...**

My Strengths - This is what I can do...

My Communication - I interact by...

My Interests - I like...

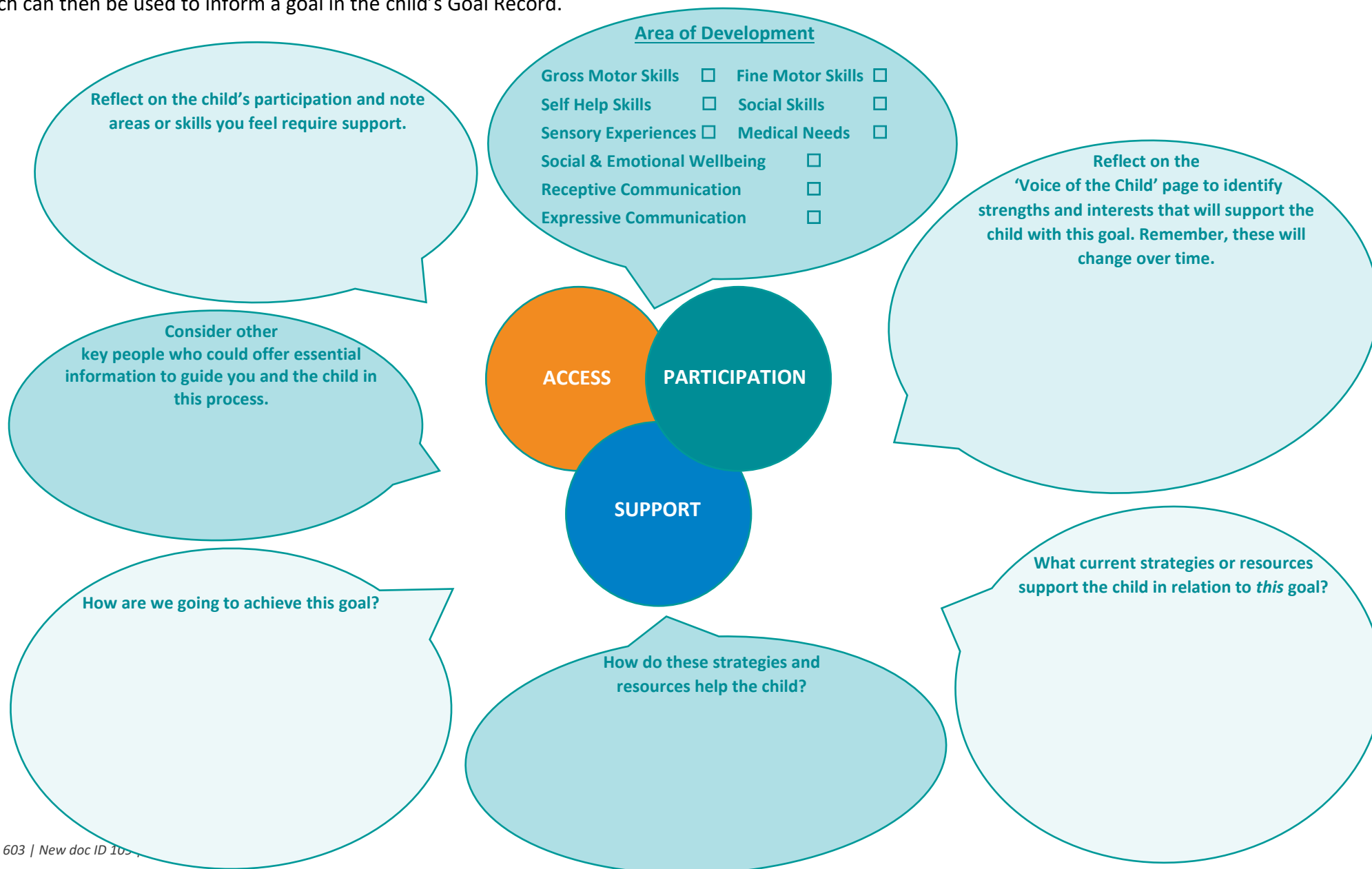
I need support with/when...

You can support me by...

Date completed:

5. Goal Planner

This Goal Planner offers reflective questions that will support the planning and development of goals. Space is available on this page to make notes if needed, which can then be used to inform a goal in the child's Goal Record.



The diagram consists of a central Venn diagram with three overlapping circles labeled **ACCESS** (orange), **PARTICIPATION** (teal), and **SUPPORT** (blue). Surrounding this central hub are six light blue speech bubble shapes, each containing a reflective question. At the top, a light blue oval contains a checklist titled 'Area of Development' with categories: Gross Motor Skills, Self Help Skills, Sensory Experiences, Social & Emotional Wellbeing, Receptive Communication, Expressive Communication, Fine Motor Skills, Social Skills, and Medical Needs, each followed by a checkbox.

Area of Development

Gross Motor Skills	<input type="checkbox"/>	Fine Motor Skills	<input type="checkbox"/>
Self Help Skills	<input type="checkbox"/>	Social Skills	<input type="checkbox"/>
Sensory Experiences	<input type="checkbox"/>	Medical Needs	<input type="checkbox"/>
Social & Emotional Wellbeing	<input type="checkbox"/>		
Receptive Communication	<input type="checkbox"/>		
Expressive Communication	<input type="checkbox"/>		

Reflect on the child's participation and note areas or skills you feel require support.

Consider other key people who could offer essential information to guide you and the child in this process.

How are we going to achieve this goal?

How do these strategies and resources help the child?

Reflect on the 'Voice of the Child' page to identify strengths and interests that will support the child with this goal. Remember, these will change over time.

What current strategies or resources support the child in relation to *this* goal?

6. Goal Record

This Goal Record can be used to record a goal for the child and supports the Early Years Educator to link the goal to the Aistear and Síolta

Goal Title: *What do we want to achieve?*

Actions: *How will we achieve our goal?*

Resources:

People Involved:

Date goal developed:

Goal developed by:

Goals developed with an Early Years Specialist can be accessed on HIVE, printed and attached here.

7. Goal Reflection

This page can be used to review and reflect on each goal developed for the child.

1. What progress has been made in achieving this goal?

2. Which strategies worked well?

3. What feedback have other key people provided to you in relation to this goal? This can include parents, other Early Years Educators, the Early Years Specialist, and healthcare professionals.

4. Does the goal need to be adapted to further support the child? If so, how can it be extended on? Use the goal planner to help develop new goals.

8. Planning for Transitions into Primary School

Transition planning typically commences during year two of ECCE. This page identifies signposts to plan for this transition. This template can also help complete “Mo Scéal – Moving from Pre-school to Primary” at the point when the child is transitioning to Primary School. [Link to Mo Scéal](#)

Child's Name:	
Name of Early Years Educator/Key Person/s/Inclusion Coordinator supporting the child's transition:	
Name of Primary School and Contact Details:	
Name of Infant Class Teacher (if known):	
Name of Special Educational Officer (SENO):	

Planning	Notes and Actions:
1. Consider the time of year to start transition planning. This will depend on the individual needs of the child.	
2. Review The Aistear Síolta Practice Guide Self Evaluation Tool on Supporting Transitions to plan for the transition Link here.	
3. Review <i>Mo Scéal</i> - Moving from Pre-school to Primary templates Link here.	
4. Discuss with parents/guardians: <ul style="list-style-type: none"> The Voice of the Child – Transition to Primary School Template. Relevant reports that may be helpful when planning the child's transition to Primary School If contact with a Special Educational Needs Organiser (SENO) is required. NCSE Regional Services Contact List 	
5. Identify with the parent/guardian: <ul style="list-style-type: none"> AIM Level 5 equipment that needs to be transferred to the primary school. Professional Reports and up to date care plans that need to be shared with the primary school. 	

Let's Get Ready	Notes and Actions:
1. Discuss and Identify goals specific to the child's transition into primary school with the Early Years Specialist, the child's parent/guardian and any other relevant professionals.	
2. Begin to develop and use resources such as social stories, videos of the school layout/new teacher, and school-related props to support transitions into primary school.	
3. Identify goals that may be relevant to share with the primary school.	

Let's Go!	Notes and Actions:
1. Complete the Voice of the Child – Transition to Primary School Template. 2. Level 5 Equipment: Liaise with parents and relevant Health Professional/Visiting Teachers to ensure the Change of Ownership form is completed, where necessary. 3. Identify documents that the parents have consented to share with the Primary School: <ul style="list-style-type: none"> Mo Scéal – Moving from Pre-school to Primary My Inclusion Plan - Voice of the Child - Transition into Primary School Relevant Goals Professional Reports that may be helpful. Other 	

9. The Voice of the Child - Transition into Primary School

Information gathered in this Voice of the Child template can supplement Mo Scéal – Transition from Pre-school to Primary templates [Link here.](#)

What I would like
you to know
about me...

My Strengths and Interests - This is what I can do and what I like to do...

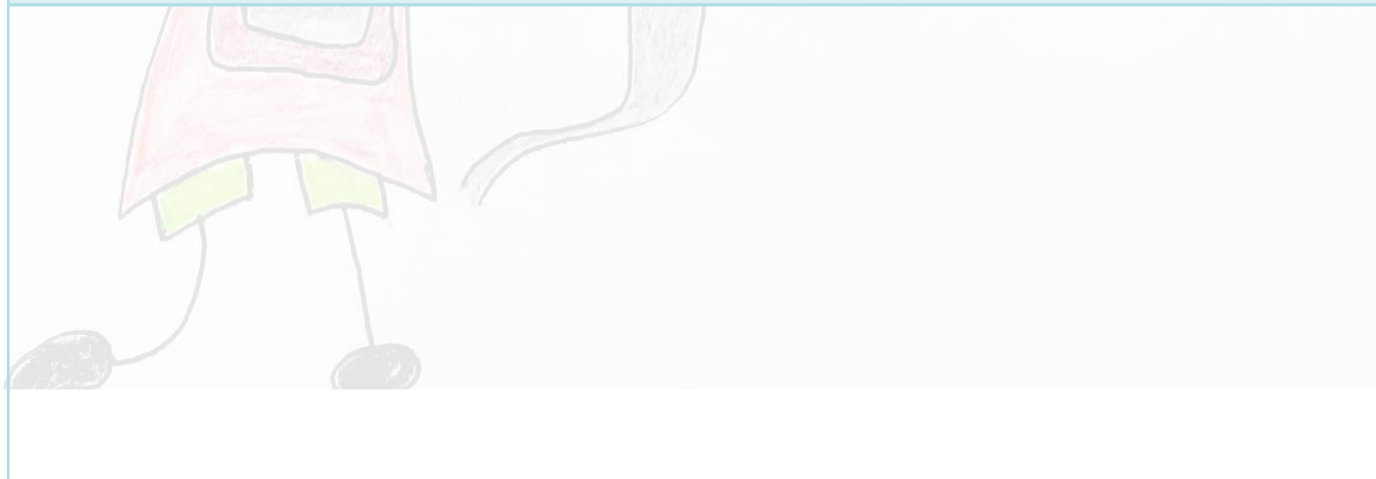


My Communication - I interact by...

I need support with/when...



You can support me by...



Date completed:

10. Parental consent and signature if sharing information

Child's Name:

I/We provide consent for the information in this Plan to be shared with other ELC settings, Primary School, Pobal, or the National Council for Special Education in order to support my/our child's inclusion in their ELC setting and their transition to primary school.

- ❖ Mo Scéal – Moving from Pre-school to Primary ☐
- ❖ My Inclusion Plan - Voice of the Child - Transition into Primary School ☐
- ❖ Relevant Goals ☐
- ❖ Professional Reports ☐
- ❖ Other ☐

Parent/Guardian 1

Name:

Relationship to child:

Signature:

Date:

Parent/Guardian 2 (Optional)

Name:

Relationship to child:

Signature:

Date:
