

Level 4

Supporting Access to the ECCE Programme for Children with a Disability

Access and Inclusion Profile



Forbairt Cáilíocht
Luathbhlianta Náisiúnta
National Early Years
Quality Development



Overview

Siolta 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 Siolta Practice Guide, 2015).

Better Start (Access & Inclusion) is part of a Department of Children and Youth Affairs national initiative aiming to support access to the ECCE programme for children with a disability. Early Years Specialists (Access and Inclusion) 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 year's practitioners 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 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)

The information documented in the Access and Inclusion Profile:

- Should be informed by the Parent/ Guardian/ Carer, the Preschool Manager or Key Worker and any other relevant professionals who work with the child e.g. Early Intervention Team, G.P., Paediatrician or Social Worker.
- Will inform the allocation of expert educational advice and support from the Early Years Access and Inclusion Team.
- 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 Access and Inclusion Plan for the child within their pre-school setting.

Individual Access and Inclusion Plan

The purpose of the Individual Access and Inclusion Plan is to support the development of enriched learning environments to support all children's participation in the ECCE setting. Where relevant it will inform implementation of planned Early Intervention (EI) programmes, where appropriate to enhance the child's participation, learning and development'. This plan should include:

- Relevant information from the child and their family
- Information from relevant professionals who work with the child
- The child's strengths and interests
- A list of goals and actions to enable the child to fully and meaningfully participate in and access the ECCE programme. This may include goals specifically for the setting or the child which relate to the curriculum under areas of practice such as the environment, interactions, play, transitions, partnership with the Parent/ Legal Guardian/Carer or planning and assessing using Aistear's themes¹
- Additional training or support needs for practitioners to enable them to support the child to fully participate in the pre-school setting and in the curriculum.
- Information which will support the child when they are moving onto primary school.
- A timeline and process for review.

Data Protection and Freedom of Information

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

Better Start (Access and Inclusion) will ensure that its obligations under the Data Protection Acts 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.

¹ The Aistear Síolta Practice Guide provides resources and examples of good practice, linking the Síolta and Aistear frameworks.



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 and Youth Affairs; 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.**

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 his or her ECCE registration and to plan for his or her 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 DES Visiting Teacher AIM Report for the pre-school setting and/or 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
- 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)			
* DCYA 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 the assessment and subsequent 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 services and equipment for my child;

*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	

***if a second parent or legal guardian or carer is available to sign*

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 Manager or Key Worker, in consultation with the child's Parent/Guardian/Carer. 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.

Date of Application	
Start date for Pre-school	
Planned Number of Days at Pre-School	
Child's Name	
Child's Date of Birth	
Child's Gender	
Parent/ Legal Guardian/Carer ¹ Name	
Parent/ Legal Guardian/Carer ¹ Contact Number	
Parent/ Legal Guardian/Carer ¹ Email	
Parent/ Legal Guardian/Carer ¹ Address	
Parent/Legal Guardian/Carer ² Name	
Parent/Legal Guardian/Carer ² Contact Number	
Parent/Legal Guardian/Carer ² Email	
Parent/ Legal Guardian/Carer ² Address	
Pre-school Name	
Pre-school Address	
Pre-school DCYA Reference	
Pre-school Manager's Name	
Pre-school Contact Number	
Pre-school Email	

(1) Physical

This describes the child's physical abilities.

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

	Never	Occasionally	Regularly	Frequently
Gross Motor Planning/ Spatial Awareness				
Can stand without support				
Can sit without support				
Can walk independently				
Can run independently				
Can jump independently				
Can move with the use of an aid (e.g. walking frame, wheelchair)				
Has good balance				
Can transfer and position themselves without support				
Can move safely around the pre-school environment				
Fine Motor Planning				
Can grip large items				
Can pick up small items				
Can stack blocks independently				
Engages in mark-making activities such as colouring, painting or chalking				
Self-help skills				
Can use the toilet independently				
Can dress and undress independently				
Can eat finger foods independently				

Can eat using a spoon				
Can drink independently				
Sensory Experiences				
Enjoys tactile (touch) stimuli (e.g. water, paint, sand)				
Copes well with auditory (noise) stimulation				
Copes well with visual stimulation				

(2) Communication

This describes the child's communication abilities

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

	Never	Occasionally	Regularly	Frequently
Receptive Communication				
Responds to his/her name				
Understands simple instructions				
Can understand non-verbal means of communication such as facial expressions and gestures				
Expressive Communication				
Initiates communication with adults				
Initiates communication with his/her peers				
Can make his/her needs known verbally				
Can use gestures/sign language to get his/her needs met				
Uses a range of speech sounds				
Uses appropriate vocabulary for age				
Uses simple sentence structures (e.g. word order, verb tenses, pronouns)				
Tells stories/ asks questions				
Participates in conversations				
Speaks clearly and can be understood by unfamiliar people				

Please select if the child uses any of the following forms of communication tools

Type	
PECS (Picture Exchange Communication System)	Yes/No
Lámh, Irish Sign Language	Yes/No
Recorded speech device	Yes/No
Voice amplification system	Yes/No
Other (please specify in the text box provided)	

(3) Social Skills

This describes the child's social skills

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

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

(4) Behaviour

This describes a child's 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

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

(5) Health

This describes the child's health and additional health care needs.

Does your child have any medical healthcare needs? Please tick.	Yes/ No
If yes, please identify the medical healthcare needs.	
Will your child need to take medication during their ECCE session? Please tick.	Yes/No
If yes, please describe the medication your child will need to take and the details of the administration of this.	
Does your pre-school setting have a policy on administering medicines? Please tick.	Yes/No
Have staff in your pre-school setting been trained to administer medicines? Please tick.	Yes/No
Is training available from the child's health professional if required? Please tick.	Yes/No

Visual (Please tick)

Indicate the child's visual ability	Normal vision	Moderate visual impairment	Severe visual impairment	Blindness

Hearing (Please tick)

Indicate the child's hearing ability	Normal hearing	Slight/mild hearing loss	Moderate hearing loss	Severe hearing loss	Profound hearing loss

Where your child has had an assessment carried out by a health professional please indicate with a tick, from the list below what health services have been recommended and what health services are currently being provided as a result of the assessment.

Health Service	Non-applicable	Recommended	Provided
(1) Occupational therapy			
(2) Speech and language therapy			
(3) Physiotherapy			
(4) Psychology			
(5) Paediatric Services			
(6) Social work			
(7) Other health supports (please specify in the text box provided)			

Please indicate with a tick if you are awaiting services	Yes	No

Additional Information

Has the child had an assessment carried out by a health professional? <i>(Under the section "Service Requests" on PIP you may upload any supporting documentation to support the child's application)</i>	Yes	No

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

(6) Information about the pre-school setting

The following questions aim to capture information about the pre-school setting. Please tick.

Question	Answer
Does the ECCE setting have an Equality, Diversity and Inclusion Policy?	Yes/No
Is the indoor learning environment safe and fully accessible in relation to this child's needs?	Yes/No
Is the outdoor learning environment safe and fully accessible in relation to this child's needs?	Yes/No
Do all staff in the ECCE setting have a good understanding of child development and early learning?	Yes/No
Have any staff in the ECCE setting undertaken training in special education needs or disability?	Yes/No
Do you have a written policy on family involvement – e.g. open door policy, documented daily / weekly communication?	Yes/No
Is the curriculum for learning adapted to the learning interests and needs of all children?	Yes/No

Signature

Parent/ Legal Guardian/ Carer	
Date	
Pre-school Manager/ Key Worker	
Date	

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 Access and Inclusion 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.