

Guidance to complete the Action Plan for Inclusion

| | |
|---|----|
| Introduction | 2 |
| What is the Assess, Plan, Do, Review cycle? | 2 |
| The stages of the Graduated Approach cycle:..... | 3 |
| Assess | 3 |
| Plan | 3 |
| Do | 3 |
| Review | 3 |
| How to complete the plan..... | 4 |
| Section 1 | 4 |
| Child’s Areas of Need | 4 |
| Funding | 4 |
| Other Professionals and/or Services | 5 |
| Attendees..... | 5 |
| Date for review of the plan | 5 |
| Section 2 | 5 |
| Section 3 | 6 |
| Information about how to plan SMART targets or actions..... | 6 |
| Support needed by the child in the setting | 7 |
| Actions for the setting | 7 |
| Review of impact and progress | 8 |
| Next Steps | 8 |
| Section 3 Example..... | 9 |
| Section 4 | 10 |
| Reviewing the Action Plan..... | 10 |

Introduction

The Action Plan for Inclusion has been developed as a tool to support settings to plan any additional support for children within their setting. The tool should be used to supplement, rather than replace, other tools to be used by the setting for example One Page Profile and individual planning of a child's next steps in learning. This tool focusses on what needs to be put in place within the setting to support that child to be included and to make progress.

The Action Plan for Inclusion must be completed for any child where the setting is considering the need for additional funding. Settings may find this a useful tool to use to support the planning for children with SEND or other additional needs.

When submitting the Action Plan for Inclusion as part of an Inclusion Funding application, settings must evidence at least one full cycle of Assess, Plan, Do, Review. The actions must have been reviewed. Should a child have only just started at the setting, then the setting must make this clear in Section 2.

The setting should retain copies of all action plans completed as they may be used if the child goes on to need additional referrals or a formal assessment of need.

What is the Assess, Plan, Do, Review cycle?

It's essential there is no delay in making special educational provision. Early action is critical to a child's future progress.

Where you identify that a child has additional or special educational needs, you must work in partnership with the child's parents to establish the right level of support.

The Assess, Plan, Do, Review cycle (also known as the Graduated Approach) is designed to help you decide on the levels of support and type of action to be put in place for a children in your setting.

The stages of the Graduated Approach cycle:

Assess

The early years practitioner works together with a child's parents and the setting's SENCO to assess a child's needs. They should regularly assess the child to make sure the right support can be put into place.

Plan

The child's parents, key person and SENCO agree:

- outcomes they are seeking for the child
- strategies and support to be put in place
- how they expect the interventions to impact upon the child's progress
- a review date

Interventions should:

- be strategies and support provided by practitioners within the setting
- include a range of learning opportunities and differentiated activities to meet the outcomes identified for the child

Do

The practitioner, usually the child's key person, is responsible for supporting the child each day and putting in place the agreed interventions.

The setting's SENCO should:

- support the key person in assessing the child's response to the actions
- provide advice on how to put the interventions in place effectively

Review

The setting works with the child's parents to:

- review the child's progress in line with the agreed date
- evaluate the impact and quality of support
- agree any changes to the outcomes, depending on the child's progress

If outside professionals are involved they should also be invited to attend regular reviews alongside the parents.

How to complete the plan

The Action Plan for Inclusion document is a Microsoft Word form. You are only able to enter text, tick boxes, or enter dates where indicated on the form.

Section 1

The first section is used to record key information about the child and the meeting.

| Action Plan for Inclusion | |
|---|--|
| This plan should outline what needs to happen within the setting to enable the child to be included, have access to high quality learning experiences and make progress. Please ensure you are as detailed as possible. | |
| Photo of the child (optional) | Click or tap here to enter text. |
| Child's Name: | Click or tap here to enter text. |
| Child's DOB: | Click or tap to enter a date. |
| Child's area(s) of need: (tick all that apply) | <input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Medical |
| Is the child/family/setting already in receipt of Free Entitlement or any additional funding? (tick all that apply) | <input type="checkbox"/> 2 year old FE <input type="checkbox"/> 3 & 4 year old FE <input type="checkbox"/> Inclusion Funding <input type="checkbox"/> EYPP <input type="checkbox"/> Deprivation Supplement <input type="checkbox"/> DLA - Disability Living Allowance <input type="checkbox"/> DAF - Disability Access Fund <input type="checkbox"/> Other (please state what type of funding): |
| Is the child known to any other professionals or services? (Please list) | Click or tap here to enter text. |
| Setting name: | Click or tap here to enter text. |
| Key Person: | Click or tap here to enter text. |
| SENCO: | Click or tap here to enter text. |
| Start date at setting: | Click or tap here to enter text. |
| School start date: | Click or tap to enter a date. |
| Meeting Attendees: | Click or tap here to enter text. |

Child's Areas of Need

Please identify the child's primary area of need under the SEND Code of Practice categories. You may also wish to identify additional areas of need, but it is helpful to identify which is the primary area.

Funding

This section is to show the FE the child received and any additional funding, over and above FE, should be also be identified here. How any additional funding is used should be included in the action plan.

Other Professionals and/or Services

Here you should list any other professionals and services that the child is known to. For example; Speech and Lanaguage or Portage

Attendees

Alongside the relevant practitioners from the setting, it is crucial that the child's parents/carers are supported to attend and be actively involved in planning the support for their child. It is not essential to have an EYCA attend the meeting, but you may wish to consider which professionals you should invite to, or request information, from prior from the meeting in order to support planning.

Date for review of the plan

The plan should be a working document for the setting which is referred to and updated regularly. The plan should be reviewed with the parents/carers at least every term, but if there are significant changes to the provision needed for the child, you may wish to review the paperwork sooner.

Section 2

| | |
|----------------------------------|----------------------------------|
| What Is Working Well? | Click or tap here to enter text. |
| What Are We Still Worried About? | Click or tap here to enter text. |
| What Do We Need to Do Next? | Click or tap here to enter text. |

The Signs of Safety model is used to identify what is working well for the child, any worries and actions needed.

It is important that the meeting begins with an open, honest discussion that enables everyone to share their perspective on the child's strengths, areas of concern and any worries they may have. This will create a collective ownership and responsibility for the planning and actions that follow.

The child's voice should be included within this to ensure the experience and feelings of the child are understood.

Section 3

This section is the main action plan, please ensure all parts are completed in as much detail as possible. Remember before submitting this action plan for an inclusion funding application, you must complete one cycle of Assess (support needed) Plan (actions for the setting) Do (actions for the setting) and Review (review of impact and next steps).

Date of Action Plan: Click or tap to enter a date. Date for Review: Click or tap to enter a date. By whom: Click or tap here to enter text.

| Support needed by the child in the setting Please be specific | Actions for the setting - Who, what, where when? Please be specific | Review of impact and progress Please be as detailed as possible. | Next Steps |
|--|--|---|----------------------------------|
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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For Inclusion Funding, submit at least **one reviewed Action Plan with Next Steps** and one individual planning document. Providers must be able to evidence at least one Assess, Plan, Do, Review cycle.

Information about how to plan SMART targets or actions

The actions for the setting to put in place to support the needs of the child should be included in the action plan. The child's strengths and interests should inform the action planning. The action plan should be a working document to be used in the setting to ensure that the support for a child is planned and implemented effectively. The impact for the child should be reviewed regularly and, if needed, changes made to the plan. Parents should be made aware of changes and, if significant changes are needed, a review should be set up. A meeting with parents to review the action plan should be held at least termly.

The actions should be **SMART** – **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imebound.

You may find these documents helpful when thinking about setting SMART targets:

- [Planning SMART targets \(Cumbria County Council\) - PDF](#)
- [Guidance for writing clear targets \(Suffolk County Council\) - PDF](#)

Some actions may be short term – for example, supporting a child to settle in the setting - or longer term – for example, regular input to support the child to build relationships with peers. The detail of the next steps for the child will be included in the individual plan rather than this action plan, but it is important that this action plan outlines what needs to happen in a way that the implementation and the impact for the child can be measured.

For example, the child’s individual next steps might be “to begin to use 2 words in spoken language eg red bus, wet leaves” In the action plan, this would reflect how the adults would support this next step - “adults to model 2 word phrases when playing alongside”

Support needed by the child in the setting

Consider the elements of the child’s needs that make it difficult for the child to have access to all of the experiences offered to other children and the area of support needed by the child whilst in the setting. For some children, this information can be gathered before a child starts in the setting, or identified once the child is attending. As the child’s needs will change as the child develops, it is important that they are regularly reviewed and amended to reflect the child’s current support needs.

For example: ‘AB finds it hard to engage in adult led activities and is not yet able to access daily group times’

Actions for the setting

Outline exactly what will be put in place within the setting to support the child in order to remove or minimise the impact of the barrier identified. The actions need to specifically outline each action. For example:

- If the action is to provide a focused speech and language intervention, then it should outline how often this will happen and what the resources is eg a daily 10-minute activity.
- Rather than saying that a child needs an adult with them all of the time to support their safety. The actions should outline what task the adult will be supporting them with and how often this happens.

This is particularly important to support funding decisions.

For example: ‘GF to be with AB to support at these times – 10 mins each day. Sometimes give individual support, sometimes bring in another child and sometimes join small group for short period of time.’

Review of impact and progress

This column in the grid is used for the ongoing review of impact and progress. This is vital in ensuring the actions for the setting are making an impact in removing barriers to learning, actions that are not having the planned impact should be updated or removed with new actions identified.

Next Steps

This section should be explicit in the next steps the setting will be taking to support the child.

For example: *'GF to continue to support AB next term to engage in adult led activities and group times, this support will be steadily reduced as progress is made.'*

Section 3 Example

This example has been provided to support you in thinking about what to include in your action plan. This is only a guide and the actions you write will be unique to the child you are supporting and your setting.

Date of Action Plan:

Date for Review:

By whom:

| Support needed by the child in the setting Please be specific | Actions for the setting - Who, what, where when? Please be specific | Review of impact and progress Please be as detailed as possible. | Next Steps |
|--|--|---|--|
| KP is not yet able to access daily group times | <ul style="list-style-type: none"> AS to be with KP to support at these times – 10 mins each day. Sometimes give individual support, sometimes bring in another child and sometimes join small group for short period of time | AS has been able to use this time for stories, songs and action rhymes with increasing engagement. Success on some days with another child joining in. Not yet accessing small group but becoming familiar with some songs. | Continue with support next term to increase engagement with peers. |
| RH is finding it hard to work on a shared task with peers | <ul style="list-style-type: none"> MH to support RH to access one group activity for 5 mins per day with two other children. All adults to be aware of RH's support needs and provide consistent, positive responses at all times. | Interactions with RH are more consistent and positive which is enabling RH to use adult support more and relationships with peers are less confrontational. | Continue with strategies to build on success. We have identified 3 practitioners who have more positive relationships with RH so they are modelling to others to build skills and consistency. |
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For Inclusion Funding, submit at least **one reviewed Action Plan with Next Steps** and one individual planning documents. Providers must be able to evidence at least one Assess, Plan, Do, Review cycle.

Section 4

Reviewing the Action Plan

The review meeting should take place at least every 6 weeks or sooner should you notice the current strategies are no longer effective or required. This meeting should involve, at the very least, a practitioner from the setting and a parent/carer of the child. The parent/carer views should be reflected in the review and the new action plan. Any advice from other professionals should support the review and the new action plan.

The purpose of the review is to review the impact of the provision and identify and changes needed moving forward. This review should identify next steps for the setting to put in place – this could be to continue with actions, carry out new actions or it may be that the child’s needs can be met without the need for a new action plan. There should always be a current action plan if the setting are receiving inclusion funding for a child.

New and ongoing actions identified at the review meeting can be recorded on a new action plan.

It is vital that you ensure the consistent cycle of Assess, Plan, Do, Review continues, and the progress of the individual child is monitored and recorded.

Please keep copies of current and previous actions plans for the child as a record of support provided and in case they are needed to access additional support in the future.

Please see further guidance in the EYISP documentation on how the Action Plan for Inclusion can support the formal assessment process.