1. Basic information

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| Child’s name | Date of birth |
| Early childhood education and care unit | |
| Guardian/guardians/other legal representative    Contact details for the guardian(s)/legal representative    More information regarding communication | |

1. Early childhood education and care (ECEC) plan for your child

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| * 1. Person responsible for preparing the plan and their contact details |
| * 1. Other staff/specialists involved in the preparation |
| * 1. How does the plan reflect the child’s views and opinions? (Child inclusion form) |
| * 1. How are the guardians’ views (e.g. linguistic, cultural or religious) taken into account and how is co-operation organised? |

1. Multiprofessional co-operation

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| * 1. Organisations, persons and contact details |
| * 1. Agreed forms of co-operation, responsibilities and services |

1. How well have the objectives and measures recorded in the child’s early childhood education and care plan been achieved?

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| 4.1 Achievement of objectives and measures |
| 4.2 Evaluation of support provided |
| 4.3 Other observations regarding the child's previous ECEC plan |

1. Pedagogical objectives and measures to achieve them  
   *The objectives and measures cover education, care and support for the child.*

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| 5.1 The child’s strengths, interests and needs, and how these are taken into account | | | | | | |
| 5.2 Pedagogical objectives | | | 5.3 Measures and methods to achieve the objectives | | | |
| 5.4 More detailed views on language and culture | | | | | | |
| 5.5 Child's development, learning and wellbeing support needs, objectives for the provision of support, and forms of support (pedagogical, structural and care-related) (free text)    Section 15b  General support  Intensified support  Special support  Section 15 c Support services:  Consultation and teaching provided by an early childhood special education teacher  Interpretation and assistance services  Assistive devices (assistive devices for communication, vision, hearing, mobility or other physical needs of the child)  Forms of pedagogical support:  Small group activities  Interaction and communication methods (signs, pictures, technical solutions)  Solutions for learning environments  Solutions for the daily structure and rhythm in early childhood education  Special pedagogical techniques needed  Practices to include the child in group activities  Consultation and teaching provided by an early childhood special education teacher  Other, please specify  Forms of structural support:  Small or special group  Group size reduction  Personal assistant  Group assistant  Other, please specify  Care-related forms of support:    Any other needs related to support for the child’s development, learning and wellbeing, as well as objectives related to the implementation of child support: (free text)  Structural support matters can be handled within the supportteam:  Yes  No  Consultation, date:       participants:  The child's early childhood education and care plan is updated in accordance with the administrative decision | | | | | | |
| 5.6 Administrative decision regarding the implementation of child support | | | | | | |
| Support services (general support)  date/issued  date/repealed | | Intensified support  date/issued  date/repealed | | | Special support  date/issued  date/repealed | |
| Other observations | | | | | | |
| 5.7 Adjustments during the year to reflect the child's needs | | | | | | |
| date/observations | date/observations | | | date/observations | | date/observations |

1. Any other issues to be considered in the child's early childhood education and care

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1. Any other documents and plans used when preparing the ECEC plan (e.g. LTC discussion/date, medication plan, LangPeda)

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1. Follow-up and evaluation dates

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| Date |

1. Guardians’ signature and name in printed letters

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| Date |