1. Basic information

This form also applies to early childhood education and care during the child’s year in pre-primary education.

[ ]  [ ]  NO

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

1. The child’s pre-primary education plan

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| * 1. Person responsible for preparing the plan and their contact details

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| * 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 cooperation organised?

      |

1. Multiprofessional cooperation

|  |
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| * 1. Organisations, persons and contact details

      |
| * 1. Agreed forms of cooperation, responsibilities and services

      |

1. Pedagogical objectives in pre-primary education and measures to achieve them
*The objectives and measures cover education and care and support for the child.*

|  |
| --- |
| * 1. The child’s strengths, interests and needs, and how these are taken into account

      |
| * 1. Pedagogical objectives

      | * 1. Measures and pedagogical methods to achieve the objectives

      |
| * 1. More detailed views on language and culture

      |
| 1. Any other needs regarding the child’s development, learning and wellbeing support, objectives for the provision of support, and forms of support (pedagogical, structural and care-related) (free text)

Section 15b [ ]  General support [ ]  Intensified support [ ]  Special supportSection 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/pre-primary 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:     5.1 Any other needs regarding the child’s development, learning and wellbeing support, as well as objectives for providing the support: (free text)Structural support matters can be handled within the supportteam:[ ]  Yes[ ]  No Consultation, date:      Participants:      Pre-primary education plan/Individual education plan is updated in accordance with the administrative decision |
| * 1. Administrative decision regarding the implementation of child support
 |
| Support services (general support)date/issued      date/repealed       | Intensified supportdate/issued      date/repealed       | Special supportdate/issued      date/repealed       |
| Pedagogical assessment completed, date      Pedagogical report prepared, date      Individual education plan prepared, date      5.3 Other observations       |
| 5.4 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 pre-primary education

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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. How well have the objectives and measures recorded in the child’s pre-primary education plan been achieved?

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| 8.1 Achievement of objectives and measures       |
| 8.2 Evaluation of support provided      |
| 8.3 Other observations       |

1. Transfer of information from pre-primary education to school

*Information in this section will be transferred from pre-primary education to school with the parent’s or guardian’s permission*

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| 1. What are the child’s strengths and interests?

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| 1. How does the child naturally learn and engage in activities?

      |
| 1. How does the child interact socially?

      |
| 1. What are the child’s mathematical and linguistic skills?

      |
| 1. Anything else relevant in terms of teaching?

      |

1. Follow-up and evaluation dates

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| --- |
| Date      |

11 Guardians’ signature and name in printed letters

Date:

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