1. Basic information

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

NO

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| 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 |
| * 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.*

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| * 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 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/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 support  date/issued  date/repealed | | | Special support  date/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? |
| 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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