Guidance to complete the Action Plan for Inclusion

Contents

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.

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.

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.

Child's Name	Enter
Child's date of birth	Enter
Child's areas of need (tick all that apply)	☐ Communication and Interaction ☐ Social, Emotional and Mental Health ☐ Cognition and Learning ☐ Physical ☐ Sensory ☐ Medical
Is the child already in receipt of any additional funding? (tick all that apply)	☐ Inclusion Funding ☐ EYPP - Early Years Pupil Premium ☐ Deprivation Supplement ☐ DAF - Disability Access Fund ☐ Other (please state):
Setting name	Enter
Key Person	Enter
SENCO	Enter
School start date	Choose date
Date of planning meeting	Choose date
Attendees of planning meeting	Enter
Date for review of plan (plans should be reviewed at least termly)	Choose date

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.

Additional funding

Any additional funding, over and above FE, should be identified. The use of this funding should be included in the action plan.

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?	Enter
What are we still worried about?	Enter
What do we need to do next?	Enter

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

Child's need which require adaptations to support inclusion and progress within the setting	Strategy to address the barrier (if recommended by an external professional, please state which)	Actions for the setting What do the practitioners in the setting need to do to remove or reduce the impact of the barrier	Responsible Person Who will take responsibility for this action	Frequency When and how often will this happen?	Impact and planned outcomes How will you know if the strategy has been effective?	Review of impact and progress
Enter	Enter	Enter	Enter	Enter	Enter	Enter
Enter	Enter	Enter	Enter	Enter	Enter	Enter
Enter	Enter	Enter	Enter	Enter	Enter	Enter
Enter	Enter	Enter	Enter	Enter	Enter	Enter
Enter	Enter	Enter	Enter	Enter	Enter	Enter
Enter	Enter	Enter	Enter	Enter	Enter	Enter

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 tatgets (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".

Child's need which require adaptations to support inclusion and progress within 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 aspects of their needs that will limit the progress they may make in their learning and development. This should draw on the knowledge of the parents, practitioners within the setting and other professionals involved in supporting the child. 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.

Strategy to address the barrier

Having identified the barriers, consider what needs to be put in place within the setting to remove or minimise the impact of these barriers to improve the experience and access for the child. If a child is known to external professionals, any of their recommendations and strategies should be included here.

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.

Responsible person

It is important to identify a person who will carry out the action or who will monitor its implementation to ensure that the plan is followed and review the effectiveness of the action. This may not always be the same person or the child's key person. It may be that all staff are involved in facilitating a child's participation in small group activities, but the key person is responsible for monitoring the effectiveness of this action

Frequency

How often does the action need to happen to meet the needs of the child and support them to make progress. This needs to be realistic for the setting and the child to ensure that they are given adequate support to meet the specific target but also have access to a breadth of experiences, including rest and child led play.

Impact and planed outcomes

When setting targets, it is important to know what the planned outcome will be and how you will measure success. Being clear on the outcomes will enable those involved in the plan to know if the actions are being implemented successfully or if there needs to be some change to enable the child to be supported effectively.

Review of impact and progress

The final column in the grid is used for the ongoing review and progress to be recorded between formal review meetings. Actions that are not having the planned impact should be updated or removed with new actions identified.

Section 3 Examples

These examples have 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.

Child's need which require adaptations to support inclusion and progress within the setting	Strategy to address the barrier (if recommended by an external professional, please state which)	Actions for the setting What do the practitioners in the setting need to do to remove or reduce the impact of the barrier	Responsible Person Who will take responsibility for this action?	Frequency When and how often will this happen?	Impact and planned outcomes How will you know if the strategy has been effective?
Joe's language is delayed so he finds it difficult to engage with peers in play	Use strategies recommended by S&L therapist to improve language development.	• 10 minute small group activity to support language development • Model language during play – see individual plan for specific next steps • Use aided language boards in play to support acquisition and use of language	1. Led by SENCO 2. Key Person 3. All staff – monitored by SENCO	1. Daily 2. At least twice per week 3. Used as part of OAIP in child led play	The progress towards expected levels will be monitored and evidenced (reduce Monitor) using the WS Speech and Language Monitoring Tool
Amy's language is delayed so she finds it difficult to engage with peers in play	Provide adult support to enable Amy to build confidence and skills in interacting with peers	• 5 minute small group activity to support Amy to interact with peers – initially with one other child and then build the number of children and the length of time • Adult to facilitate interaction with Amy and peers during self-directed play	1. Key Person 2. All staff – monitored by SENCO	1. Daily 2. Staff support interaction as part of OAIP	Amy can engage in small group activities for 5 minutes with adult support and can play alongside

Section 4

Review Meeting

How well have the actions been carried out within the setting?	Enter
What has the impact been for the child?	Enter
What are the ongoing areas of support?	Enter

Actions for new plan (if needed) or ongoing support: (you may wish to list the actions here or start a new action plan)	Enter

The review 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 within the review paperwork and/or added to a new action plan.

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.