

My Support Plan

A: Personal Information

Name:	XX
D.O.B:	2
Home language:	English
Gender:	Male
Ethnicity:	Traveller of Irish heritage
Primary area of need:	Cognition and Learning
Other identified needs: (choose all that apply*)	Communication and Interaction Cognition and Learning Social, Emotional Mental health Physical and/or Sensory Autistic Spectrum Conditions
Social Care needs: (choose all that apply*)	Child in Need Child Protection Child in Care Other

Details of setting:

Nursery/school/college:	XXXX	Funded placement (Y/N)	N
Address:			
My Key stage/year group:	KS1 Sept 2020 - Year 2	Attendance (present & unauthorised)	September 2020 - 18 th December 2020 77% 3 unauthorised
Main contact:			
Email:		Telephone number:	
Plan start date:	September 2019		
Plan review dates & by who:	Early review due to changes in support required - December 2020	Spring term SENCO, CT and Parents	Summer term SENCO, CT and Parents

B: One Page Profile

Name of Child/young person: XX Stokes

What is important to me

I like to have time to play and I like playing outside. My Mum is important to me.

What is important for me

It is important that activities and daily sessions are explained to me.

Having time to explain and discuss is important for me to access the learning within the classroom.

How I like to communicate & be involved in making decisions

I like to understand what is happening and when. I like to be involved in the decision making and also to understand why we are doing a particular activity.

Likes

Avengers figurines
Soft toys
Playing outside
Activities that are practical.

Dislikes

Having a change of activity and not being told about it.
I don't like spending too much time sitting at my table.

My strengths, talents & interests

I am good at Maths.
I like to play with the cars and make up stories.

What I need support with

Literacy and Numeracy.
Completing my work and staying on task.
Concentrating on an activity for a period of time (10minutes)

You may need to know...

(medication, allergies, languages spoken, religion etc)

I suffer with eczema and I need to have my cream put on during the day. I don't really like having my cream put on so it needs to be put on my daily timetable.

What people like and admire about me

People like that I am good at games and running.

My aspirations

I want to be a driver.

C: Professionals involved in my life

Name and Role	Contact details (including email addresses)	Report included (date)	Length and frequency of involvement	Currently involved or end date
Paediatrician	VT	Yes	28 th July 2020	Not discharged
Therapist: SALT	TC	Yes	3 contacts per term since November 2019	Current
Therapist: OT	Awaiting support			
Therapist: Physio				
Social Worker				
Educational Psychologist	SJ	Yes	October 2019	October 2019
Other				

D: Background Information

What has happened in the last 12 months?	<p>XX has moved into Key Stage One he continues to work well below his peers across the curriculum and the gap appears to be getting wider. At this point, as a school we have provided XX with additional support to close the gap and ensure that he continues to make progress, particularly in the core areas of learning.</p> <p>January 2019 - XX behaviour begins to put himself and others in danger and a TAF meeting is held with parents to discuss appropriate interventions.</p> <p>January 2019 (Reception) - Attention Hillingdon, Funky fingers, Language link and Emotional Literacy interventions are put in place.</p> <p>April 2019 - Referral completed to the CDC through XX's GP.</p> <p>May 2019 - Class teacher and SENCO put an Individual Educational Plan together and XX had separate termly targets set.</p> <p>May 2019 - At termly review, Interventions evaluated with parents and XX is requiring adult support to engage in learning across all areas of the curriculum.</p> <p>September 2019 - XX moves to Year One and the following interventions are put in to place:</p> <ul style="list-style-type: none">• Handwriting without tears• Language Link• Lexia• Funky Fingers <p>September 2019 - XX attends first CDC appointment and staff complete CDC questionnaires.</p> <p>October 2019 - XX was observed by the school link EP, Jonathan Stockford. Parents completed consultation with Jonathan Stockford.</p> <p>November 2019 - Referral completed to SALT.</p> <p>December 2019 - Initial assessment completed with SALT and Interventions evaluated with SALT, Carrie Turner-Gould.</p> <p>December 2019 - Interventions in place:</p> <ul style="list-style-type: none">• Handwriting without tears• Language Link• Lexia• Funky Fingers - Theraputty included• Lego Therapy• Role play used daily• Zones of Regulation - Direct teaching of emotions <p>March 2020 - Interventions reviewed and IEP targets adjusted.</p> <p>March 2020 - Referral completed to OT.</p> <p>March 2020 - September 2020 - During the pandemic, XX did not attend school as his parents felt that the risk was too high for XX.</p>
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	<p>During this period, we provided XX with ongoing work packs to ensure that he continues to complete activities at home.</p> <p>September 2020 - As a school, we are very concerned about the impact that being out of education has had on XX. We feel that this gap in his education has widened the gap between him and his peers and requires intensive support during the school day.</p> <p>December 2020 - We have provided XX with full time support to ensure that he is engages with the curriculum and keeping himself and his peers safe. XX is working on his own agenda and an adult is required to ensure that he is completing short activities followed by a short reward. This 'Now and Next' set up is used throughout the whole day. During September and October, XX had a reduced timetable of support and his behaviour escalated to a point where he was not engaging in his education and was hurting other children. The school has taken the decision to provide full time support for XX to ensure that he is making progress and engaging effectively with his education.</p> <p>January 2021 - XX has not returned to school for the Spring term as Mrs Teacher is very concerned about the risks of the virus. We have provided the family with resources and also regular contact with XX's class teacher. XX's provision is being reviewed weekly and we are making adjustments to meet XX's needs. As a school, we have also ensured that our Speech and Language therapist is making regular contact with XX's parents so that the strategies and advice are shared during this period.</p>
<p>What is working well for the child/young person and their family</p>	<p>Receiving advice and guidance from outside agencies has been very supportive for XX and his parents.</p> <p>Additional support within the classroom is a key to XX making progress. Pre-teaching and consolidating his learning are ensuring that XX is focussed during lessons.</p> <p>Providing XX with opportunities to complete short learning activities followed by interventions is working well now throughout the whole day.</p>
<p>Child/young person and families' priorities:</p>	<p>Parents would like XX to listen to an adult's instruction.</p> <p>Parents would like as much advice and guidance as they can be provided with to support XX at home.</p>

E: Early Years Assessment Grid (to be completed for pre-school children)

Area of Development	Indicate: (E) Emerging (D) Developing (S) Secure		
	Baseline Date	Review Date	Review Date
Chronological Age at the time of the assessment <small>(in months)</small>			
Communication and language <small>(mandatory)</small>			
Listening and attention			
Understanding			
Speaking			
Physical development <small>(mandatory)</small>			
Moving and handling			
Health and self-care			
Personal, social and emotional development <small>(mandatory)</small>			
Self-confidence and self-awareness			
Managing feelings and behaviour			
Making relationships			
Literacy			
Reading			
Writing			
Mathematics			
Numbers			
Shape, space and measures			
Understanding the world			
People and communities			
The world			
Technology			
Expressive arts and design			
Exploring and using media and materials			

F: Strengths and Special Educational Needs

Assess	Area of Need	Strengths:	Special Educational Needs (in priority order):
	Communication and Interaction	<p>XX is able to play alongside his peers.</p> <p>He is able to take part in an adult led turn-taking game.</p> <p>He shows interest when listening to a story and can comment on the pictures in text.</p>	<p>Severely delayed expressive language skills.</p> <p>Speech is unclear.</p> <p>XX requires instructions to be broken down into a maximum of two steps.</p> <p>XX requires support to appropriately interact with his peers.</p>
	Cognition and Learning	<p>XX benefits from small group work or 1:1.</p> <p>He can write his name.</p> <p>He can use his phonic knowledge to spell simple CVC words.</p> <p>Maths able to count to 20 and add/subtract using resources.</p>	<p>XX is working significantly below his peers in the core areas of learning.</p> <p>XX finds whole class situations difficult.</p> <p>XX requires a highly differentiated curriculum which is currently being delivered by a skilled LSA.</p>
	Social, Emotional and Mental Health	<p>Play alongside peers.</p> <p>He is able to take part in an adult led turn-taking game.</p> <p>When calm, he is able to name emotions of happy and sad.</p>	<p>Unable to regulate his emotions in an appropriate way and can become frustrated which leads to physical outburst placing himself or others in harm's way. He can display behaviours that challenges.</p> <p>He finds it difficult to maintain friendships.</p> <p>When XX feels that something has been unfair he requires an explanation following this incident.</p>

	Sensory and/or Physical	<p>XX enjoys practical activities and is always on the 'go'.</p> <p>He is able to tolerate a range of textures and sensory experiences through play/touch.</p>	<p>XX needs to develop his fine motor skills.</p> <p>He has a self-imposed restrictive diet.</p> <p>He finds it extremely difficult to keep still, even for very short periods.</p>
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G: Outcomes

Plan & Do	Agreed Outcome		Steps we need to take in order to achieve the outcome?	By When?
	1	<p>Communication and Interaction</p> <p>i) For XX to be able to give short instructions to peers in a small group with verbal & visual support from an adult. (SALT Care Plan Target 2)</p> <p>ii) For XX to wait his turn to speak using visual and verbal prompts.</p>	<ul style="list-style-type: none"> • Clear and consistent routines and boundaries at the beginning of each session (visually) • XX will attend social skills group (Lego Therapy) 15 mins x 4 times per week = 1 hour per week (1:2) • 1:1 implementation of SALT recommendations 15 mins x 4 times per week = 1 hour per week • 1:1 implementation of SALT recommendations such as Language Link Resources 30 min per day x 5 days per week = 2.5 hours per week • Allow 10 seconds for processing time • Give clear short instructions, break task down • Support the spoken word with visuals 1:1 wear lanyard with visuals Ask XX to repeat instruction back to adult, in order to check his understanding 	February 2021
2	<p>Cognition and Learning</p> <p>i) Sustain concentration on a self-chosen activity for 5 mins (linked to child interests)</p>	<ul style="list-style-type: none"> • Clear and consistent classroom rules • XX requires a highly differentiated curriculum and adult 1:1 support in order to remain on task; this also 	February 2021	

	<p>ii) Remain focused on an adult led task for up to 10 mins (Topic linked to child's interest)</p>	<p>includes pre-teaching specific language/concepts across all curriculum areas.</p> <ul style="list-style-type: none"> • Present concepts using visual supports. • Avoid teaching using 'worksheets or carpet input sessions' XX will learn best by 'doing' rather than 'looking & listening' in order to master skills • Pre-Teach Vocabulary & Concepts • Allow for 10 seconds processing time • TEACCH System - breaking tasks into achievable chunks • Low arousal area within the classroom for focused tasks (Concentration Station) • Consistent staff approach to managing behaviour using Positive Reinforcement Chart • Backward chaining • Now and Next Board • Daily visual timetable • Sand Timer • Regular short breaks in between adult led tasks 	
<p style="text-align: center;">3</p>	<p style="text-align: center;">Social, Emotional and Mental Health</p> <p>1. Teach XX Zones of Regulations for XX to be able to identify emotions within himself. (SALT Care Plan Target 1)</p>	<ul style="list-style-type: none"> • 1:1 to Teach XX that emotions can link to colours e.g. Red=Angry Green=Happy Yellow=Frustrated Blue=Sad • 1:1 to provide and teach XX strategies to help him self-regulate and identify his emotions. • 1:1 to use ABC charts to identify triggers and 1:1 adult to apply de-escalation techniques. • Provide a calm safe space for XX to use when he is unable to regulate his emotions or becomes frustrated. • 1:1 to ensure sensory breaks/activities are carried out throughout the day in a structured way i.e. 3 mins on mini trampoline. 10 star jumps 10 frog leaps. • Reduce verbal demands on XX when he is displaying signs of frustration. 	<p style="text-align: center;">February 2021</p>

	4	<p>Sensory and/or Physical</p> <p>i) Develop XX's Fine Motor Skills so that he is able to write the following key words: went, he, the, was, a, to, and, Mum, Dad, on</p> <p>ii) To adjust XX's Restricted Diet to include more foods within his diet.</p>	<ul style="list-style-type: none"> • 1:1 Intervention Handwriting without tears 15 min per day X 5 days a week • 1:1 15 min per day 5 x per week Provide XX with activities such as Playdoh, Threading, Therapy, Puzzles, finger gym etc • Provide XX with movement breaks throughout the day and before & after each adult led task/intervention to increase his wiliness to 'attend and concentrate' • 1:1 to introduce real food in to play 5 mins per day 5 x per week • Food play to be used during play activities to increase confidence with food. • Support to select his school meal at the start of lunchtime and discuss what his options are for the day. • Monitoring by LSA of what XX has eaten during the day and feedback provided to parents at the end of the day. 	February 2021
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H: Outcome Review - December 2020

Review	<p>Outcome 1: Communication and Interaction i) For XX to be able to give short instructions to peers in a small group with verbal & visual support from an adult. ii) For XX to provide one piece of news during discussion and listen to his peer's news.</p>	Score: (0-2)
	<p>Review: i) XX is not yet able to provide short clear instructions to a peer with verbal or visual support. He is beginning to use the visual prompts to provide information but his sentences structure is 2-word phrases. Continue this objective. ii) Using visual prompts, XX is able to wait his turn to speak. Currently, when the conversation is not a topic that XX is interested in he not able to listen to his peers when it is their turn to speak.</p>	i)1 ii)1
	<p>Next steps: For XX to wait his turn to speak using visual and verbal prompts.</p>	
	<p>New Outcome: i) For XX to be able to give short instructions to peers in a small group with verbal & visual support from an adult. ii) For XX to be able to listen to a peer using visual prompts to remind him of waiting his turn to speak.</p>	
	<p>Outcome 2: Cognition and Learning i) Sustain concentration on a self-chosen activity for 5 mins (linked to child interests) ii) Remain focused on an adult led task for up to 10 mins (Topic linked to child's interest)</p>	Score: (0-2)
	<p>Review: i) XX with the support of an adult, is able to concentrate on a self-chosen activity for 5 minutes. He is using the visual support to remind himself for how long he must sustain at the activity for and is receiving an immediate reward once he has completed this activity. ii) With the use of the sand time and now and next board, XX is able to come over to an adult led activity and is able to complete up to 7 minutes on a particular activity. This is working very well in Maths as XX is keen to complete Maths activities. He is requiring more adult support and prompting during Literacy and Foundation subjects.</p>	i)2 ii)1
	<p>Next steps: i) XX is now increasing the length of time that he is sustaining at a self-chosen activity for and he is keen to remain there when the activity is of high interest. ii) During adult led activities, XX is building up to increasing the length of time that he is sustaining concentration for.</p>	
	<p>New Outcome: Cognition and Learning i) Sustain concentration on a self-chosen activity for 10 mins (linked to child interests) ii) Remain focused on an adult led task for up to 10 mins (Topic linked to child's interest)</p>	

<p>Outcome 3: Social, Emotional and Mental Health i) XX to be able to identify the emotions of characters in stories, photographs and name them. (Happy and sad)</p>	<p>Score: (0-2)</p>
<p>Review: XX is able to name the emotions happy and sad and also recognise them in characters and photographs. He is able to discuss the features of a person with these emotions.</p>	<p>i)1</p>
<p>Next steps: To be able to recognise emotions within himself and then use the Zones of Regulation to link them to colours. These could then be used during discussions with XX before an incident escalates or after an incident.</p>	
<p>New Outcome: For XX to be able to identify the emotions within himself and use the vocabulary of happy and sad.</p>	
<p>Outcome 4: Sensory and/or Physical i) Develop XX's Fine Motor Skills so that he is able to write individual letters of the alphabet. (k-z)</p>	<p>Score: (0-2)</p>
<p>Review: XX is now able to write letters of the alphabet and these can now be identified in his written work. It is important that he now uses the individual letters to learn whole words so that this can be seen in his sentence writing. The Handwriting programme alongside Penpals is supporting XX to improve his gross motor movements in relation to writing as well as his marks with a pencil.</p>	<p>i)1</p>
<p>Next steps: XX to continue to work on individual letter using the Handwriting without tears programme and then also focus on learning whole words for writing.</p>	
<p>New Outcome: i)XX to be able to write legible key words to communicate meaning.10 key words identified: (went, he, the, was, a, to, and, Mum, Dad, on)</p>	

I: Provision Map for 2020 - 2021

Quality First Teaching strategies used: Visual timetable, visual prompts, reward system, task board, peer mentoring, writing frames, word banks, feelings wall								
Outcome	Intervention	Staff/ pupil ratio	Staff & cost per hour	Weekly duration	Weekly Cost	Annual Cost	Desired Impact	Outcome met? A/P/U
1	<ul style="list-style-type: none"> XX will attend social skills group (Lego Therapy) 15 mins x 4 times per week = 1 hour per week (1:2) time includes Plan& Prepare Resources & carry out Assessment 1:1 implementation of SALT recommendations Language Link Resources to develop expressive language skills 30 min per day x 5 days per week = 2.5 hours per week 	1:2 SEND TA	£12.70	4 x30 min sessions = 2 hours	£25.40 /2 = £12.70	£12.70 x 39 weeks =£ 495.30	<p>For XX to be able to give short instructions to peers in a small group with verbal & visual support from an adult.</p> <p>For XX to be able to use pronouns i.e. he/she</p>	Partially achieved
2	<ul style="list-style-type: none"> XX requires a highly differentiated curriculum and adult 1:1 support in order to remain on task; this also includes pre-teaching specific language/concepts across all curriculum areas. 	1:1 Class TA	£12.70	4 hours per day x 5 days per week = 20 hours per week	£254.00	£254.00 x 39 weeks = £9906.00	<p>For XX to be able to sustain concentration on a self-chosen activity for 5 mins linked to his interests.</p> <p>For XX to remain focused on an adult led task for up to 10 mins.</p>	Unachieved

INCREASE OF AFTERNOON SUPPORT	<ul style="list-style-type: none"> XX requires a highly differentiated curriculum and adult 1:1 support in order to remain on task; this also includes pre-teaching specific language/concepts across all curriculum areas. 	1:1 Class TA	£12.70	1 hour per day x 5 days per week = 5 hours per week	£63.50	£2476.50	<p>For XX to be able to sustain concentration on a self-chosen activity for 5 mins linked to his interests.</p> <p>For XX to remain focused on an adult led task for up to 10 mins.</p>	
3	<ul style="list-style-type: none"> 1:1 to Teach XX that emotions can link to colours e.g. Red=Angry Green=Happy Yellow=Frustrated Blue=Sad 1:1 to provide and teach XX strategies to help him self-regulate and identify his emotions 	1:1 SEND TA	£12.70	15 min per day x 5 days per week	75 mins £15.87	£15.87 x 39 weeks = £618.93	<p>For XX to be able to identify colours of emotions using Zones of Regulation.</p> <p>For XX to begin to be able to regulate his emotions and use the vocabulary of colours linked to emotions to discuss.</p>	Partially achieved
4	<ul style="list-style-type: none"> 1:1 to ensure sensory breaks/activities are carried out throughout the day in a structured way i.e. 3 mins on mini trampoline. 10 star jumps 10 frog leaps 	1:1 Class TA	£12.70	10 min per hour = 60 min per day x 5 days per week	5 hours per week	£63.50 x 39 weeks = £ costed in outcome 2	<p>For XX to be able to sustain concentration on a self-chosen activity for 5 mins linked to his interests.</p> <p>For XX to remain focused on an adult led task for up to 10 mins.</p>	Partially achieved
5	<ul style="list-style-type: none"> 1:1 Intervention Handwriting without tears 15 min per day X 5 days a week Hand Writing Without Tears starter pack 	1:1 SEND TA Shared send resource request partial funding as other children will benefit in the future	£12.70 155.00 Euros	15 min per day x 5 days per week	75 mins £15.87	£15.87 x 39 weeks = £618.93 155.00 Euro's converted into Sterling	<p>XX to be able to write legible key words to communicate meaning. 10 key words identified: (went, he, the, was, a, to, and, Mum, Dad, on)</p>	Unachieved

						£139.31 approx		
6	<ul style="list-style-type: none"> 1:1 to introduce real food in to play 10 mins per day 5 x per week 	1:1 Class TA	£12.70	10 min per day x 5 days per week	50 mins £12.70	£12.70 x 39 weeks =£ costed in outcome 2	XX to confidently play with real foods 4 out of 5 times across the week.	Partially achieved
Total school resource used: (must be over £6K)		Speech & Language Therapist £ 32.55 per hour. XX receives three 30-minute contacts per term. 30-minute session - £16.28 x 9 contacts = £146.52 Initial Assessment – 2 hours = £65.10 Total = £211.62			Total: (provision cost - school resource)		£10,555.53	
		Educational Psychologist Consultation and Report £565 Resources purchased to support: <ul style="list-style-type: none"> • Move n Sit Cushion £22.00 • Transport Vehicles (motivators/rewards) £ 40.00 • Timers £58.00 • Mini Trampoline £50.00 • TEACCH Tray System Furniture £70.00 					TOTAL = £15,555.53	

J: Consent and Data Protection Information

Child /Young Person's full name: XX				
DOB: 21/07/2014	Date: 15 th Dec 2020	School/Setting/Venue: MINET INFANT AND NURSERY SCHOOL		
Parent/Child's Consent for Information Storage and Information Sharing: I, _____ consent to the personal data recorded on this form being collected, processed and stored for the purpose of providing services to:				
Tick appropriate box:				
Child or young person for whom I am a parent	<input checked="" type="checkbox"/>	Child or young person for whom I am a carer	<input type="checkbox"/>	Me <input type="checkbox"/>
I consent to the sharing of information between professional services that will directly support my child/me. I agree that information can be shared between these agencies for the purpose of carrying out an assessment or ongoing progress monitoring.				
Signature:				
<p>The London Borough of Hillingdon, in its capacity of Data Controller, holds certain information about you and/or a child or young person ("personal data") mentioned in this form which it needs to process for the purpose of providing the service of arranging and administering the assessment and Special Educational Needs Support Plan. We collect and process your personal data to allow us to provide this service. By ticking the box or boxes above, you are consenting that we can collect and process your personal data and the personal data of a child or young person mentioned in this form for the purposes set out. You have the right to withdraw your consent at any time by contacting: sasinclusion@hillingsdon.gov.uk</p> <p>For further information including details about our retention policy please refer to the London Borough of Hillingdon - Data Protection Privacy Notice which can be found on www.hillingdon.gov.uk/privacy</p>				