

My Support Plan

A: Personal Information

Name:	*****
D.O.B:	08/**/17
Home language:	English
Gender:	Female
Ethnicity:	
Primary area of need:	Communication and Language (Speaking, Listening and attention, and thinking and understanding)
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*)	None

Details of setting:

(Please go to the following section if the child/young person does not attend an educational setting)

Nursery/school/college:	Nursery	Funded placement (Y/N)	Y
Address:	Hillingdon		
My Key stage/year group:	Early Years	Attendance (present & unauthorised)	Very Good
Main contact:	02088884444		
Email:	nursery@gmail.com	Telephone number:	02088884444
Plan start date:	26/02/20		
Plan review dates & by who:	May 2020 (NAME) Nursery SENCo	November 2020 (NAME) Nursery SENCo	May 2021 (NAME) Nursery SENCo

B: One Page Profile

CHILDS NAME

What is important to me

Having people that I know around me and within a certain proximity/view whilst I explore and during mealtimes.

To be able to move freely and select what I want to play with.

What is important for me

It is important for me to have the support of familiar adults around me to help me transition through the day. It is important for me to have one:one time and cuddles with adults that are special to me. It is important for me to have familiar adults nearby whilst I play and during mealtimes.

How I like to communicate & be involved in making decisions

I enjoy exploring my nursery playroom freely when I have adults nearby for support, if adults are not near me or move completely from my sight, I can often get distressed; I show that I am not happy by crying and/or throwing objects that I have in my hands to the floor.

When I want cuddles or just some one;one time with adults I will hold my arms up to be picked up or climb on to an adult's lap. When I am with an adult, I like eye contact I will move close to their face, sometimes pulling at their face when eye contact is broken. When I am tired, I will seek an adult for cuddles or lay on or near an adult, I will suck my thumb holding my fingers over my face. When I am frustrated or sad, I will often throw objects that I have in my hands to the floor and jump around whilst crying to let you know that I am not happy. When I am excited or happy, I like to spin and/or jump whilst laughing.

Likes

I like to move freely in a range of ways.
I like to take off just one shoe.
I like to seek out two of the same toys or objects and keep these with me throughout these are often the same toys over a period.
I like to look in the mirror and observe myself this makes me laugh.
I like babbling and humming tunes to some familiar nursery rhymes.

Dislikes

I do not like when mummy initially leaves me at nursery but cuddles always make me feel better.
I do not always like mealtimes and can sometimes find this distressing if I dint have an adult sat next to me, and I prefer plain foods such as bread and butter.

My strengths, talents & interests

What I need support with

I enjoy moving freely in a range of different ways in open spaces, spinning, jumping, and bending are some of my favourite ways to move.

I enjoys seeking out familiar toys/objects in particular construction toys, I can remember where these objects are kept often returning to the same objects in the same places.

I will select two of the same toy or objects and keep these with me throughout the day holding one in each hand often banging or tapping them together.

I like one; one time with adults and enjoy gaining their eye contact whilst exploring their faces and observing their facial expressions this makes me laugh and sometimes, I will attempt to imitate these expressions.

I can babble and sing along to some

I can build and develop bonds with some adults.

I can happily play solitary with different toys.

I need support in using sounds and gestures to communicate my needs and wants.

I need support to understand and respond to instructions.

I need support to engage in appropriate play/activities and share joint attention with adults.

I need Support to socialise and show awareness of my peers that are around me.

I need support during mealtimes and like to have an adult close to me and need assistance using cutlery.

You may need to know...

(medication, allergies, languages spoken, religion etc)

None

What people like and admire about me

My peers and adults around me love when I laugh and smile.

I am such a happy content person.

My aspirations

To be able to communicate, so I can tell my teacher what I know and want.

I want (Child's name) to be able to be ready for school next September as I worry.

For (child's name) to socialise with my friends.

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				
Therapist: SALT	SALT DETAILS		Involvement starting 24 th January 2020	One session
Therapist: OT				
Therapist: Physio				
Social Worker				
Educational Psychologist				
Nursery SENco	NURSERY DETAILS & SENCO	November 2019 (2year Progress report) December 2019 Progress report October 2020 Progress report	Involvement starting September 2019	Ongoing
Inclusion Facilitator	Kirsty Adams Early Years SEND Advisor Send Advisory Service London Borough of Hillingdon 4E/02 Civic Centre Uxbridge UB8 1UW kadams@hillingdon.gov.uk	10 th Feb 2020	Involvement starting December 2019	Ongoing
Community Nursery Nurse	COMMUNITY NURSERY NURSE DETAILS		Involvement starting 10 th Feb 2020	Ongoing

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D: Background Information *(Completed with/by parents prior to TAC/TAYP meeting)*

<p>What has happened in the last 12 months?</p>	<p>(Child's name) has a lot more energy and is no longer needing a nap throughout the day. (Child's name) Appetite changes from time to time and still not using cutlery preferring to use her hands.</p> <p>CHILD has made some progress especially during the lockdown period when incidents of him biting were reduced. This could be because he was free to come and go from the garden as he wanted.</p> <p>Child enjoys playing rough and tumble games with his dad and will roll him over to initiate starting a game. He will follow his brother back to the house and stand next to him to indicate wanting him to go back to the trampoline.</p> <p>Child is making and maintaining more eye contact with us and turning our faces towards his.</p> <p>CHILD is showing some awareness of his toileting needs as he will sit on the potty and do a wee if he is not wearing any clothes. He will go off and hide if he needs to do a poo.</p> <p>CHILD will resist when he does not want to do something including having his nappy to be changed.</p> <p>He is still throwing things at random. When he threw something at the TV and it broke, he seemed aware that he had done something wrong.</p>
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	<p>CHILD will approach us with his head down and snuggle into us when he has done something wrong. When told 'no biting' he will try and distract us by snuggling into us.</p> <p>Child is coming to us for help and comfort is he has hurt himself or if his brother pushes him, but he is not able to verbalise this to us.</p>
<p>What is working well for the child/young person and their family</p>	<p>(Child's name) has settled in a lot more at nursery and is able to separate well from mum with support and encouragement. (Child's Name) is now starting to do actions to a few nursely rhymes and says a few words at home for example 'Head' whilst she sings head shoulder knees and toes. (Child's name) likes to look at herself in the mirror and will point to her mouth, cheeks and ears and says 'eyes' from time to time. (Child's name) enjoys spending time outside.</p>
<p>Child/young person and families' priorities: (This forms the agenda for the TAC/TAYP meeting)</p>	<p>For (Child's Name) to develop communication. For (Child's Name) to develop social with her peers. For (Child's Name) to develop her understanding of things e.g., day to day routine (at home as well as nursery) understanding 'now' and 'then'</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
	30-10-19 EYFS 19-11-19 EYDJ	27-11-20 EYDJ	31-05-21 EYDJ
Chronological Age at the time of the assessment <i>(in months)</i>	26 months (EYFS) 27 months (EYDJ)	39 months (EYDJ)	
Communication and language <i>(mandatory)</i>			
Listening and attention	(E) 8-20 Mnth (E) Step 4 (EYFS stage 0-11/ 8-20 months)	(D) Step 6 (EYFS stage 8-20 months)	
Understanding	(E) 8-20 Mnth (E) Step 4 (EYFS stage 0-11/ 8-20 months)	(D) Step 6 (EYFS stage 8-20 months)	
Speaking	(E) 8-20 Mnth (E) Step 4 (EYFS stage 0-11/ 8-20 months)	(D) Step 6 (EYFS stage 8-20 months)	
Physical development <i>(mandatory)</i>			
Moving and handling	(E) 22-36 Mnth (E) Step 6 (EYFS stage 8-20 months)	(D) Step 7 (EYFS stage 8-20/ 16-26 months)	
Health and self-care	(E) 16-26 Mnth (E) Step 6 (EYFS stage 8-20 months)	(D) Step 7 (EYFS stage 8-20/ 16-26 months)	
Personal, social and emotional development <i>(mandatory)</i>			
Self-confidence and self-awareness	(E) 8-20 Mnth (E) Step 5 (EYFS stage 8-20 months)	(D) Step 6 (EYFS stage 8-20 months)	
Managing feelings and behaviour	(E) 8-20 Mnth (E) Step 5 (EYFS stage 8-20 months)	(D) Step 6 (EYFS stage 8-20 months)	
Making relationships	(E) 16-26 Mnth (E) Step 5 (EYFS stage 8-20 months)	(D) Step 6 (EYFS stage 8-20 months)	
Literacy			
Reading	(E) 16-26 Months	(E) 22-36 Months	
Writing	N/A (unable to baseline)	N/A (unable to baseline)	
Mathematics			
Numbers	(E) 8-20 Months	(D) 8-20 Months	
Shape, space and measures	(E) 8-20 Months	(D) 8-20 Months	
People and communities	(E) 16-26 Months	(E) 22-36 Months	

Understanding of the world			
The world	(E) 16-26 Mnths	(E) 22-36 Months	
Technology	(E) 16-26 Mnths	(E) 22-36 Months	
Expressive arts and design			
Exploring and using media and materials	(E) 16-26 Mnths	(D) 16-26 Months	
Being imaginative	(E) 16-26 Mnths	(E) 16-26 Months	

F: Strengths and Special Educational Needs

	Area of Need	Strengths:	Special Educational Needs (in priority order):
Assess	Communication and Interaction	<p>(Childs Name) enjoys one:one interaction with adults that are special to her.</p> <p>(Childs Name) enjoys gaining eye contact from adults and closely observing and exploring their faces and will sometimes attempt to imitate facial expressions.</p> <p>(Childs Name) communicates with adults that she is sad or tired by climbing on their lap or holding up her arms to be picked up. When sad or frustrated</p> <p>(Childs Name) will crying and excitement through laughing and jumping up and down.</p> <p>(Childs Name) can sing along to some familiar nursery rhymes by babbling/humming along to the tune and saying some single words and is beginning to copy some actions.</p>	<p>(Childs Name) does not yet use any speech to communicate needs wants or interests.</p> <p>(Childs Name) finds it difficult to pay attention to dominant stimulus.</p> <p>(Childs Name) does not yet interact with her peers or show awareness of their presence when they play around or alongside her.</p>

	<p>Cognition and Learning</p>	<p>(Childs Name) enjoys exploring different environments when familiar adults are nearby and will seek out objects or toys daily often returning to the same area remembering where these toys or objects are kept and will select 2 holding one in each hand often exploring them by looking, banging, or tapping them together.</p> <p>(Childs Name) will sometimes look to the floor when objects are dropped and will turn to look when she hears familiar noises such as mums voice.</p> <p>(Childs Name) can become absorbed in activities for at least 30 seconds ignoring other distractions mostly when the activity or object she is exploring is self-chosen.</p> <p>(Childs Name) is beginning to show interest in some cause-and-effect toys.</p>	<p>(Childs Name) does not yet show awareness or cooperate with boundaries and routine at nursery.</p> <p>(Childs Name) does not yet respond to verbal given instruction nor does she yet respond to the use of visual pops and gestures.</p> <p>(Childs Name) does not yet show understanding of single words.</p> <p>(Childs Name) can find it difficult to maintain attention during people games and adult let activities for any period,</p> <p>(Childs Name) can sometimes manage up to 30 seconds.</p> <p>(Childs Name) can become repetitive and absorbed in the same self-chosen objects daily.</p>
	<p>Social, Emotional and Mental Health</p>	<p>(Childs Name) is able to build relationships with adults that are special to her and enjoys one:one time with them and is able to lift her arms in anticipation of being lifted up.</p> <p>(Childs Name) enjoys gaining eye contact with adults and will often pull at their faces to achieve this. (Childs Name) will play/explore solitary but will become distressed when the supporting adult moves from her eye line or is too distant.</p> <p>(Childs Name) seeks to gain attention from adults when upset by crying, throwing toys/objects that she has in her hands and jumping on the spot.</p> <p>(Childs Name) is wary of strangers and reacts by climbing on to</p>	<p>(Childs Name) does not yet interact with her peers or show awareness of their presence when they play around or alongside her. (Childs Name) does not yet show awareness or cooperate with boundaries and routine at nursery.</p>

		adults' laps or holding her arms up to be lifted.	
	Sensory and/or Physical	<p>(Childs Name) is able to walk and move confidently across open spaces and will successfully avoid large obstacles and enjoys moving freely in a range of different ways in particular jumping, spinning, and bending forwards and jumping as the straightens.</p> <p>(Childs Name) is able to hold an object in each hand then bringing them together in the middle.</p> <p>(Childs Name) is able to walk up steps whilst holding the hand of an adult and is able to climb and pull herself up on some lower standing nursery play equipment with little support.</p> <p>(Childs Name) will explore objects through observing, touching and feeling and banging and hitting objects and toys together.</p>	<p>(Childs Name) can become distressed with loud sudden noises such as screaming or another child crying,</p> <p>(Childs Name) will cover her ears and seek out a familiar adult often burying her head in to their lap.</p> <p>(Childs Name) when moving around can be unaware of her peers around her and smaller obstacles often falling over them or moving arms and legs on top of them.</p> <p>(Childs Name) explores objects and toys through touching and closely exploring bringing them close to her face and does not yet play with toys for their intended purpose.</p>

G: Outcomes

	Agreed Outcome	Steps we need to take in order to achieve the outcome?	By When?
Plan & Do	<p>1 (Childs Name) will consistently use 3 key words alongside sounds and gestures to communicate, to respond, request, make a choice or indicate 'more'</p>	<p>Join in with (Childs Name) play: Modelling using key words and short phrases. Commenting talking about what she is doing.</p> <p>Offer (Childs Name) choices so that she has to communicate what she wants. Try not to anticipate her needs waiting for her to ask by looking, reaching or vocalising.</p> <p>During games pause and wait for her to indicate that she wants you to continue. Leave gaps for her to fill such as saying 'ready steady...' Echo back sounds that she makes. Respond to any attempts that she makes to communicate by modelling back what she is trying to communicate.</p> <p>Use representational sounds in play such as 'brum brum' when playing with a car. During fun activities such a blowing bubbles pause and hold the wand up near your face</p>	

		and wait for her to look at you before blowing more bubbles.	
2	(Childs Name) will consistently understand and respond to everyday instructions and nursery routines.	<p>When giving instructions to (Childs Name) ensure you gain her attention first by moving down to her level, using her name and making eye contact if possible, use short clear instructions in a calm voice.</p> <p>Support instructions with visual prompts ideally staff should wear visual time table cards on a lanyard so that they can be used immediately and consistently.</p> <p>Make instructions specific and break longer instructions down in to shorter ones were possible. Pause and give time to process instructions count to 10 in your head before repeating.</p> <p>Play stop and go games encouraging (Childs Name) to listen and respond. Try to sing routine instructions to help during transition times such as hand washing and sitting for group times.</p>	
3	(Childs Name) will engage in appropriate play with activities maintain attention for 2 minutes.	<p>Support (Childs Name) attention skills by including (Childs Name) in bucket time, engaging her in people games.</p> <p>Engage her in short fun adult initiated activities by showing her the activity and leading her to an area with minimal distractions. Include activities with a clear finish point such as a puzzle. Support with hand over hand if needed and give lots of praise for completing.</p> <p>Follow (Childs Name) interests by joining in with what she is doing</p>	

			and extended on this by modelling how to play with resources.	
4	(Childs Name) will explore a wide range of resources including sensory play alongside her peers and to engage in two-part sequences e.g. feeding teddy and then putting him to bed.		Support (Childs Name) in accessing all the activities including a range of sensory play opportunities available at nursery. Visual time table to be provided.	
5	(Childs Name) to share joint attention with an adult for 1-2 minutes.		Engage (Childs Name) in people games, play turn taking games such as rolling a ball back and forth. Play ready steady go games. Engage (Childs Name) in bucket time eventually sharing this with one other child.	

Family Outcomes

(If you are not a SEND Key Worker go to the following section)

	Strengths and/or identified areas of support	Recommendations (if applicable)

Parents and carers		
Family & environmental factors		
Other		

H: Outcome Review

Review	<p>Outcome 1: (Childs Name) will consistently use 3 key words alongside sounds and gestures to communicate, to respond, request, make a choice or indicate 'more'</p>	Score: (0-2)
	<p>Review: (Childs Name) has become more vocal within the nursery setting and will make sounds and hum familiar tunes such as 'twinkle twinkle' whilst playing. (Childs Name) imitates words and small phrases that she hears a lot such as "Bye Bye" Uhh oh "Shake Shake" "Hello" "Shoes" "Miss you" and "Happy" (Childs Name) has started to repeat more language and will sometimes match her words to familiar objects or scenarios such as saying "Bye Bye" when an adults leaves the room or sitting by the shoes when the word shoes is used. (Childs Name) is not yet using language to communicate needs, wants or interests but will use forms of gesture such as pulling at adults faces to gain eye contact/attention, or taking adults by the hand and leading them to places/objects of interest.</p>	1
	<p>Next steps: Continue to follow steps to achieve outcome, continue to use key words when responding to (Childs Name) gestures indicating places and objects of interest. Speak to mum regarding SALT update and possible re referral.</p>	
	<p>New Outcome: Continue to support (Childs Name) to consistently use 3 key words alongside sounds and gestures to communicate, to respond, request, make a choice or indicate 'more' (Continued)</p>	
	<p>Outcome 2: (Childs Name) will consistently understand and respond to everyday instructions and nursery routines.</p>	Score: (0-2)
	<p>Review: (Childs Name) is beginning to show some awareness of her nursery routine and anticipate key parts of the day such as home and meal times. (Childs Name) does not respond to the visual flash cards, however (Childs Name) is beginning to respond when instructions are given along side pointing to objects of reference such as pointing to the chair whilst saying "sitting" (Childs Name) enjoys eye contact with adults that are special to her but will often cut eye contact when being shown visual flash cards.</p>	1
	<p>Next steps: Continue to use pointing to visual objects of reference when giving short and clear instructions and using key words.</p>	
	<p>New Outcome: Continue to support (Childs Name) to consistently understand and respond to everyday instructions and nursery routines. (Continued)</p>	
	<p>Outcome 3: (Childs Name) will engage in appropriate play with activities maintain attention for 2 minutes.</p>	Score: (0-2)
	<p>Review: (Childs Name) is able to maintain attention on activities of her own choosing for extended periods of time, (Childs Name) is beginning to sit supported during an adult initiated activity. (Childs Name) prefers eye contact and play to be on her terms and this can impact the effectiveness when attempting to engage (Childs Name) in a high interest adult-initiated activity.</p>	1
<p>Next steps: (Childs Name) Continue to follow steps to achieve outcome, continue to plan high interest adult-initiated activities and use bucket/special time.</p>		

New Outcome: Continue to support (Childs Name) to engage in appropriate play with activities maintain attention for 2 minutes	
Outcome 4: (Childs Name) will explore a wide range of resources including sensory play alongside her peers and to engage in two-part sequences e.g. feeding teddy and then putting him to bed.	Score: (0-2)
<p>Review: (Childs Name) enjoys freely exploring the play room and is able to do so independently, (Childs Name) enjoys exploring new toys and environments when supported by adults that are special to her. (Childs Name) will become obsessive with certain toys or objects and will return to the same toys and objects when she arrives and nursery and throughout her day. (Childs Name) currently enjoys the threading boards and will always select the cat and the lion, (Childs Name) will carry these around with her and return to them throughout the day. Other toys and objects that (Childs Name) has recently become fixated with and will seek out are the small wooden cat and lion toys, and the play stethoscope.</p> <p>(Childs Name) enjoys exploring objects by looking, touching and will sometimes rub toys and objects against her face. (Childs Name) is happy to play and explore alongside her peers and is beginning to show more awareness of her peers when they are close. (Childs Name) can become defensive of her play and toys when her peers intrude on her play often moving away. (Childs Name) is not yet engaging in play with two-part sequences. Since returning to nursery in September 2020 we have noticed that (Childs Name) has become sensitive to certain noises both high and low pitched in particular when her peers are crying, (Childs Name) can often become extremely distress and will seek out adults for comfort. (Childs Name) will bury her head and cover her ear and can take some time to calm down.</p>	1
Next steps: Continue to follow steps to achieve outcome, include more/new sensory experiences. (Childs Name) will often cut eye contact when show visual time table, continue to try this alongside pointing/gesture to objects of reference in relation to her daily routine. Referral to Audiology made November 2020 awaiting appointment. The nursery has provided a set of ear defenders to help (Childs Name) with noise sensitivity, we will continue to support (Childs Name) in using and becoming familiar with these.	
New Outcome: Continue to support (Childs Name) to explore a wide range of resources including sensory play alongside her peers and to engage in two-part sequences e.g. feeding teddy and then putting him to bed. Support (Childs Name) in using and becoming familiar with her ear defenders. (Continued and added to)	

Outcome 5: (Childs Name) to share joint attention with an adult for 1-2 minutes.	Score: (0-2)
Review: (Childs Name) enjoys engaging one: one with adults that are special to her and is able to exceed the 1-2 minutes as set in outcome 5 often managing 4-6 minutes roughly. When peers interfere or attempt to join the play (Childs Name) will become agitated and will often push the child away or remove her self from the play.	1

Next steps: Continue to engage (Childs Name) in people games extending the length of time, sharing joint attention with adults for 6-8 minutes. Introduce one child encouraging turn taking and tolerance of her peer in her play.

New Outcome: (Childs Name) will share joint attention with an adult for 6-8 minuets and tolerate/participate with one other child when they join her play. **(Continued and amended)**

I: Provision Map (replace with your settings own version if already completed/add additional rows to this template if required)

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	Communication and language activity sessions	1:1	£12.70	3 Hrs	£38.10	£457.20	(Childs Name) to use key words and for adults around her to know her likes and dislikes	U	
2	Social group activities	1:2/3	£12.70	3 Hrs	£38.10	£457.20	(Childs Name) to become social with her peers, to be able to wait and turn take	U	
3	Attending to adult lead activities	1:1	£12.70	1Hr	£12.70	£152.40	To build on maintain concentration and attention	P	
4									
Total school resource used: <small>(must be over £6K)</small>				Total: <small>(provision cost - school resource)</small>					

