


My Early Years SEN Support Plan - Example



<p>My Photo</p> 	<p>Name: James Smith</p>	<p>Date of Birth: 16.04.12</p>	<p>Home language(s): English</p>	
	<p>Setting(s): Cherry Tree Nursery</p>	<p>Days / hours attending: Mon /Tues / Wed 9.00- 12.00</p>	<p>Parent / carer names: Pauline Jones Dean Smith</p>	
	<p>Sheila Dodd (Childminder)</p>	<p>Thurs 7.30 – 1.30</p>		
	<p>Funded 2 year old placement? No</p>	<p>Early Years Pupil Premium? Yes</p>	<p>Child Looked After? No</p>	
	<p>SEN Support EHC needs assessment EHCP</p>	<p>Details about additional funding: ECHP 01.03.16 Nursery - £1200 Childminder - £750</p>	<p>Date plan started:04.05.16 Date to be reviewed: 04.07.16 Date EHA reviewed: 04.05.16 Parent / carer signature: <i>P Jones</i></p>	

Assess

<p>Things I enjoy and can do at home and in the setting:</p> <ul style="list-style-type: none"> • I love being outside and enjoy the space and the freedom to move around • I really like Spiderman at the moment and I love to climb and jump • I have just started to show an interest in woodworking and I like hammering nails into blocks of wood • I sometimes use single words to ask for what I want, particularly if an adult models this word for me • I am now giving my key person more eye contact • I can choose my favourite activity by pointing when I am given 2 choices • I like to play with numbers and letters but prefer to do this by myself • At home and nursery I can take off my shoes and try to put them on again • I am starting to use the toilet when you take me <p>Changes to things I enjoy and can do (date):</p> <ul style="list-style-type: none"> • I have just got a pet dog called Billy. I am very excited and like cuddling him and taking him for walks with Daddy (26.05.16) • I can now go to the toilet by myself (06.06.16) 	<p>My identified needs at home and in the setting:</p> <ul style="list-style-type: none"> • I have difficulty attending and listening so when you talk to me get down to my level, say my name first and use simple words and phrases. Gestures and visual prompts will support my understanding. I need you to help me use more words by modelling simple language • I am not very interested in other people and need you to help me join in activities with other children • Sometimes I find it difficult to control my emotions and when I get angry I need you to help me go to my quiet den. I like to be left alone with my Spiderman box • I do not understand about sharing yet and need you to play simple turn taking games with me based on my favourite activities • I need help to follow routines and benefit from having a visual timetable • I find it difficult to sit with other children for group time. I need an adult to sit next to me to help me focus • At snack time I only like my own cup with a straw <p>Changes to my identified needs (date):</p> <ul style="list-style-type: none"> • I need support to help me become familiar with my new school and I would benefit from having extra visits (06.06.16)
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<p>Outcomes – what I hope to be able to do in the next 12 months:</p> <ul style="list-style-type: none"> • Begin to express my wishes and needs • Play alongside other children, showing an interest in what they are doing • Share and take turns with another child with the support of my key person • Sit with the whole class and begin to take part in group activities with the support of my key person 	<p>Advice has been followed from:</p> <p>Carolyn Wong – Area SENCO Jane Brown – Health Visitor Dr Adam Grey – Community Paediatrician</p>
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Plan	Do	Review
<p>SMART Target: What I would like to do next</p>	<p>Who can help me and how?</p>	<p>Progress I have made</p>
<p>I will join the other children at group time with adult support, sitting down throughout 3 songs, 2 times out of 3</p>	<p>Key person will introduce me to 3 songs on the Songtime CD on a 1:1 basis. Make laminated picture cards for each song. Before group time, show me my visual timetable. Then support me to join the group. Provide me with my own Spiderman cushion and sit next to me. Show me the pictures of each song in turn to focus my attention. Start with me joining in just 1 song and then allow me to leave if I want to. Build to me staying for all 3 songs. Use hand on hand to encourage me to join in the song actions.</p>	
<p>I will consistently share one toy with an adult, passing it to her to take turns when I am asked to</p>	<p>Introduce simple turn taking games based on my interests e.g. pushing a Spiderman toy down a chute outside, playing hide and seek with the squidgy sparkle numbers, playing the pop up dragon game, putting all the pieces of an alphabet jigsaw in a bag and taking 1 piece out at a time. The adult should say, “James’ turn ... Mummy’s (adult’s name) turn”. Encourage me to give eye contact. At home and at the childminders put a blanket over the TV to help me to focus</p>	

<p>I will begin to use words to say what I would like to play with when given a choice of 2 activities 50% of the time</p>	<p>Provide a choice board in the setting and at home. Start with a few favourite activities. Initially offer me a choice of 2 activities. Show me the photo cards. Model the word label for each activity and encourage me to point to a choice and then copy the adult saying the word. As I progress with this, the adult should use the phrase, "I want" and encourage me to complete the phrase as I point to the activity of my choice. As I become more familiar, offer a greater variety of choices on the choice board</p>	
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<p>Other things you can do to help me:</p> <p>Greet me individually when I arrive at the setting and help me to settle to an activity</p> <p>Encourage me to say goodbye to my parents and hello to staff</p> <p>Encourage me to use words and gestures to express myself rather than trying to pre-empt what I want</p> <p>Use a visual timetable and other visual prompts for snack, toileting, handwashing etc.</p> <p>When possible, prepare me for changes to the regular routine in advance, using photos or social stories</p> <p>Provide me with plenty of opportunities to be outdoors</p> <p>Use my interests and fascinations to try to interest me in a wider range of play activities</p> <p>Model play, encouraging me to copy and learn through repetition</p> <p>Offer me alternative activities on a 1:1 / small group basis during whole group activities</p>
