

My Early Years SEN Support Plan: Guidance for Completion

<p>My Photo</p> <p>Insert / attach a current photograph of the child</p>	<p>Name: Insert first name + surname + name known by, if different</p>	<p>Date of Birth: Insert date</p>	<p>Home language(s): Insert language If more than one, include all</p>
	<p>Setting(s): Insert setting name If more than one, include all</p>	<p>Days / hours attending: Insert details of the days and times the child attends the setting. If more than one, include all</p>	<p>Parent / carer names: Insert full name of each parent / carer</p>
	<p>Funded 2 year old placement? Yes / No Delete yes or no as appropriate</p>	<p>Early Years Pupil Premium? Yes / No Delete yes or no as appropriate</p>	<p>Child Looked After? Yes / No Delete yes or no as appropriate</p>
	<p>SEN Support EHC needs assessment EHCP Highlight the stage of the graduated approach the child is at</p>	<p>Details about additional funding: Provide details of amounts and dates of any additional funding, including Education, Health and Care Plan funding or any additional funding from other sources</p>	<p>Date plan started: Insert date this plan was written Date to be reviewed: Insert date this plan will be reviewed Date EHA reviewed: Insert date the EHA has been updated Parent / carer signature: At least one parent must sign here to indicate that they have been involved in developing the plan</p>

ASSESS	
<p>Things I enjoy and can do at home and in the setting:</p> <ul style="list-style-type: none"> Actively involve parents and the child in gathering information. Although the child may not be able to talk, close observations will provide information about things they like and enjoy Consider the child holistically, including information from home and the child's wider family and community as well as the setting Liaise with other professionals involved to help create a full picture of the child Include details of the child's likes and their interests and motivations Include details of the child's strengths, what they are consistently able to do and what they are proud of <p>Remember to record the information from the child's point of view.</p> <p>Changes to things I enjoy and can do (date): As the child's interests and abilities change, provide details to ensure that the plan is as accurate and up to date as possible. Provide the date that new information is added. Expand the box to add updated information on an ongoing basis</p>	<p>My identified needs at home and in the setting:</p> <ul style="list-style-type: none"> Gather information from parents, staff and other professionals involved to create a holistic picture of the child's needs Consider the four broad areas of need and support in the SEN Code of Practice (communication and interaction, cognition and learning, social, emotional and mental health, and sensory and / or physical needs) Complete this section in conjunction with information recorded within the Early Help Assessment Identify the child's barriers to learning and participation Be specific about what the child needs additional help and support with Listen to parents' priorities about what is important to them at this time <p>Remember to record the information from the child's point of view.</p> <p>Changes to my identified needs (date): As the child's needs change, provide details to ensure that the plan is as accurate and up to date as possible. Provide the date that new information is added. Expand the box to add updated information on an ongoing basis</p>

<p>Outcomes – what I hope to be able to do in the next 12 months:</p> <ul style="list-style-type: none"> • Provide details of what it is hoped the child will be able to do by the end of the next 12 months • Be specific when listing outcomes • Ensure all identified areas of need are considered <p>Remember to record the information from the child’s point of view.</p>	<p>Advice has been followed from:</p> <p>Include the names and roles of any other professionals who have provided advice which is included in the plan. This may be an Area SENCO, an Early Years Specialist Advisory Teacher, an educational psychologist, a speech and language therapist, health visitor or any other service supporting the child and family</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>
<ul style="list-style-type: none"> • Be Specific and write the target concisely so everybody knows exactly what the aims are • Make it Measurable to help make accurate judgements when assessing achievements • Ensure the target is Achievable so that the child is likely to reach it by the review date • Show how the child’s interests and motivations are being considered in ensuring targets are Realistic for the child • Must be Time-bound by which the targets should be achieved <p>Remember to record the information from the child’s point of view so start with target with ‘I’</p> <ul style="list-style-type: none"> • There should be a balance of targets which reflect the child’s outcomes (see box above) • Targets should reflect the priorities of the parents 	<p>Record details of who will support the child with achieving the target and specifically how they will do this</p> <ul style="list-style-type: none"> • Include how parents can support the child to achieve the targets • Think about how the child learns best and is more likely to succeed. For example, the child may be a visual learner, they may need adults to model play or they may be happiest outdoors • Consider the child’s interests and motivations • Ensure that advice and recommendations from other professionals involved with the child have been taken into account • Record how often the support will take place, and whether it will be individual support or support within a group • Consider staff training needs <p>Remember to record the information from the child’s point of view</p>	<ul style="list-style-type: none"> • At the review date, discuss with parents, staff and other professionals how well the child has progressed and whether they have achieved each of the targets. It may be useful to plan the review to coincide with any multi-agency meetings that are happening. • It is important to also include the child’s voice, for example, through observations of their enjoyment in a particular activity • Be specific in recording the progress the child has made, what they are now able to do and also aspects that they continue to need support with <p>Remember to record the information from the child’s point of view</p>

Other things you can do to help me:

Write down details of other ways that staff support the child on an everyday basis to help them develop the outcomes listed above

This could include information about communication strategies, physical interventions, adjustments to the setting environment, access to certain types of provision etc.