

Abbreviations

These are some of the abbreviations which you may come across throughout this process:

Area SENCO	Area Special Educational Needs Coordinator
CDC	Child Development Centre
CP	Community Paediatrician
EHA	Early Help Assessment
EHCP	Education Health and Care Plan
EP	Educational Psychologist
EYSAT	Early Years Specialist Advisory Teacher
HCP	Health Care Plan
HV	Health Visitor
OT	Occupational Therapist
SALT	Speech & Language Therapist
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
TAC	Team Around the Child
TAF	Team Around the Family



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My Early Years SEN Support Plan

A guide for parents and carers



This Early Years SEN Support Plan records the help that your child is being given. It includes:

- The type of support that your child needs to succeed
- Who will provide the support
- Information from all the important people in your child's life

This support plan will develop and change over time to reflect your child's needs. It will contain basic information about your child – you will be part of this process at all times. Some of the details may be quite specific and linked to types of funding. The SENCO or Key Person will go through this with you.

This plan is in four parts:

Assess – Plan – Do – Review

Part 1: Assess – What does your child need?

This includes:

- Things your child enjoys and can do at home and in the setting
- Changes to things your child enjoys and can do
- Your child's identified needs at home and in the setting
- Changes to these identified needs
- Outcomes – what your child hopes to be able to do in the next 12 months
- Who has provided advice

All the important people in your child's life can share information including grandparents, extended family, childcare providers, health professionals, etc.

Part 2: Plan - What we hope your child will be able to do

This involves identifying SMART targets

- What your child would like to do next

SMART: Specific, Measurable, Achievable, Realistic, Time bound

These targets will be identified and written together with you to ensure they address your child's specific needs and your views and wishes.

Part 3: Do – How we can help your child

- Who can help your child and how?

This could involve: support from a professional, specific activities, use of a resource, use of specialist furniture/equipment, a change to the nursery environment or routine, or staff training.

Part 4: Review - Is the plan working?

- The progress your child has made towards their targets
- The new things that need to be done to help your child

At regular intervals (at least three times per year) your child's key person will meet with you and other people involved with your child to talk about how the plan is working. At this stage the SMART targets will be reviewed according to progress made and your child's changing needs.

Your help and support is needed because:

- **You know your child best**
- **You know how best to help your child**
- **You can support your child's learning at home**