# **Early Years SEN Support Plan**.

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| 1. **Childs Details**
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| Setting Name:Other settings attended: | Date: |
| Child’s Name: | Date of birth: |
| Child’s Address: | Ethnicity: |
| Parent/Carer names: | Parent/Carer telephone numbers:Parent/carer email addresses: |
| Date the child started: | Hours and session days/times the child attends:Nursery Education Grant Funding entitlement: 15 hours / 30 hours (delete as applicable) |
| Are Social Care Involved? Yes ☐ or No ☐If yes, provide an update of involvement. (Include name and contact number of the Social Worker) | Is there an Early Help in place? Yes ☐ or No ☐If yes, give details of purpose and the name of the Lead Professional. |
| Are you receiving EYPP funding for the child? Yes ☐ or No ☐If yes, how is this being used? | What is the child / families home language? |
| Has the child got any formal diagnosis?  |  |

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| 1. **Professionals who support my strengths and needs**
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| **Professionals Name** | **Name of Service**  | **Contact Details****(Email address and/or Telephone Number)** | **Describe the current involvement & impact**  |
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**Aspirations/hope of the child and family:**

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|  **3. Parents/carers Views** |
| Detail here your conversation with the child’s parent/carer, their views on their child’s progress & development, any celebrations or concerns they wish to share. |

**Capturing My Voice**

**How do I communicate?**

**Things I can do well**

**Picture 😊**

**What do I need help with?**

**Things I like**

**Childs Name:**

**What’s important to me now and in the future?**

**Who is special to me?**

**My Dislikes.**

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| **Area of development**  | **Term**  | **Step 1** | **Step 2** | **Step 3** | **Step 4** | **Step 5** | **Step 6** | **Step 7**  |
| **Personal Social Emotional Development**  | **Autumn** |  |  |  |  |  |  |  |
|  | **Spring** |  |  |  |  |  |  |  |
|  | **Summer**  |  |  |  |  |  |  |  |
| **Communication & Language** | **Autumn** |  |  |  |  |  |  |  |
|  | **Spring** |  |  |  |  |  |  |  |
|  | **Summer**  |  |  |  |  |  |  |  |
| **Physical Development**  | **Autumn** |  |  |  |  |  |  |  |
|  | **Spring** |  |  |  |  |  |  |  |
|  | **Summer**  |  |  |  |  |  |  |  |
| **Thinking**  | **Autumn** |  |  |  |  |  |  |  |
|  | **Spring** |  |  |  |  |  |  |  |
|  | **Summer**  |  |  |  |  |  |  |  |
| **Area of development**  | **Term** | **Step 8** | **Step 9** | **Step 10** | **Step 11** | **Step 12** | **Step 13** | **Step 14**  |
| **Personal Social Emotional Development**  | **Autumn** |  |  |  |  |  |  |  |
|  | **Spring** |  |  |  |  |  |  |  |
|  | **Summer**  |  |  |  |  |  |  |  |
| **Communication & Language** | **Autumn** |  |  |  |  |  |  |  |
|  | **Spring** |  |  |  |  |  |  |  |
|  | **Summer**  |  |  |  |  |  |  |  |
| **Physical Development**  | **Autumn** |  |  |  |  |  |  |  |
|  | **Spring** |  |  |  |  |  |  |  |
|  | **Summer**  |  |  |  |  |  |  |  |
| **Thinking**  | **Autumn** |  |  |  |  |  |  |  |
|  | **Spring** |  |  |  |  |  |  |  |
|  | **Summer**  |  |  |  |  |  |  |  |

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| **Aspirations/hope of the child and family:** |

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| **Long Term Outcomes:** |

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| **Broad Area of Need** | **SEN Support Plan \_Cycle 1**Assess, plan, do | **Review** Every 6- 8 weeks |

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| **Cognition & learning, SEMH,****Communication & Interaction,****Sensory and/or physical**  | **SMART Targets** Outcomes/Next Steps to aim for by the next review | **Strategies and resources** to support SMART Targets in the EY Setting and at home | **Advised by whom?**ELCC team, SENCo. etc. | **Who, does what, under what conditions** | **Evaluation-** Celebrating success, outlining changes that need to be made, developments, and/or progress |
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| **Aspirations/hope of the child and family:** |

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| **Long Term Outcomes:** |

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| **Broad Area of Need** | **SEN Support Plan \_Cycle 2**Assess, plan, do | **Review** Every 6- 8 weeks |

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| **Cognition & learning, SEMH,****Communication & Interaction,****Sensory and/or physical**  | **SMART Targets** Outcomes/Next Steps to aim for by the next review | **Strategies and resources** to support SMART Targets in the EY Setting and at home | **Advised by whom?**ELCC team, SENCo. etc. | **Who, does what, under what conditions** | **Evaluation-** Celebrating success, outlining changes that need to be made, developments, and/or progress |
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| **Aspirations/hope of the child and family:** |

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| **Long Term Outcomes:** |

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| **Broad Area of Need** | **SEN Support Plan \_Cycle 3**Assess, plan, do | **Review** Every 6- 8 weeks |

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| **Cognition & learning, SEMH,****Communication & Interaction,****Sensory and/or physical**  | **SMART Targets** Outcomes/Next Steps to aim for by the next review | **Strategies and resources** to support SMART Targets in the EY Setting and at home | **Advised by whom?**ELCC team, SENCo etc. | **Who, does what, under what conditions** | **Evaluation-** Comments, developments, changes, and progress made |
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**Continue to follow the graduated approach through the cycles of Assess, Plan, Do, Review**

**Further support can be found through the graduated response toolkit**

If after using the assess, plan, do, review cycle over a period of time and the child is showing an 18 month or more delay in development using the Early Years Support Tool, You can complete the **Appendix 1** **Request for Involvement** providing the child’s SEN support plan, outcome of the WELLCOMM assessment, 2-year-old check and Early Years Support Tool