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| --- | --- | --- |
| **Name** Insert first name + surname+ name known by, if different | **Date of birth**  | **Home language** Insert languageIf more than one, include all |
| **Setting (s)** Insert setting nameIf more than one, include all | **Days/ hours attending** Insert details of the days and times the child attends the setting. If more than one, include all | **Parent / carer name**  |
| **24U / 3 yr old funding**  | **Early Years pupil premium**  | **Lac?** |
| **SEN support** **EHC Assessment****EHCP** | **Additional funding?**Provide details of amounts and dates of any additional funding, including GSP, EHC Plan fundingor any additional funding from othersources | **Date plan started.****Review date** *Parent signature* At least one parent **must** sign here to indicate that they have been involved in developing theplan |

*Remember all this comes from child’s point of view*

Insert / attach a

current photograph

of the child

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| **Assess** |
| **Things I enjoy and can do at home and in the setting** Actively involve parents and the child in gathering information. Although thechild may not be able to talk, close observations will provide information aboutthings 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

**Remember to record the information from the child’s point of view.*****Changes***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 | **My identified needs at home and in the setting** 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

**Remember to record the information from the child’s point of view*****Changes*** 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 |

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| **Outcomes – What I hope to achieve in the next 12 months:*** 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

**Remember to record the information from the child’s point of view.** | **Advice has been followed from:**Include the names and roles of any other professionals who have provided advicewhich is included in the plan. This may be an Area SENCO, an Early Years SpecialistAdvisory Teacher, an educational psychologist, a speech and language therapist,health visitor or any other service supporting the child and family |
| **Plan** | **Do** | **Review****Date and who was present**  |
| **Smart target –** **What I would like to do next (think short term very small steps)** | **Who can help me and how?****When and timetable** | **Progress I have made** |
| * Be **S**pecific and write the target concisely so everybody knows exactly what the aims are
* Make it **M**easurable to help make accurate judgements when assessing achievements
* Ensure the target is **A**chievable 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 **R**ealistic for the child
* Must be **T**ime-bound by which the targets should be achieved

**Remember to record the information from the****child’s point of view so start with target with ‘I’*** There should be a balance of targets which

reflect the child’s outcomes (see box above)* Targets should reflect the priorities of the

parents | Record details of **who** will support the child withachieving the target and specifically **how** they will dothis* 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 adultsto model play or they may be happiestoutdoors* 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 orsupport within a group* Consider staff training needs

**Remember to record the information from the child’s point of view** | * 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 theirenjoyment in a particular activity* Be specific in recording the progress the child

has made, what they are now able to do andalso aspects that they continue to needsupport with**Remember to record the information from the child’s point of view** |

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| **Other things you can do to support me**  |
| Write down details of other ways that staff support the child on an everyday basis to help them develop the outcomes listed aboveThis could include information about communication strategies, physical interventions, adjustments to the setting environment, access to certain types of provision etc. |