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| **SEN Support Plan Example** | | | | | | |
| **Name:** CHILD A | | **Date of Birth:** | | **Date:** | | **Cycle number:** 2 |
| **EAL: Y** | **Professionals involved:** SEND ADVISORS/PORTAGE/SENCO/KEYWORKER/SALT | | | | | |
| **SEND Needs:** Child A has a diagnosis of autism and his development is demonstrating a delay across all areas. His difficulties are mainly in the areas of communication and interaction with high sensory and physical needs. He requires regular sensory support to be able to access the nursery activities on offer. He is beginning to utter single word sounds. | | | | | | |
| **Strengths / What can the child do now? / Child’s voice** | | **Broad area of learning** | **SMART target** *(specific, measurable, achievable, realistic and timed)* | | **Strategies and resources required** | |
| CHILD A enjoys exploring the room and is settling much better since receiving support at transition time and regular interest.  He has started to show more interest in the other children. He has started to show some concern if another child is upset/crying.  CHILD A has developed a close bond with the staff in the room, particularly with his support worker. He will call her name to gain her attention whilst pointing, to indicate what he wants to draw attention to.  CHILD A has also recently learnt his full name which he will now tell the staff and other children if asked. He has started to say some single words. | | Communication and interaction | CHILD A will begin to say single words 50% of the time to communicate his need, working towards a bank of 10 word vocabulary. | | Daily short ten sessions using ICAN early talk boost activities as planned. Adults will use match + 1 when working with him. Use objects of reference and visual cues. Adjusting language modelling to child’s developmental level (e.g., gestures, single words, word combinations,)  Sharing stories and labelling everyday objects | |
| Social, emotional and mental health | CHILD A will take part in turn taking interaction with another adult or child. | | Predictable and memorable games that are fun with clear beginning, middle and end.  Ready steady go games  Adults will engage in turn-taking during play e.g. passing items, building towers, pouring water, and emphasis on ‘my turn’, ‘A’s turn’ and on occasion skip A’s turn with positive support. | |
| Cognition and learning | Not applicable this cycle | |  | |
| Sensory and physical development | CHILD A will be able to come into the nursery independently and join carpet time after five minutes of his sensory den. | | Adults supporting A’s arrival will show A the visual card for the den. They can take his hand, tap the picture and offer him an item from the den to carry into the den. Staff will use a one-minute sand timer to warn A, then show him the ‘now and next’ picture of the carpet area. | |

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| **SEND Support Plan REVIEW** | | | | |
| **Child’s name:** CHILD A | | **Date of review:** | | |
| **Date:** | | **Review of IEP number:** | | |
| **What progress has the child made?** | | | | **Goal status** |
| **CHILD A will begin to say single words 50% of the time to communicate his need, working towards a bank of 10-word vocabulary.**  Child A has been heard saying over 10 new words including and continues to make more variety of sounds. We will continue to develop this and extend her vocabulary by another 10 words in the next term. | | | | Exceeded |
| **CHILD A will take part in turn taking interaction with another adult or child.**  Child will now sit and attend to the click clack track and during play when prompted he will wait his turn or pass a toy to another child to let them have another turn. Child A can find this challenging at times, but this is typical development at his age. We will begin to add more peers as part of a group game next term. | | | | Fully met |
| **Child A will be able to come into the nursery independently and join carpet time after five minutes of his sensory den.**  Although Child A has made progress in smaller groups. He still finds it challenging to join the larger class and requires support to settle in the mornings. We will continue to use the sensory den but also introduce calming yoga as we have identified this helps him and provides routine/structure. | | | | Partially met |
| **How effective was the education plan?**  **(Were activities followed through effectively/consistency/future improvements/why wasn’t more progress made)** | | | | |
| A has made some positive progress within this IEP and has exceeded one of his targets. His listening and attention has come on really well and he is able to hold attention during activities for longer. A’s confidence is growing, and this is enabling him to explore more of the environment, engage in a wider range of activities and create stronger relationships with both staff and children. Through the use of inclusion funding a member of staff has been able to practice turn taking activities with child A daily supporting his progression. | | | | |
| **Parents comments on their progress (progress seen at home/consistency)** | | | | |
| Mum shared she has noticed child A using more single words at home including “more” and “go” | | | | |
| **Child’s experience/comments (refer to observation)** | | | | |
| Child A has been enjoying sharing stories and looking at books together, he now takes adults hand to point to pictures so they label the visual. | | | | |
| **Any updated information and/or advice that should be considered?**  **(Transition, environment, professional visits etc)** | | | | |
| A is off nursery for summer. He will return in September. A will have a new key person, XXXXX., who he has met and spent time with in the new classroom. Nursery will send XXXX an ‘All about me” so she can get to know him more and become familiar with him before him returns in September. | | | | |
| **Future action** | | | | |
| Create a new IEP for A with extended and/or new targets. | | | | |
| **Signatures** | | | | |
| **Parent/Carer:** | **SENCo:** | | **Key person:** | |

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| **Examples of Targets, Provision & Reviews** | |
| **Communication and interaction** | |
| **Outcomes** | **Provision** |
| Child A will use some farm animal sounds during his play with up to 50% success rate. | Whilst Child A is playing with the farm animals model the sounds the animals make and pause leaving a gap for the child to process i.e. ‘moo’, ‘baa’ etc. You can extend this in other opportunities as they arise with transport toys such as ‘brum, nee-naw, chug-chug, crash’. |
| Child B will anticipate ‘go’ using eye gaze/contact during ‘ready, steady, go’ games on two out of five occasions. | Child B is motivated by the cars and garage, so we are going to use this in a game of “ready, steady, go!”. Practitioner will hold the car at the top of the slope using voice and tone to capture attention “ready, steady… (pause for anticipation) before finally saying …go!”. After a few tries, we hope that Child B will begin to understand the notion of the game as the anticipation builds. During the pause we will accept eye gaze on the adult direction or eye contact to indicate a signal for “go” so the adult can whoosh the car down the slope. If struggling with motivation try the large trucks down the garden slide into the water tray with a big splash or through paint to make tracks. |
| Child C will request ‘more’ using a Makaton sign during a game of bubbles with 100% success rate. | Practitioners will model “more” Makaton signs in everyday scenarios as part of everyday practice. During the game of bubbles practitioners will blow the bubbles a few times and allow the child to enjoy popping them before pausing and suggesting “more?” followed up with a Makaton sign to model to the child and allow the child some time to process the request before blowing the bubbles. |
| Child D will attend Stage 2 of the Attention Autism programme for up to five minutes. | Have a prepared bucket with a lid that includes motivational/attention grabbing toys inside and a small whiteboard and dry-wipe pen. Adult to warn Child D of the bucket activity using first and next. Lead adult to sing the bucket song.  Engage with three motivational toys inside the bucket, don’t rush use tone of voice and facial expressions to capture interest.  Then put the lid back on the bucket and put a cross through the bucket picture on the first and then board; say bucket finished.  **Stage 2: The Attention Builder**  Visually stimulating activities are demonstrated to the children by the adult to sustain attention for a longer period up to five minutes. The activities are visually engaging. Examples can include shaving foam splat, flour shaking, paint pouring, water squirting etc.  Providing alternative seating may help some children focus and give attention. Examples include using wobble cushions, yoga balls, sitting on chairs, bean bags. |
| Child E will increase her two-word utterances to include ‘more juice\*’ and ‘all gone’ with 75% success rate. | Now that Child E has developed a range of single words the next step is to start to put words together to two-word utterances. Syllable repetitions such as ‘bye bye’, ‘beep beep’ are starting point from which two-word utterances are then attempted. “More juice” and “all gone” are functional phrases that are used often in the day and provide lots of opportunity for repetition whilst helping to meet the child’s needs.  Comment on children’s play, model simple language in two-word phrases and motivate children to want to communicate. |

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| **Social, Emotional & Mental Health** | |
| **Outcomes** | **Provision** |
| Child A will tolerate play alongside an adult for up to five minutes, twice a day. | While Child A is playing sensitively approach the area, often being lower that the child helps feel less intimidating. You might want to start from a table width away and work towards getting closer and build up to from a few seconds to five minutes over the half term.  Use your knowledge of the child, their likes, dislikes and what motivates them. Mirror their play and copy some of their actions and vocalisations as you might capture his attention and interest. |
| Child B roll a ball back and forth cooperatively with adult support to turn-take with 80% success rate. | Practitioners to sit with Child B and model the initial rolling of the ball to the other person. Use tone of voice and body language to create a fun game using lots of positive praise and encouragement. Using simple instructions and key words request the child have a turn. Continue using language such as ‘my turn, your turn’ or B’s turn, John’s turn etc. you can extend this activity to kicking the ball, throwing the, blowing bubbles, racing cars etc. |
| Child C will use the cool down cubes to self-regulate her emotions with levels of adult support in the calming area with 75% success. | Child C will begin to understand her emotions and the physical effects on her body. Developing a calming area on the room with soft seating such as beans bags, cushions and low-level lighting to create a calming area for the children. Develop resources to reduce children anxieties such as fidget toys, bubbles tubes, weighted blankets, light up toys, and cool down cubes. Cool down cubes are laminated pictures of ice cubes with various distraction activities that help to reduce anxiety or calm the child when in dysregulation. Examples might include taking five deep breaths, going for a walk, blowing bubbles etc.  Use of the cool down cubes - take the jar of cubes and offer Child C a choice to choose one cube. Read the cube and complete the activity with the child. Practitioner should always remain in the calming area with the child a support the process of regulation. When the activity is finished the practitioner can ask ‘shall we join the garden now? Before returning to the main group. |
| Child D will squeeze the flour-filled balloon when she is feeling overwhelmed on three out five times with an adult supporting. | We are working towards her recognising and understanding these feelings and the effects they have on her body for herself. Right now, she still requires some adult support to remind her to use the resource’s available to her. When Child D is feeling overwhelmed, practitioners will provide her with the balloon to squeeze. Practitioners also have their own balloon to model squeezing and manipulating the ball to relieve stress. Practitioners will reassure Child D, ‘I know you are feeling angry right now’. Practitioners deescalate the situation so that Child D can continue her play. |
| Child E will join in with a preferred nursery rhyme of his choice, alongside a small group of two other peers for song time on four out of five times. | Child E is developing some positive progress with his self-confidence and self-esteem and he has now made two friendships, normalising everyday activities and not making a fuss when he joins in alleviates some pressure and anxiety when he does not want to join in. Encourage Child E to choose a song from the song board (this can be non-verbally i.e. pointing) practitioner will accept his efforts to communicate and not overly respond or praise. They continue to sing in the small group alongside his peers. |

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| **Physical & Sensory** | |
| **Outcomes** | **Provision** |
| Child A will build a tower of 10 bricks with 100% success rate. | During free play with the blocks model tower building, counting as you put the block on one another. Encourage Child A to add the bricks to build a tower and make this into a fun game where he can knock them when you get to five blocks and then extend this to 10 blocks. |
| Child B will thread 10 medium beads on a lace with 100% success rate. | Practice hand-eye coordination using the medium threading beads using dominant hand to thread the bead and the other hand to stabilise the thread. Practitioners should support using a hand under their hand where needed initially. You can extend this to copy bead patterns or shapes, make bead necklaces etc. |
| Child C will engage in a proprioceptive activity/movement break for up to 10 minutes twice daily. | Engaging in a proprioceptive activity or movement break will support child C to regulate and enter a ready to learn state. Examples of proprioceptive activities include:   * Weightbearing activities – plank, push-ups, animal walks * Resistance activities – tug of war, resistance bands, stretches * Heavy lifting – carrying books, bucket of water * Cardiovascular activities – jumping, running, star jumps * Oral motor activities – chewy snack such as dried fruit, thick smoothies * Deep pressure – Massage, hugs, playdough.   Movement break may be better placed before the start of the session or prior to focused learning such as group time or when you noticed the child becoming over stimulated or overwhelmed. |
| Child D will independently wash and dry her hands before her snack every day. | Child D has made some positive progress towards this target and no longer requires hand over hand support. Practitioners to use visuals in the form of a simple visual timetable in the bathroom above the sink and paper towels to provide Child D with visual cues what comes next so she can develop her independence within her health and self-care routines. Please ensure that Child D has access to the ‘push foam’ soap dispenser on the wall as this is more suitable for her developing physical skills. |
| Child E will engage in a sensory circuit at the beginning of the morning and afternoon session for up to 10 minutes. | A sensory circuit encourages daily sensory input through physical activities.   1. **Alerting –** The first section includes providing vestibular stimulation, getting the heart racing, oxygen flowing and preparing the brain for learning.   EXAMPLE – Star jumps for 30 seconds   1. **Organising –** This section includes activities that require multisensory processing and balance. The child needs to organise their body, plan their approach and do more than one thing at a time.   EXAMPLE – Playing balloon tennis   1. **Calming –** This section is one of the most important to allow children to return the class in a calm and centred manner ready for the day. Effective calming activities include heavy muscle work such as pushing, pulling and weight-bearing.   EXAMPLE – Rolling a tyre forward, putting it on its side and pulling it backwards.  Circuit to be repeated at least twice a day at the beginning of the morning and afternoon session. However, if observations demonstrate the child needs this intervention more, please speak with SENCo. |

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| **Cognition & Learning** | |
| **Outcomes** | **Provision** |
| Child A will follow five routine transitions using objects of reference to indicate the change daily with 75% success. | Use real objects such as nappy for nappy change, a banana for snack time and coat for garden, bucket for Attention Autism programme, to develop her understanding of the routine. Guide her by taking her hand to the next activity. |
| Child B will associate object names with pictures by pointing or touching with 80% success rate. | Using a picture book or snap cards, label the objects in the pictures. Can the child find the picture of the hat etc.? You could try using real objects and playing a game of “What’s in the box?”, pulling an object out each time and encouraging the child to label the item. |
| Child C will confidently join in with “head, shoulders, knees and toes” actions during song time without adult support. | C will develop knowledge of body parts through actions songs to support working memory. Another activity to support this could be playing Mr Potato Head, making faces in playdough, mirror play etc. |
| Child D will match two pairs in a game of sorting farm animals on four out of five occasions. | Using sorting objects create a fun game where the child can recognise when two objects are the same or different. Practitioners can point out the features that make the items the same or different to develop understanding. |