

|   |  |                                  |                   |
|---|--|----------------------------------|-------------------|
| <b>Early Years Personalised Plan for:</b> |  | <b>Personalised Plan number:</b> | <b>Insert no.</b> |
|---|--|----------------------------------|-------------------|

Please refer to the Early Years Personalised Plan guidance on Kelsi for help completing this document

|  |  |   |  |   |                   |
|--|--|---|--|---|-------------------|
| Child's Full Name  | John Michael James   |   | Date of Birth  | 1-5-16                                  |                   |
| Gender   | Male   | Ethnicity:  | e.g. British White                                       | Child's age (in months)                 | 40 mths           |
| Setting Name   | Sunflowers Pre-school  |   | Child's start date at setting                            | May 20...                               |                   |
| Key Person Name  | Annie Other  |   | Number of hours attending                                | 12 hrs                                  |                   |
| SENCo Name   | Fay Enough   |   | Child's expected start date to school year R             | For e.g. Sept' 2021                     |                   |
| Does the child attend another Early Years setting/provider (please give details) | Check with parent & <b>Include childminder details, if appropriate</b> | Is the family in receipt of a Continuing Healthcare Plan for the child? | This would be for a child with a life limiting condition | Is the child receiving Portage support? | Check with parent |

| Main Area of Need (Please tick one box only) |  | Additional Needs                   |   |  |
|--|--|------------------------------------|---|--|
| Physical Development                         | <input type="checkbox"/>   | EAL (language spoken)              |   |  |
| Cognition & Learning                         | <input type="checkbox"/>   | Prematurity (born at) no. of weeks |   |  |
| Communication & Interaction                  | <input checked="" type="checkbox"/>  | Health Needs (please specify)      | e.g. asthma, diabetes                               |  |
| Social, Emotional & Mental Health            | <input type="checkbox"/>   | Sensory Needs (please specify)     | e.g. glue ear                                       |  |
| HI, VI, MSI - please specify                 | HI <input type="checkbox"/> VI <input type="checkbox"/> MSI <input type="checkbox"/> | Relevant information               | <b>Other relevant information not covered above</b> |  |

|   |                                 |                                |          |
|---|---------------------------------|--------------------------------|----------|
| Date of transfer from Targeted to Personalised Plan | Date of first personalised plan | Date of this Personalised Plan | 1-9-2020 |
| Personalised Plan previous review date(s)           | insert                          |                                |          |

| In receipt of EYPP?  | Yes/No | In receipt of DAF? | Yes/No | SENIF in place?  | Yes/No | Date SENIF agreed | Insert if applicable  |
|--|--------|--------------------|--------|--|--------|-------------------|---|
| Please outline how DAF and/or EYPP has been utilised to support the needs of the child |        |                    |        | Please detail how SENIF / SENIF Practitioner support has been utilised and what has the impact of this been on the |        |                   | <b>Give a brief description of how SENIF has been used / how SENIF Practitioner has supported the child and the setting.</b><br><br>For e.g. the SENIF Practitioner visited the setting for a 6 week block in all. She modelled using the TEACCH approach for us and provided additional visuals to |
|  |        |                    |        |  |        |                   | <b>Give a brief description of how the EYPP/DAF funding has been used in order to support the child.</b><br><br>For e.g. money has been used to purchase additional sensory resources for child for use in Sensory Circuits and in the garden.  |

|  |   |                 |  |
|--|---|-----------------|--|
|  | Story sacks have been purchased to send home with child to share with mum | child / setting | support the child during times of transition. She supported us to write a social story for PICA. |
|--|---|-----------------|--|

## Child's views

Things that I like and am happy doing:

**Describe the activities that the child is happy doing in the setting, and whether on their own or with others.**

For e.g

I enjoy exploring the garden and I like to use the climbing frame.

I enjoy playing with the cars, small world & dinosaurs on my own.

I enjoy Intensive Interaction with adults and being with them, especially my KP.

Things that I find difficult:

**Describe the times / activities / routines of the day within the setting that can be difficult for the child.**

COMMUNICATION- I find it hard to Communicate my needs, I have limited speech. I generally point at something I want but am starting to use my voice with adults only. I am happy to `wander` around as I am not a demanding little boy. I will watch rather than join my peers but will join my key person in activity if she is on her own

INTERACTION- I get anxious in large groups. I get overwhelmed and I find it difficult to interact with other children within the setting. If I am playing and one of my peers joins me, I get up and walk away. Also if they take away the toy I am playing with, I allow them and then walk away. I am starting to become interested in one other peer with whom my Keyperson also does Intensive Interaction. I like to roll around the garden with them.

TOILETING- I have shown no interest in the toilet, I get very scared by the hand dryers and I avoid the sink areas, at snack and lunch time I now use the small sink in a different room away from my peers & hand dryers.

How my key person and setting practitioners support me within my setting and the impact of this *(please refer to the Best Practice Guidance 2019)*:

Learning Environment - what has been adapted?

Using Makaton signs, photos & objects to support my understanding

Modelling and reducing language.

Role modelling what I need to do in lots of activities / situations.

Following the ECAT techniques when communicating with me.

Recognising my interests and structure my learning around these to help me achieve the best I can.

They engage in Intensive Interaction with me, every day I am at nursery (staff time permitting)

Provision - what has been planned?

Keyperson and SENCo to spend time with me helping me to learn new words; they will label nouns and actions in the moment.

Providing a sensory box and toys of specific interest to me

All staff to ensure they support me to engage in simple turn taking games/ play with my peers

e.g. roll a ball to each other in a group saying the names aloud, roll cars down the ramp, `float` dinosaurs down the water feature guttering saying ready steady go. Take in turns naming `who`s turn it is next.

Providing a low arousal place for me to access.

Communication - how do you relate to others?

I have very limited speech, and often wait for an adult prompt me. I don't tend to initiate interactions with my peers, preferring solo play unless there is an adult leading play.

Things that I like to do at home:

ASK the parents.

For e.g.

I like to play with my cars and trains and my treasured collection of dinosaurs.

My parents/carers and setting are also supporting me with (e.g. drinking from a cup, toileting):

My Parents will support my language development sharing a book with me for a few minutes each day and keep me engaged with it for as long as possible.

They will play with my cars & dinosaurs with me so that I learn to share toys with others

They will keep encouraging me to sit on the chair at the table for meal times  
 They will label words in the environment and use the 'finished' sign when an activity has ended.

## Progress review (please see Guidance notes for examples)

Please indicate the child's *current attainment* in all aspects using E or D.

Although for some children you may only be making assessments in the prime areas of learning, please ensure that all specific areas of learning continue to be reflected in children's planning.

| Child's current age in months: |  | 40 mths                            |                                 |                            |               |                      |                     |                      |                         |         |                            |                           |                        |           |            |   |                   |  |  |
|--------------------------------|--|------------------------------------|---------------------------------|----------------------------|---------------|----------------------|---------------------|----------------------|-------------------------|---------|----------------------------|---------------------------|------------------------|-----------|------------|---|-------------------|--|--|
| ELGs                           |  |                                    |                                 |                            |               |                      |                     |                      |                         |         |                            |                           |                        |           |            |   |                   |  |  |
| 6<br>(40-60)                   |  |                                    |                                 |                            |               |                      |                     |                      |                         |         |                            |                           |                        |           |            |   |                   |  |  |
| 5<br>(30-50)                   |  |                                    |                                 |                            |               | e                    |                     |                      |                         |         |                            |                           |                        |           |            |   |                   |  |  |
| 4<br>(22-36)                   |  | d                                  | e                               |                            | e             |                      |                     |                      |                         |         |                            |                           |                        |           |            |   |                   |  |  |
| 3<br>(16-26)                   | d  |                                    |                                 | d                          |               | e                    |                     | d                    |                         |         |                            |                           |                        |           |            |   |                   |  |  |
| 2<br>(8-20)                    |  |                                    |                                 |                            |               |                      |                     |                      |                         |         |                            |                           |                        |           |            |   |                   |  |  |
| 1<br>(0-11)                    |  |                                    |                                 |                            |               |                      |                     |                      |                         |         |                            |                           |                        |           |            |   |                   |  |  |
| Aspects                        | Making relationships                       | Self-confidence and self-awareness | Managing feelings and behaviour | Listening and attention    | Understanding | Speaking             | Moving and handling | Health and self-care | Reading                 | Writing | Numbers                    | Shape, space and measures | People and communities | The world | Technology | Exploring and using media and materials | Being imaginative |  |  |
| Areas of learning              | Personal, social and emotional development |                                    |                                 | Communication and language |               | Physical development | Literacy            | Mathematics          | Understanding the world |         | Expressive arts and design |                           |                        |           |            |   |                   |  |  |

- You need to record the child's current level of attainment on the progress grid. This is the age band where you are currently planning for the child.

**This will be recorded as:**

- Entering (e)** – the child is just beginning to acquire the skills and knowledge in this age band and will need lots of opportunities to practice and consolidate these.
- Developing (d)** – the child is practising and consolidating the skills and knowledge in this age band in lots of situations and growing in confidence but will need further opportunities before the learning is fully embedded.

**Note:** When the child is fully confident in applying the skills and knowledge in this age band **independently & consistently** in a range of situations, sometimes referred to as secure, the learning is now fully embedded. **You will record this as entering into the next age band.**

### VERY IMPORTANT-

When outlining the child's current attainment please consider whether they are able to apply all skills in that age band **CONSISTENTLY AND INDEPENDENTLY WITHOUT ADULT SUPPORT** before entering into the next age band

## Outcome 1 - to be achieved by the end of pre-school (intent)

*Long-term Outcome to be achieved:*

For e.g. By the end of pre-school, I will be able to use 5-10 key words functionally so that I can better communicate my needs & wants, and ideas to others. (Source SLT)

**My target/s\* to help me move closer to achieving the above Outcome**

By the end of term: **15<sup>th</sup> October 2020**

Target 1: will be able to say and/or sign 5 new action words (drink, brush, jump, kick, cut) spontaneously within structured activities with my KP.

Target 2: I will be able to demonstrate a consistent understanding of the position words on/in/under within structured activities.

\*Targets set should be SMART - Specific, Measurable, Achievable, Realistic, Time Bound - (for more advice on setting SMART targets please see Early Years Personalised1 Plan guidance notes.)

**This is how my keyperson and setting practitioners will help me achieve this - implementation (refer to strategies and advice from STLS and other agencies):**

Adults to use VERVE strategies e.g. waiting for face watching, giving extra silence, avoiding questions.

1. Label actions as I experience them, e.g. “you’re eating”, “you’re jumping”. Draw my attention to what other children are doing too, e.g. “Johnny is jumping”. Use action picture cards, books, nursery rhymes etc. to target action words. Using Makaton signing alongside modelling action word.
2. Start by showing me how I can be in, on or under objects such as boxes, furniture etc. Describe what I am doing e.g. “you are under the table”. This will give me a better understanding of what the words mean. See if I can follow instructions with the words in/on/under by asking me to put objects where you tell me to, e.g. “put the teddy on the bed”, “put monkey under the table”. Play hiding games with objects and take turns to say where the objects are. Read stories which include position words, for example We’re Going on a Bear Hunt. At the park ask me to tell you where I am, for example under the slide, on the roundabout. Try creating an obstacle course.

**Please detail how the strategies from health or education professionals have enabled me to meet my target and the impact this has had on my learning**

Being able to label verbs and concepts in the moment has really helped John to make progress with the targets set. He has enjoyed playing the games we shared.

**Review Meeting Date**

**15<sup>th</sup> October 2020**

I have made progress toward my target in the following way:

**Target 1: Achieved: John is able to name a range of verbs and is using these within short phrases within structured activities e.g. “drinking juice”.**

Target 2: Working towards: John's understanding of the prepositions on/in/under is not yet consistent.

**Next steps** (state how this Plan will lead onto the next Personalised Plan)

Using Language Through Colour John will be able to use person- action- object phrases, e.g. John kicked ball in a structured activity. These phrases will also be modelled to him in free play.

To develop the consistent use of and generalisation of the prepositions we will continue with the strategies above

### Outcome 2 - to be achieved by the end of pre-school (intent)

*Long-term Outcome to be achieved:*

By the end of pre-school, I will be able to initiate play with my peers with adult support so that I can increase the number of positive interactions I have with them each day.

**My target/s\* to help me move closer to achieving the above Outcome**

By the end of term: 15<sup>th</sup> October

I will be able to take turns with one other peer once a day in a structured turn-taking game with adult support for up to 3 minutes.

\*Targets set should be SMART - Specific, Measurable, Achievable, Realistic, Time Bound - (for more advice on setting SMART targets please see Early Years Personalised Plan guidance notes.)

**This is how my keyperson and setting practitioners will help me achieve this - implementation** (refer to strategies and advice from STLS and other agencies):

Use VERVE techniques such as face watching to engage in communication, using friendly sabotage etc. Wait for me to use face watching before taking a turn. Adult to use turn taking language e.g. my turn, your turn. Use quick, motivating games. Choose peers carefully, working towards letting me choose who I want to play with.

**Please detail how the strategies from health or education professionals have enabled me to meet my target and the impact this has had on my learning**

John is using face-watching more often throughout our sessions and the day. Using quick motivating games has helped.

|  |                                     |
|--|-------------------------------------|
| <b>Review Meeting Date</b>   | <b>15<sup>th</sup> October 2020</b> |
| I have made progress toward my target in the following way:<br>Achieved: John is able to do this this; however it is dependent on the game and he can become upset once the game has finished. |                                     |
| <b>Next steps</b> (state how this Plan will lead onto the next Personalised Plan)  |                                     |
| John will be able to point to whose turn it is next. We try using a now/next board when games have ended.  |                                     |

|   |
|---|
| <b>Outcome 3 - to be achieved by the end of pre-school (intent)</b> |
| <i>Long-term Outcome to be achieved:</i>                            |

|   |                            |
|---|----------------------------|
| <b>My target/s* to help me move closer to achieving the above Outcome</b> | <b>By the end of term:</b> |
|   |                            |

\*Targets set should be SMART - Specific, Measurable, Achievable, Realistic, Time Bound - (for more advice on setting SMART targets please see Early Years Personalised Plan guidance notes.)

|   |
|---|
| <b>This is how my keyperson and setting practitioners will help me achieve this - implementation</b> (refer to strategies and advice from STLS and other agencies): |
|   |

|   |
|---|
| <b>Please detail how the strategies from health or education professionals have enabled me to meet my target and the impact this has had on my learning</b> |
|   |

|                            |  |
|----------------------------|--|
| <b>Review Meeting Date</b> |  |
|----------------------------|--|

I have made progress toward my target in the following way:

**Next steps** (state how this Plan will lead onto the next Personalised Plan)



## Best ways for my Parents / Carers to help me

To take part in turn taking activities.  
Use VERVE techniques; specifically waiting in silence and sabotage.  
Using now/next board provided to help me know what is happening next.

## Parent / Carers' views

**Please encourage parents to complete this box, or the setting to add parents' views. Some suggested points to consider:**

**What do you feel has been a success and what are you hoping for next for your child?**

**What are your hopes for the next steps?**

**What do you feel has worked well?**

John is enjoying playing games with and with his brother sometimes. He likes to win!  
We have made a box of games and are taking turns in choosing the game to play.  
Using sabotage has meant that he is using his voice more at home.

We would like to use more visuals at home, as he has responded positively to the now/next board.

## Completed by

| Name       | Role       | Date       |
|------------|------------|------------|
| Fay Enough | LEAD SENCo | 15/10/2020 |

## Agreement

We / I agree with the targets above that have been jointly set for my child

| Parent / Carer name | Parent / Carer signature | Date                       |
|---------------------|--------------------------|----------------------------|
| Joanna James        | Joanna signed Hard copy  | 1 <sup>st</sup> Sept 202.. |

# TRANSITION

Please only complete and print this section when the child is transitioning to a new room, setting or school

|  |  |  |             |
|--|--|--|-------------|
| <b>Transition</b>  |  | <b>SENIF</b>   |             |
| Please outline the support that the child may need when starting at the new provision, school or joint placement |  | Please outline, if the setting has received SENIF support and if so how this has improved outcomes for the child |             |
|  |  |  |             |
| <b>Names of Professionals known to the child</b>   |  | <b>Contact details</b>   |             |
|  |  |  |             |
|  |  |  |             |
|  |  |  |             |
|  |  |  |             |
|  |  |  |             |
|  |  |  |             |
|  |  |  |             |
|  |  |  |             |
| <b>Setting SENCo / Manager name</b>  |  |  | <b>Date</b> |
| <b>Setting SENCo / Manager signature</b>   |  |  |             |
| <b>Parental signature (agreement to share with the receiving school/setting)</b>                                 |  |  |             |

