

<b>Early Years Personalised Plan for:</b> <span style="border: 1px solid black; display: inline-block; width: 200px; height: 20px; vertical-align: middle;"></span>	<b>Personalised Plan number:</b>	<b>Insert no.</b>
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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	1-9-202...
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	<b>Give a brief description of how the EYPP/DAF funding has been used in order to support the child.</b>  For e.g. money has been used to purchase additional sensory resources for child for use in Sensory Circuits and in the garden.			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>  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		

	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.
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## 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 (40-60)																			
5 (30-50)						e													
4 (22-36)		d	e		e														
3 (16-26)	d			d		e		d											
2 (8-20)																			
1 (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:*

**Use the reports provided by the Specialist Teacher, Speech and Language Therapist, Occupational Therapist, or other professionals to determine the outcome. This is something that is to be achieved over a long period of time –**

**‘By the end of \_\_\_\_\_ I will be able to \_\_\_\_\_ so that I can \_\_\_\_\_’ (you may only have one outcome)**

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

**See targets as very, very small steps towards achieving the long-term outcome shown above. Be specific in terms of the target and the activity, e.g. \_\_\_\_\_ (child’s name) will .....**

- What you are wanting the child to take part in/achieve – refer to your Specialist Teacher or other professional reports where targets are identified
  - Where it is to take place – at the table, on the mat, in the book corner, at the snack table
  - Who is to be involved – key person, specific staff members, familiar adults, one other child, two children.
  - Any prompts to be used – verbal instructions, demonstrations to be given before activity, visual, verbal or physical prompts to be used.
  - How often the activity will be carried out – once per session, twice per morning, every time they have snack. • How long the child is expected to take part – 30 seconds, one minute, three minutes, five minutes.
  - Frequency of successful completion of activity – two exchanges on a turn taking activity, three in every five attempts, 50% of the time.
- These details make a target SMART (specific, measurable, achievable and realistic. The review makes it time bound. A Personalised Plan monitoring form is available from KELSI to chart the child’s progress towards the target on a daily or weekly basis.**

**For e.g.**

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

Review Meeting Date

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

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

### 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**

**Review Meeting Date**

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

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

### Outcome 3 - to be achieved by the end of pre-school (intent)

*Long-term Outcome to be achieved:*

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

**By the end of term:**

\*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):**

**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**

**Review Meeting Date**

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

**Based on the activities and target agreed with parents contained within the Personalised Plan, reflect on what could be carried out at home in order to support progression towards these targets.**

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

## Completed by

Name	Role	Date
Fay Enough	LEAD SENDCo	1/9//202..

## 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>			

