

Solihull Early Years

SEND Support Plan (SSP)

Name: [Fred Smith]

Date of Birth: [20/01/20]

Setting: [Nice Place Nursery]

Plan Co-ordinator: [Jenny Bloggs]

Assess Plan Do Review

Start Date: [29/01/24]

Planned Review Date: [20/03/24]

Plan Number: [1]

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| Child’s Voice | Family Views |
| Fred communicates his likes and dislikes by laughing or crying. He will sometimes push things away he does not like and will take an adult by the hand to lead them to what he wants.  Fred loves sensory play. He enjoys being outside and likes to climb. He also likes books and bubbles. Fred does not like sitting for group time and does not like to share the sand pit with others. | Mrs Smith is concerned about Fred’s lack of speech and would like support to help him improve his communication. She has a friend whose child uses Makaton and would like some help to develop this with Fred.  Mrs Smith sometimes finds it difficult to get him in to setting in the morning. He will often become upset if she changes their routine, for example walks a different route than usual. |

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| Description of Child’s Needs |
| Fred has no speech. He does not yet use gesture or sign to communicate his needs, but will pull an adult’s hand to lead them to something he wants. Fred will cry if he does not want to do something. Fred does not follow verbal instruction. He will sometimes respond when shown a cup by going to the snack table, but he doesn’t yet respond when shown other objects of reference. He often does not respond to his name.  Fred finds sharing resources difficult. He will choose to play alone and will leave an activity if other children join it. He is very self-directed and will not engage in adult directed tasks. His play is mainly exploratory, such as emptying boxes. He does not yet engage in functional or imaginative play. He does not appear to be aware of what other children are doing. He does not yet copy either adults or other children.  Fred loves to climb but has no sense of danger so needs very close supervision.  Fred will finger feed and he drinks from a beaker. He currently wears nappies and requires full support to carry out self-help skills including, toileting, dressing, washing etc. |

Assessment tool used to assess: [Solihull EY SEND assessment Toolkit]

Attainment levels at start of this plan

## Progress Check - Chronological Age: 3 years 0 months

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| **Areas of Development** | **Personal Social Emotional Development** | **Communication and Language** | **Physical Development** | **Play** | **Independence** |
| **Date:**  **29/01/24** | **6-12 months** | **0-6 months** | **2-2 ½ years** | **0-6 months** | **6- 12 months** |

Attainment levels at date of review

## Progress Check - Chronological Age: [ ]

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| --- | --- | --- | --- | --- | --- |
| **Areas of Development** | **Personal Social Emotional Development** | **Communication and Language** | **Physical Development** | **Play** | **Independence** |
| **Date:** |  |  |  |  |  |

SEND Support Plan (SSP)

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| **ASSESS**  ***What are the child’s struggles and difficulties?*** | **PLAN**  ***What does the child need to do next? (SMART target)*** | **DO**  ***What will be done by who and how often?*** | **REVIEW**  ***What progress has the child made towards the target?*** |
| Area of Need:  Communication  Difficulty:  Asking for more. | Fred will request more of a favourite activity by looking, vocalising or signing ‘more’ on 3 out of 5 occasions. | Daily intensive interaction sessions one to one with key worker.  Snack to be given in small amounts by adult who can sit with him, and he can ask for more.  Daily anticipation games session with key worker. | Achieved  Partially Achieved  Not achieved.  Reasons/ comments: |
| Area of Need:  Social interaction  Difficulty:  Playing alongside others. | Fred will play alongside one other child with adult support on 3 out of 5 occasions. | Daily play partnering sessions with key worker and one other child. (Ensure it is an activity Fred is motivated by.)  Introduce one other child when adult shares a book with Fred.  Use routines of play to provide structure to play sessions, to help Fred understand what is expected and how long the sessions will be. | Achieved  Partially Achieved  Not achieved.  Reasons/ comments: |
| Area of Need:  Communication  Difficulty:  Receptive language | Fred will respond to 3 objects of reference in setting (snack toilet and outside) on 3 out of 5 occasions. | All staff to consistently use objects of reference for each of these activities across Fred’s day. | Achieved  Partially Achieved  Not achieved.  Reasons/ comments: |
| Area of Need:  Cognition and learning  Difficulty:  Engaging in an adult directed activity. | Fred will stay at an adult directed task for at least 1 minute on 3 out of 5 occasions. | To have regular play partnering sessions where Fred is directed to short adult suggested activities, such as mark making, inset puzzles, or stacking objects. When he has stayed for a short time, reward him with a favourite activity, eg: sharing a storybook or blowing bubbles. | Achieved  Partially Achieved  Not achieved.  Reasons/ comments: |

Additional Information. E.g. referrals made, medical information etc…

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| Fred was born Prem at 31 weeks.  He has an older brother with a diagnosis of Autism and ADHD and parents say Autism ADHD and Dyspraxia is common in the wider family.  Fred was referred to SALT in October 2023 |

Actions and Next Steps agreed at review date or interim:

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| To gather evidence for level one Inclusion fund.  To gather evidence for and complete SAS referral. |

Professionals Involved

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| Name and Role of Professional | Organisation | Contact Details |
| Margaret Muggeridge | Early Years Team | Margo.muggeridge@solihull.gov.uk |
| Edwina Buckett | SALT | e.buckett@slt.gov.uk |
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