

# Solihull Early Years SEND Support Plan (SSP)

Name: [ Child's Name ]

Start Date: [ 20/07/2025 ]

Date of Birth: [ 14/12/2022 ]

Planned Review Date: [ 01/09/2025 ]

Setting: [ Setting Name ]

Plan Co-ordinator: [ SENCo's  
Name ]

Plan Number: [ 3 ]

Assess

Plan

Do

Review

Child's Voice	Family Views
<p>X is currently non-verbal and does not yet use signs, gestures, or vocalisations to express needs consistently. As a result, staff rely on close observation and knowledge of X's behaviours, preferences, and responses to interpret his voice.</p> <p>X shows enjoyment during sensory activities such as water play and bubble time, often smiling and vocalising softly. He expresses discomfort through body language—turning away, covering ears, or becoming visibly distressed—particularly in noisy or busy environments.</p> <p>X appears to feel most secure when supported by familiar adults and when routines are predictable. He responds positively to calm voices, gentle touch, and visual cues. Staff have noticed that X will reach for preferred items and sometimes make eye contact when he wants something repeated.</p> <p>Although X cannot yet communicate verbally, his reactions and behaviours give insight into his emotional state and preferences. The setting continues to use intensive interaction, visual supports, and sensory-based approaches to help X feel heard and understood</p>	<p><b>Our Child's Difficulties</b></p> <p>"X is 3 years old but is currently working at a developmental level of around 6 to 12 months. We've noticed that X is significantly delayed in all areas – communication, learning, social and emotional development, and physical/sensory needs. X doesn't speak or use signs yet, finds it hard to play with others, and struggles with changes in routine or noisy environments."</p> <p><b>Our Main Concerns</b></p> <p>"We're really worried about how X will cope as they get older, especially with communication. It's hard not knowing what X wants or needs, and we can see how frustrated they get. We're also concerned about their safety, especially when they become overwhelmed or upset. We want to make sure X is supported properly and doesn't get left behind."</p> <p><b>What We Want for the Future</b></p> <p>"We want X to be able to communicate in a way that works for them – whether that's using pictures, signs, or words. We hope they can enjoy being around other children and feel safe and happy in their</p>

	<p>environment. We want X to have the right support in place so they can reach their potential.”</p> <p><b>What We Need from the Setting</b></p> <p>“We’d like regular updates and honest communication about how X is doing. We want staff to understand X’s needs and use strategies that help them feel calm and included. We’d also appreciate help with referrals, funding applications, and anything else that can support X’s development. We can’t do this alone – we really value the setting’s support.”</p>
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Description of Child’s Needs
<p><b>Communication and Language</b></p> <p>X presents with significant delays in both expressive and receptive language. At age 3, X is currently functioning within the 6–12 month developmental range. They do not yet use words, signs, or consistent gestures to communicate needs or preferences. X shows limited response to their name and rarely initiates or maintains interaction with adults or peers. There is minimal use of vocalisation, and X requires adult support to engage in any form of shared attention or turn-taking.</p> <p><b>Physical Development</b></p>

X demonstrates delays in both fine and gross motor skills. They use a fist grip when holding tools and show limited interest in mark-making or manipulative tasks. X avoids messy play and appears sensitive to certain textures, indicating possible sensory processing difficulties. Gross motor movements are uncoordinated, and X requires adult support to navigate physical spaces safely. Balance and spatial awareness are emerging but not yet secure.

### **Personal, Social and Emotional Development**

X finds it difficult to regulate emotions and often becomes distressed during transitions or when routines change. They show limited awareness of others and do not yet engage in parallel or cooperative play. X prefers solitary play and may become overwhelmed in busy or noisy environments. Emotional responses are intense and prolonged, and X relies heavily on adult reassurance and physical proximity to feel secure.

### **Cognition and Learning**

X is significantly delayed in cognitive development. They do not yet demonstrate problem-solving skills or sustained attention during adult-led activities. X requires high levels of adult support to engage in learning experiences and often disengages quickly. They are not yet able to follow simple instructions or routines independently. Conceptual understanding (e.g., number, shape, cause and effect) is emerging but not yet secure

## Assessment tool used to assess: Solihull SEND Assessment Toolkit

### Attainment levels at start of this plan

Progress Check - Chronological Age (example, 36 months): 32 months

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence
<b>Date:</b> 20/07/2025	6-12	6-12	24-30	12-18	6-12

### Attainment levels at date of review

Progress Check - Chronological Age: 35 months

Areas of Development	Personal Social Emotional Development	Communication and Language	Physical Development	Play	Independence
<b>Date:</b> 01/09/2025	12-18	6-12	24-30	12-18	12-18

## SEND Support Plan (SSP)

ASSESS	PLAN	DO	REVIEW
<i>What are the child's struggles and difficulties?</i>	<i>What does the child need to do next? (SMART target)</i>	<i>What will be done, by who and how often?</i>	<i>What progress has the child made towards the target?</i>
<p><b>Area of Need:</b> Communication &amp; Language</p> <p><b>Difficulty:</b> X struggles to maintain focus during group story time and often misses key parts of the narrative.</p>	<p><b>EYT Recommended -</b> <b><i>Listening and attention</i></b></p> <p>X will listen to a short story and answer 2 simple questions with adult support 3 times a week for 4 weeks.</p>	<p>Use engaging picture books. Sit close to X during story time. Ask simple "who" and "what" questions. Use visual prompts and repetition. Praise attempts.</p>	<p><input type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved  <input checked="" type="checkbox"/> Not achieved.  <b>Reasons/ comments:</b>  X is distracted and doesn't engage.</p> <p><b>Next Step:</b> Change target to "X will sit and attend to a story for 5 minutes with adult support."</p>
<p><b>Area of Need:</b> Personal, Social &amp; Emotional Development</p> <p><b>Difficulty:</b> X becomes upset when routines change and struggles to express emotions.</p>	<p><b>EYT Recommended -</b> <b><i>Managing feelings:</i></b></p> <p>X will use emotion cards to identify and name how they feel during transitions 4 times a week for 5 weeks.</p>	<p>Introduce emotion cards during calm times. Practice naming emotions. Use visual timetable. Offer choices and reassurance during transitions.</p>	<p><input type="checkbox"/> Achieved <input checked="" type="checkbox"/> Partially Achieved  <input type="checkbox"/> Not achieved.  <b>Reasons/ comments:</b>  uses cards but needs adult prompting.</p> <p><b>Next Step:</b> Continue with peer modelling and role play.</p>

<p><b>Area of Need:</b> Communication</p> <p><b>Difficulty:</b> X shows limited eye contact and vocalisation during adult-led play.</p>	<p><b>EYT and SaLT recommended - Engagement:</b></p> <p>X will engage in 1:1 intensive interaction for 5 minutes, showing at least one turn-taking behaviour (e.g., eye contact, vocalisation) 3 times a week for 5 weeks.</p>	<p>Use quiet space. Follow X's lead. Mirror sounds and actions. Pause for response. Celebrate any engagement. Keep sessions short and frequent.</p>	<p><input type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved <input checked="" type="checkbox"/> Not achieved. <b>Reasons/ comments:</b> X avoids interaction.</p> <p><b>Next Step:</b> Change target to "X will tolerate adult presence during play for 5 minutes."</p>
<p><b>Area of Need:</b> Communication</p> <p><b>Difficulty:</b> X becomes frustrated when unable to complete a task but does not seek help.</p>	<p><b>SaLT recommended – Requesting help</b></p> <p>X becomes frustrated when unable to complete a task but does not seek help.</p>	<p>Introduce help card during calm times. Practice in low-pressure tasks. Prompt use when frustration begins. Reinforce with praise and support.</p>	<p><input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not achieved. <b>Reasons/ comments:</b> Click or tap here to enter text.</p>

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

### Medical History

#### **08/05/2025 – Health Visitor 2–2½ Year Review**

Concerns raised around communication delay and sensory sensitivities.

*Outcome:* Referral made to Community Paediatrics.

**10/07/2025 – Paediatrician (Community Health)**

Initial medical consultation following referral.

*Outcome:* No formal diagnosis. Monitoring recommended for sensory processing and communication. Follow-up scheduled in 3 months.

**01/08/2025 – Referral to Occupational Therapy**

Based on paediatrician's recommendation to explore sensory and fine motor concerns.

*Status:* Awaiting appointment.

**Professional Visits****12/03/2025 – Speech and Language Therapist (SaLT)**

Initial assessment of X's expressive and receptive language.

*Outcome:* Recommendations for visual supports and regular modelling of key vocabulary. Follow-up visit scheduled for 10/06/2025.

**25/04/2025 – Area SENCo**

Observation and consultation regarding X's social communication and engagement.

*Outcome:* Advised on implementing intensive interaction strategies. Suggested referral to Educational Psychologist.

**08/05/2025 – Health Visitor**

Developmental review at age 3. Concerns raised around communication and sensory processing.

*Outcome:* Referral made to Community Paediatrics. Awaiting appointment.

**Referrals Made****08/05/2025 – Referral to Community Paediatrics**

Initiated by Health Visitor due to concerns around sensory processing and communication delays.

**15/06/2025 – Referral to Educational Psychologist**

Based on SENCo recommendation and ongoing concerns with engagement and learning.

*Status:* Referral accepted. Assessment pending – expected Autumn Term.



## **Focused Observations**

### **Communication and Interaction**

- **12/03/2025** – X did not respond to their name during group time and showed limited eye contact with adults.  
*Note:* Adult used name repeatedly with no response; X appeared focused on own activity.
- **28/04/2025** – During snack time, X vocalised and pointed to a preferred item but did not use words or signs.  
*Note:* Adult modelled “more” and “please” using Makaton; X imitated gesture with support.

### **Cognition and Learning**

- **15/03/2025** – X struggled to complete a simple inset puzzle and did not attempt problem-solving strategies.  
*Note:* Required adult hand-over-hand support to match shapes.
- **05/05/2025** – X engaged in a number song but did not join in with counting or actions.  
*Note:* Adult encouraged participation; X watched peers but did not imitate.

### **Social, Emotional and Mental Health**

- **20/03/2025** – X became visibly upset when transitioning from outdoor play to indoor activities.  
*Note:* Cried and lay on the floor; adult used visual timetable and calm voice to support.
- **10/06/2025** – X showed enjoyment during turn-taking game with adult, smiling and vocalising.  
*Note:* Maintained engagement for 3 turns with adult support.

### **Sensory and/or Physical Needs**

- **25/03/2025** – X avoided messy play and showed discomfort when touching wet or sticky textures.  
*Note:* Pulled hand away and said “no” when offered paint.
- **01/07/2025** – X used a fist grip when holding a crayon and showed frustration when drawing.  
*Note:* Adult offered chunky crayons and praised effort; X drew for 2 minutes.

## Actions and Next Steps agreed at review date or interim:

### **14/08/2025 – Referral to Educational Psychologist**

*Action:* Setting to complete referral paperwork and submit to LA.

*Deadline:* **30/09/2025**

### **14/08/2025 – Application for Inclusion Funding**

*Action:* Setting to gather evidence and complete application for Early Years Inclusion Fund Level 2

*Deadline:* **11/10/2025**

### **14/08/2025 – Complete Risk Assessment for Sensory Needs**

*Action:* Develop a personalised risk assessment for X's sensory sensitivities and safety.

*Deadline:* **20/09/2025**

### **14/08/2025 – Complete Sensory Profile Assessment**

*Action:* Use sensory checklist or formal tool to assess X's sensory processing patterns.

*Deadline:* **04/10/2025**

## Professionals Involved

Name and Role of Professional	Organisation	Contact Details
Name One - SENCo	Setting Name	Email: Telephone:
Name Two – Key Worker	Setting Name	Email: Telephone:
Name Three - HV	Health	Email: Telephone:
Name Four - Area SENCo	Education	Email: Telephone:
Name Five - SaLT	Health	Email: Telephone: