**EXAMPLE Learning Plan for Early Years Pupil with SEND**

Name: Joe Bloggs Date of birth: 12.05.14 Year Group: FS1 Plan number: 1 Start date of plan: 23.02.18

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| SMART Target | Strategies | Outcome (reviewed after 8 weeks) | Next steps |
| To be able to listen and follow one instruction, in context, on 4/5 occasions.  | - Gain Joe’s attention, using his name and getting eye contact, before giving an instruction. - Use signs or gestures to aid understanding.- Use simple, unambiguous language.- Use visual strategies to support understanding when needed i.e. picture cue card. - If Joe doesn’t respond straight away, repeat the instruction rather than rephrase and give Joe extra processing time (20+ seconds). | Achieved Joe is now following instructions on at least 4 / 5 occasions i.e. get your coat, get a paintbrush, line up. When he doesn’t follow an instruction it is usually when he is distracted by something in the classroom. Joe initially needed the visual prompts (sign / gesture) to support his understanding. Joe is now able to follow an instruction from a verbal request alone.  | To be able to listen and follow one instruction, out of context, on 4/5 occasions. |
| To be able to sit and attend during carpet times for 5 minutes on 4/5 occasions.  | - Cue Joe into carpet time using his symbol schedule. - Provide Joe with a carpet spot so that he knows exactly where he is expected to sit. - Consider the best position on the carpet for the optimum conditions for listening i.e. not too near resources that may distract, alongside good role models.- Use a 5 minute timer to visually show Joe how long he needs to sit for. - Use Joe’s reward chart to acknowledge and reward the occasions when he has shown good sitting and attention.  | Partly achievedJoe has improved in his ability to sit as part of the whole group. He is showing a greater interest in the teaching input. He continues to be easily distracted by the actions of his peers however with support and encouragement he can refocus. Joe has achieved this target on 3/5 occasions. He can still be quite restless during carpet time and needs further time to achieve this target. Joe needs to be given the opportunity for a movement break before being asked to sit.  | Target to continue -To be able to sit and attend during carpet times for 5 minutes on 4/5 occasions.Target to be reviewed after 3 weeks. |
| To take turns with an adult during a simple turn taking activity indicating on 4/5 occasions whose turn it is.  | - Choose a turn taking activity that has quick and clear turns. Start off with Joe waiting for roughly 10 seconds for his turn building up to 30 seconds. Ensure that it is clear when the turn has finished and passes to the next persons. Try activities such as the click clack track, fishing game, rolling a ball down a tube. - Ensure the activity is motivating. - Consider when to do the activity – when Joe is most alert and able to concentrate. - Consider where to do the activity – in a distraction free area. - Use gesture and sign initially to indicate whose turn it is and when he needs to wait. - Use Joe’s reward chart to acknowledge and reward good waiting / turn taking. - Ask Joe ‘whose turn is it?’ varying the occasions when it is his turn or the adult’s turn.  | AchievedJoe has enjoyed participating in turn taking activities with a familiar adult. He initially needed a high level of support to understand whose turn it was next and when he needed to wait. Joe is now able to say on the majority of occasions (at least 4/5) whose turn it is. He will sometimes indicate this verbally and at other times through gesture i.e. pointing. Joe worked best near to the reading area of the classroom which was quieter.  | To take turns with another child, supported by an adult, indicating on 4/5 occasions whose turn it is.  |

Review date: