

**My Support Plan**

Fred Blogs

Name: …………………………………………………………

Sunshine Nursery

School: ……………………………………………………….

01/10/22

Plan Start Date: …………………………………………….

01/12/22

Plan Review Date: ………………………………………….

1

Version number: …………

My Views

I express my views through my behaviours because I don’t use speech.

I really enjoy sensory play. I like to be very active I enjoy running jumping and climbing. I like to look at and hold toy animals.

I find coming into nursery in the morning difficult and likes to have time to settle before having any demands put on me. I like to be picked up and held by adults when I feel sad

I enjoy food and finds it motivating I’m happy to sit at a table if its snack time but reluctant any other time

My Family’s views

Mom is concerned about Fred not starting to talk like his sister did and wants support with this

Mom is concerned about his behaviour when she takes him out. He dislikes taking different routes to nursery and will become upset if they have to change his routine. He dislikes busy shops. His behaviour is becoming difficult to manage

Fred does not sleep well, he’s difficult to get to sleep and frequently wakes. He sleeps in moms bed which is difficult for mom but he cant sleep in the room with his sister as he wakes her.

Mom feels he is knowledgeable about animals as he can hand her toy animal or point to them in a book when she names them.

My Team

People in my Family

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Gender | Relationship | Address | Contributed to My Plan | Parental responsibility  Y/N |
| Jane Blogs | F | Mom | 1 Sunny Side Road | Y | Y |
| Sofia Blogs | F | sister | as above | N | N |
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Professionals supporting me and my family

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| --- | --- | --- | --- | --- | --- |
| Name | Role | Supporting | Contributed to My Plan | Agency | address/contact details |
|  | Area SENCO |  |  | Early years team |  |
|  | SALT |  |  |  |  |
|  | OT |  |  |  |  |
|  | Physio |  |  |  |  |
|  | Paediatrician |  |  |  |  |
|  |  |  |  |  |  |

My Progress

Details of the curriculum that is being used to measure progress

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| EYFS Assessments used |

Details of student’s attainment

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| Area of Learning | Attainment prior to beginning My Support Plan | Attainment at review of plan |
| PSED | **6-12 months** | 6-12 months |
| CL | **6-12 months** | 6-12 months |
| PD | **24-36 months** | 24-36 months |
| Play | **6-12 months** | 12-18 months |
| Independence | **6-12 months** | 12-18 months |
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| My Physical and Sensory Needs |
| Fred is developing his gross motor skills in line with his peers He has good balance and coordination  Fred will often toe walk  His fine motor skills are delayed He is reluctant to engage with activities that develop fine motor skills he uses a palmer grip when picking up small tools He does not have an established hand preference and he does not mark make  Fred has sensory processing differences he shows sensory avoiding behaviours for loud sounds he finds busy environments overwhelming. Fred also shows some sensory seeking behaviours. Fred likes to stroke or pull hair He enjoys some sensory materials  Fred likes to line up animals and look at them at different angles  F |

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| To be completed at the plan writing meeting | | To be completed at the Review Meeting | |
| Outcomes Sought | Educational provision to meet my outcomes | Was the agreed support fully implemented? | Has the outcome been achieved? |
| Fred will pick up small items using a pincer grip on 3 out of 5 occasions | To have daily sensory play sessions with small sensory materials such as rice  To have raisons for snack  To play with animal threading activity | It was done daily with his key worker | Fred is beginning to improve his finger control he is motivated by animal threading He has been seen to use a pincer grip but it is not yet consistent |
| Fred will tolerate wearing his ear defenders for 1 minute in a calm environment 4 out of 5 times | To have them put on his head for a few seconds when looking at animal books on a one to one basis | Daily | He will now keep the ear defenders on for over 1 min on 4 out of 5 occasions |

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| My Communication and Language Needs |
| Fred will take an adult by the hand and lead them to some thing he wants for example the door to go outside He can make a choice between two objects by reaching for what he wants He will on occasion give eye contact to ask for more but this is inconsistent  Fred does not consistently respond to his name. He does not follow simple instructions such as sit down. Fred does not yet respond to cues in the environment or objects of reference He needs an adult to take him to where he needs to be.  Fred cant yet follow |

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| --- | --- | --- | --- |
| To be completed at the plan writing meeting | | To be completed at the Review Meeting | |
| Outcomes Sought | Educational provision to meet my outcomes | Was the agreed support fully implemented? | Has the outcome been achieved? |
| Fred will ask for more by giving eye contact to his key adult on 3 out of 5 occasions | To have daily one to one sessions with his key worker playing simple interaction games such as boo or bubbles where adult pauses in the game and waits for eye contact to continue  To have adult one to one during snack time who give his raisins one at a time and wait for eye contact before giving him more | This was done several times each day | Fred is now giving eye contact to ask for more snack consistently  He is not so motivated with games and bubbles. |
| Fred will respond to an object of reference for snack time and outside play on 3 out of 5 occasions | Staff will show Fred a cup for snack time and a leaf for outside play and allow him processing time before prompting him to walk to the table or the door | Every day | Fred will now respond to the cup for snack time consistently and is beginning to respond to the leaf about 50% of the time |

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| My Education and Learning Needs |
| Fred has a significant developmental delay in most areas of development. His play skills are significantly delayed, it is repetitive and limited He has a an obsessional interest in animals He likes to carry toy animals round he will hold them up and look at them from different angles  Fred will explore sensory play he enjoys sand and likes leaves or other dry sensory play but does not like water play.  Fred can maintain focus on an activity he chooses for extended periods but is very difficult to engage in adult directed task. On rare occasions he will engage for a few seconds on building a tower or posting shapes.  Fred shows he understands cause and effect and can match objects when he is very motivated i.e. pictures of animals.  Fred enjoys books and will look at them for extended period especially if they are about animals Mom reports he will point to animals in the book bit he does not do this in nursery yet |

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| To be completed at the plan writing meeting | | To be completed at the Review Meeting | |
| Outcomes Sought | Educational provision to meet my outcomes | Was the agreed support fully implemented? | Has the outcome been achieved? |
| Fred will engage in a simple animal matching game when directed to do so by an adult in a quiet one to one situation 3 out of 5 times for 1 minute | Fred to be taken to do the game daily at the same time by his key worker and rewarded after with his favourite activities | Was done everyday before outside play | Fred will now do this activity for 1 minute 5 out of 5 times |
| Fred will sit with an adult when looking at a favourite book and point to one animal named by the adult 3 out of 5 times | His key worker will practice this daily initially prompting him to point at the animals she names but then leaving a gap before the prompt to give him time to point by him self | This was done daily | Fred has independently pointed on a couple of occasions but this is not consistent or accurate . |

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| My Social and Emotional Needs |
| Fred finds transition difficult. He is often upset when arriving into nursery and again when he leaves He is also upset if he cant do something he wants to do i.e. go outside or have his toy animals immediately  When upset Fred will cry and throw himself to the floor, He can usually be soothed by being picked up and held by an adult but this only works if the adult is standing and Fred is now getting too heavy for this  Fred finds a busy environment difficult he will leave an activity if other children join it. he actively seeks out quiet places to play alone Fred does not watch others play or copy others play.  He is beginning to tolerate adults playing alongside him but becomes upset if they touch toys, he has especially his toy animal  Fred has bitten and hit other children if they touch his toys.  Fred is unable to wait or turn take in any activity  Fred does not initiate interactions with adult or children he will use an adult as a tool to get what he needs ie take their hand to open a door |

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| To be completed at the plan writing meeting | | To be completed at the Review Meeting | |
| Outcomes Sought | Educational provision to meet my outcomes | Was the agreed support fully implemented? | Has the outcome been achieved? |
| Fred will tolerate one other child playing alongside him in a favourite activity for 1 minute when supported by an adult | To choose a quiet child to sit on the other side of the adult when sharing books  To choose one other child to play in the sand tray with Fred  To have one other child present at the table when he is doing his animal matching activity with an adult | Done several times daily | Fred will tolerate one other child he has on some occasions tolerated 2 or even 3 children if it is a quiet activity but he needs to have control over his toys and resources |
| Fred will be able to engage in simple turn taking games in sensory play activities with an adult allowing the adult a turn on 4 out of 5 occasions | Adult to take turns pouring sand in to a bucket or in to the sand spinner clearly saying Fred’s turn or my turn each time | Adults do this for a short time each time he plays in the sand | Fred is tolerating this on some occasion but not yet consistently |

Health and Social Care Details (if appropriate)

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| My Health Needs (including confirmed diagnoses) | | | |
| Diagnosis / Disability | Diagnosed By | Is medication taken for disability/diagnosis?  Y/N | Is this medication taken during school hours? |
| none |  |  |  |
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| Other health issues | N/A |
| Current medical treatment: | None |
| Family health history:  (Give details of family history that may have a direct impact on the family) | Moms brother has a diagnosis of Autism. |

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| My Social Care Needs | |
| **Statutory/Legal measures in place:** | N/A |
| **Local authority responsible:** | N/A |
| **Other plans:** | N/A |

Personal Details and Consent

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| --- | --- | --- |
| Name of Pupil Fred Blogs  UPN  NHS Number  Health Authority | Sex M | School Year Pre school |
| Date of Birth  00/00/00 | |
| Is the pupil a Looked After Child/Young Person?  Yes No  Is the young person in receipt of Pupil Premium?  Yes No | Attendance for current term  **100%**  Actual/Possible | |
| First Language  Parent Carer First Language | Ethnicity  Religion | |
| Address  Telephone Number  Email Address | | |

**Please sign below to indicate that you:**

* Have contributed to the development of this plan.
* Understand the support that will be provided through the plan.
* Agree to a photo of the young person being used on the cover of their plan
* Agree to a copy of the plan being stored in the School’s and Local Authority’s SEN files.
* Consent to a copy of the plan being shared with the people listed in the ‘My Team’ section of this plan and with a Local Authority SEN Officer, if necessary.

……………………………………………………………………Young Person (if appropriate)

……………………………………………………………………Parent/Carer

……………………………………………………………………School representative / Plan author

……………………………………………………………………Date