

My Early Years Support Plan

Name: John Smith

Date of Birth: 05/03/17

Gender: Male

Setting: Billet Road Community Pre School

Plan Start Date: 2nd September 2020

Plan Review Date: 7th December 2020

Plan Version No.: 1



Me

PICTURE

My story and how to support me

interests, views, diagnosis, day to day life (regular appointments, nursery), play, health, relationships, future plans, how best to support me

I like to play with the doll and pram, I also like the home corner dressing up, playing with kitchen props, the small world toys, cars and trains and arts and crafts especially painting, play dough and sticking.

I have just been diagnosed with Global Developmental Delay GDD which presents as delay in my physical and cognitive development. I need support when walking on uneven ground or for periods of over 5 minutes as I get very tired.

I cannot eat by myself, I need to be reminded to put food in my mouth and chew. I need support while eating, I am underweight and need to have a varied diet and food that will nourish me. I attend Wood Street Health Centre for appointments with the Paediatrician and Speech Therapist. I am waiting for a Physio appointment.

I am unable to communicate clearly but can use my fingers to point at what I want. I can say some single words but they can be unclear. I use gestures and pointing, bringing items of interest to an adult when I need help, shaking my head saying "no" to refuse something. The best way to support my communications needs is to say single words, adults should reinforce language with visual support including objects of reference. The KP should follow the recommendations from the SALT report.

When I am frustrated I groan to let people know - and if I want attention I will cry. If I don't want to do something like walking, I will lay on the ground until someone picks me up.

I attend nursery daily Mon - Friday for 3 hour sessions. I like playing with my Key Person (KP).

The KP to provide opportunities to engage in fine motor and gross motor activities to build strength in my limbs. The KP will need to follow the Physio recommendations and include these in my plan. KP will support my communication with visuals, objects of reference and reduced language.

What is working well that we want to improve?

What is not working well that we want to develop?

<p>Personal, Social and Emotional (Social, Emotional and Mental Health)</p>	<p><i>Child has formed strong bond with the KP and another member of staff. He is beginning to role play and play with other children. Parents would like him to form stronger social relationships with children and other staff.</i></p>	<p><i>Separating from parent in the morning is difficult child takes some time to settle. Developing social interactions with peers and other adults. Becoming more independent and trying new things.</i></p>
<p>Communication and Language (Communication and Interaction)</p>	<p><i>Child can use gestures and pointing - bringing items of interest to an adult when he needs help, shaking his head saying "no" to refuse something.</i></p> <p><i>Child can take parents by the hand to an item he wants, can communicate some feelings- crying and smiling.</i></p> <p><i>Child can follow a one word instruction.</i></p>	<p><i>Child is able to say some single words but they are unclear at times e.g. "Gog for dog" needs to develop pronunciation.</i></p> <p><i>Child will follow 2 word instruction with visual prompts.</i></p> <p><i>Child to engage in small daily language group to support his language development and social interactions.</i></p>

<p>Physical (Sensory and Physical)</p>	<p><i>Child is still not steady on his feet although he can walk 6 steps unaided.</i> <i>Child gets very tired very quickly and becomes agitated.</i> <i>Child can hold a paintbrush and enjoys dipping it in and out of the paint pot. He can also use the brush to make strokes on the paper using palmer grip.</i></p>	<p><i>Child will be able to take more steps without stumbling and will be able to walk without support in the setting.</i></p> <p><i>Child needs to strengthen his arms hands and fingers in order to grip and hold things more securely.</i></p> <p><i>Child will be able to use the large outdoor apparatus supported by an adult.</i></p>
<p>Thinking (Cognition and Learning)</p>	<p><i>Child can make own choices when offered a choice between 1 motivating and 1 non motivating item.</i></p> <p><i>Child joins in with activities but needs adult support to model and encourage until he learns what to do for himself - he will not initiate play.</i></p> <p><i>Child likes to play with musical instruments and enjoys the different sounds they make.</i> .</p>	<p><i>Child will make a choice between 2 motivating activities.</i></p> <p><i>Child will access activities independently.</i></p> <p><i>Child will respond appropriately to the adult instructions during music time.</i></p>

My Team

Our views and how to support us

Interests, Views, Areas the families need support, Times that are difficult for me or family to attend appointments, Barriers that might make it more difficult for me or family to attend appointment, preference communication method, main spoken language – communication needs in these areas.

*I loves to be outside but work commitments mean that Mum and Dad are unable to take him out as often as they would like. Father works nights and mother has a part time day job. They are glad he has opportunities to explore the community whilst at Pre- School. Parents have been signposted to the local CFC and have been referred to HENRY and are currently attending Steps to Speaking sessions. Mother is pregnant with a third child.
Prefers to be contacted by phone.*

People in my family

Name	Relationship
Penny Smith	Mother
Peter Smith	Father
Ella Smith	Sister
Jane Smith	Grandmother
Jason Perry	Uncle

Activities me and my family enjoy

Activity	Where?	When?
Arts and Crafts	Home	September started at home
Reading books	Home	At night
Library visits	Library	Once a month
Park	Park	Once a month
Shopping	High street	Once a week

Professionals supporting me and my family

Name	Role	Service	Area of Support	How are they supporting me and my family?
Billet Road Pre-School	Childcare provider	Childcare	EYFS	Signposting to other support services. Daily support at the setting to develop child's social,

				communication and physical skills.
Child Development Centre	Paediatric support	Physiotherapy, Speech and Language and Hearing team	Development	The medical teams are providing assessments and interventions to support my medical needs.
Whipps Cross Hospital	Medical	Medical	Medical Assessment	MRI scan and genetic blood test.
HENRY	SALT	CFC	Speech and Language and Healthy Eating	Attending speech sessions to support my communication development.

My Progress

When the child has is secure in the Step and EYFS stage (have been observed to be able to achieve nearly all of the items in the Step) - enter the date in the corresponding box and colour code this according to the term. Children are likely to be achieving new things in different steps at any one time, so check backwards and forwards in each area. Overall presenting age will be the lowest step age range the child has been assessed as in any area.

	Baseline Assessment	Child's First Term	Child's Second Term	Child's Third Term
Date of assessment	26/09/2020			
Chronological age at assessment in months	31 months			
Overall presenting age at assessment in months	20 months			

Assess

EYFS 0-11m				EYFS 8-20m			EYFS 16-26m		EYFS 22-36m		EYFS 30-50m		EYFS 40-60m	
Step 1 0-3m	Step 2 2-5m	Step 3 4-7m	Step 4 6-10m	Step 5 9-13m	Step 6 12-16m	Step 7 15-19m	Step 8 18-22m	Step 9 21-25m	Step 10 24-31m	Step 11 30-36m	Step 12 35-41m	Step 13 40-51m	Step 14 50-60m	

Personal, Social and Emotional (Social, Emotional and Mental Health)									X					
Communication and Language (Communication and Interaction)								X						
Physical (Sensory and Physical)							X							
Thinking (Cognition and Learning)								X						

My Action Plan

Plan

Do

Review

Outcome	Targeted intervention	Was the agreed support fully implemented? Were there any barriers?	What has gone well? Was the outcome achieved? What was the impact for the child?
Personal, Social and Emotional (Social, Emotional and Mental Health)			
By the 7 th December 2020 J will separate calmly from his parent every morning.	KP will greet J at the door with his favourite doll and take him from his parent. They will say "goodbye" and take dolly to hang his coat up.	After the first 3 weeks J began to separate from mum but it took a further 3 weeks to separate from dad. After 6 weeks he was able to come to nursery and separate 3 out of 5 times per week. In the last 3	Having the KP greet the child with his favourite toy every morning has allowed for a positive outcome. Parents are more relaxed about leaving him.

		weeks he has come in every day and separated well.	
By the 7 th December J will take turns with another child and an adult during an adult led activity for 5 minutes.	Adult will roll a ball to each child in turn saying "J's turn" "J roll the ball to F now". Adult to use other sharing and turn taking activities which interest J so that he will remain focused.	Initially J did not want to participate but after 3 weeks he was able to respond to the adult one word instructions.	J is now able to follow an instruction and will wait his turn and share appropriately.
Communication and Language (<i>Communication and Interaction</i>)			
By the 7 th December J will point to and label 5 animal pictures in a book with an adult for 5 minutes daily.	Adult will ask J to point to the following pictures - a dog, cat, horse, cow, duck. Adult to model the word and ask J to repeat. Adult to reinforce these words in other activities during the session.	J struggles to pronounce some words clearly e.g. "gog for dog and guck for duck".	J can point to and label animals in a picture book although some of his words are still unclear. Adults will continue to model language correctly.
By 7 th December J will engage in a daily small language group with 2 other children for 15 minutes following the SALT recommendations.	KP to follow the SALT Special Time format as detailed in the SALT recommendations.	J struggled to sit through the session initially however he was able to follow instructions and join in.	J is now able to sit throughout the activity and will wait his turn and respond when questioned.
Physical (<i>Sensory and Physical</i>)			
By 7 th December J will complete his daily Physio exercises in full supported by an adult.	Adult will support J in his Physio exercises and allow opportunities for more independent walking during the session.	J struggled to complete his Physio exercises initially as he became tired and would not cooperate.	J is now able to complete his Physio exercises because the KP split them over the session so that he did not get tired.

By 7 th December J will grip a brush using pincer grip.	Adult to provide daily opportunities for fine motor exercises e.g. threading, beading, playdough, peg puzzles.		J is eager to engage in any mark making or craft activities and he can use his pincer grip more skilfully now threading and using peg puzzles with ease.
Thinking (Cognition and Learning)			
By 7 th December J will make a choice between 2 motivating activities when offered by an adult.	KP will offer J a choice between 2 motivating activities at least 6 times during the session.		J can indicate his preferred choice between 2 motivating activities each time.
By the 7 th December J will respond appropriately to the adult instructions during music time.	KP will model “loud and soft” sounds during the music activity and allow time for J to copy. Adult will say “stop” and J will respond.	J found it difficult to respond to adult instructions as he likes to bang the drums and shake the rattles. He is responding appropriately to adult instructions about 50% of the session.	

Further Details and Consent

FEEE Eligibility	2YO FEEE 15hrs <input type="checkbox"/> X		3YO FEEE 15hrs <input type="checkbox"/>	3YO FEEE 30hrs <input type="checkbox"/>	Not eligible <input type="checkbox"/>	
Eligibility code	LBWF12345					
Start date at setting	26/02/2020					
Attendance hours	Mon	Tues	Wed	Thur	Fri	Weekly Total
	3	3	3	3	3	15

Is the pupil Looked After by a Local Authority?	No
Child's Address and Postcode	63 Daisy Close, London, E17 1NJ

Parents/Carers Address and Postcode <i>(if different from above)</i>	
Child's First Language	English
Parent/Carers First Language	English

Is the child eligible for EYPP?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/> x	Date of EYPP check	26.04.19
Has an application been made for DLA?	Yes <input checked="" type="checkbox"/> x	No <input type="checkbox"/>	Date of DLA application	July 2020 rejected
Is the child in receipt of DLA?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/> x		
Has DAF funding been applied for?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/> x		

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.
- Consent to a copy of the plan being shared with the Local Authority

Parent/Carer Signature	<i>PSmith</i>	SENCO Signature	<i>H Jones</i>	Date	07.12.19
Parent/Carer Name	Penny Smith	SENCO Name	Hilary Jones		