



EARLY YEARS SEN SUPPORT PLAN

Name of child:	Xxx	Date of birth:	Xx/xx/xx	Year group:	Yr X
				Age in months:	
Date this plan started:	Sep 23	Date this plan to be reviewed:	Dec 23		

Agreement of Support Plan					
Teacher/SENCO signature:		Date:		Parent/Carer signature:	Date:

Aspirations/strengths/interests:	Preparing for Adulthood Outcomes:	Achieved Yes/No
-Xxx is a very happy little boy who is determined in everything he does. -He enjoys exploring the resources both indoors and outdoors but particularly likes the outdoors. -He enjoys sensory experiences particularly touch and feel.	<ul style="list-style-type: none"> Xxx will use gestures to choose between two toys. 	
	<ul style="list-style-type: none"> Xxx will engage in an adult led activity for 4 mins. 	
	<ul style="list-style-type: none"> Xxx will recognise when he is feeling angry. 	
	<ul style="list-style-type: none"> Xxx will be able to take turns with a peer during an activity or game for 2 mins. 	
	<ul style="list-style-type: none"> Xxx will put his coat on when asked to do so by an adult. 	
	<ul style="list-style-type: none"> Xxx will jump with two feet together. 	

Overview of needs:
 Xxx was diagnosed with Autism in September 2020 from the SCAT Team. He has difficulty maintaining focus and attention. He prefers to follow his own agenda of flitting between different areas of the room and investigating objects for short periods. He struggles to follow instructions. Xxx has limited speech and delayed social skills Xxx struggles to express himself. He sometimes can become very upset and frustrated when he cannot make his needs known. Xxx shows limited awareness of danger. Xxx has limited self-care and independence skills.

Education:

Specific needs	What? (including provision & resources)	Stage of provision	When? (frequency, duration, group size)	By Whom? (staffing requirements)
<p>1. Cognition and Learning</p> <p>Xxx has difficulty understanding instructions and what is asked of him</p>	<p>1a Adults to break down information presented to him using visual task cards to support processing skills and auditory working memory</p> <p>1b Allow time for Xxx to process instructions</p>	<p>additional</p> <p>OAP</p>	<p>1a Daily within curriculum sessions as and when required 1:1 30 mins daily</p> <p>1b Daily within curriculum sessions as and when required 1:1</p>	<p>TA</p> <p>Teacher/Key worker TA</p>
<p>2. Cognition and Learning</p> <p>Xxx has difficulty complying during a work session for any more than a 3 min task per session</p>	<p>2a Adult support to facilitate Xxx's access to resource packs</p> <p>2b Supply Xxx with trays of interest</p>	<p>additional</p> <p>OAP</p>	<p>2a Daily within curriculum sessions as and when required 1:1 20 mins daily</p> <p>2b Daily within curriculum sessions as and when required.</p>	<p>TA</p> <p>Teacher/TA</p>
<p>3. Communication and Interaction</p> <p>Xxx has limited speech and struggles to effectively communicate with others.</p>	<p>3a Adult led intensive interaction sessions</p> <p>3b Illustrated topic word lists and support available when needed</p> <p>3c Visual aids</p>	<p>additional</p> <p>OAP</p> <p>OAP</p>	<p>3a Daily up to 15 mins 1:1</p> <p>3b Daily within curriculum</p> <p>3c Daily within curriculum</p>	<p>TA</p> <p>Class Teacher/TA</p> <p>Class Teacher/TA</p>
<p>4. Social, Emotional and Mental Health</p> <p>Xxx finds it difficult to understand and manage his emotions</p>	<p>4a Adult to support Xxx with recommended activities and bespoke interventions: provide examples</p> <p>4b Adult available to support Xxx to feel more confident and capable.</p>	<p>additional</p> <p>OAP</p>	<p>4a Daily 1:1 10 mins (50 mins per week)</p> <p>4b 1:1 during the day as required</p>	<p>TA</p> <p>All Staff</p>
<p>5. Social, Emotional and Mental Health</p>	<p>5a. Emphasize on sharing across the day</p> <p>5b. Adult modelling of turn taking games and responses and drawing them to his attention.</p>	<p>OAP</p> <p>additional</p>	<p>5a 1:1 during the day as required</p> <p>5b 1:1 10 mins daily (50 mins per week)</p>	<p>All Staff</p> <p>Class Teacher/TA</p>

Xxx finds it difficult to wait and take turns, interacting with one child during adult led game and follow a sequence				
6. Sensory and Physical Limited independence and self-care skills such as eating and drinking	6a. Adult prompts at snack and lunchtime.	additional	6a 1:1 10 mins (50 mins per week), 1:1 Lunchtime 30 mins daily (150 mins per week)	TA Lunchtime Supervisor
7. Sensory and Physical Limited movement skills	7a Adult facilitated gross motor intervention. 7b Trampoline recommended by OT Sept 21, £150	additional additional	7a 1:1 10 mins (50 mins per week), 7b. Not applicable	TA Purchased with DAF

Health and or Social Care (delete if not appropriate):

Specific needs	What? (including provision & resources)	Stage of provision	When? (frequency, duration, group size)	By Whom? (staffing requirements)

Review

Summary of discussion: (To include pupil and parent/carer voice)		Recommendations of review meeting:	
% Attendance:		a) Support Plan to continue – new outcomes set	Y/N
		b) Support Plan to continue request EY SEND funding	Y/N
		c) EHC Assessment to be requested	Y/N
		d) SEN Support ceases (schools remove from SEN register)	Y/N
Teacher/SENCO signature:	Date:	Parent/Carer signature:	Date:
Does the child/young person have an Individual Health Care Plan? yes/no		Does the child/young person have a Care Plan/PEP? yes/no	

