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| cid:image001.png@01D55748.4EE83400  **My SEND Support File** |
| **My Name is:**  **My Setting is called:**  **Days/hours I attend:**  **My file started on:** |
| *Version Updated September 2022* |

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| cid:image001.png@01D55748.4EE83400  **My SEND Support File** |
| *Welcome to My SEND Support File*  *This profile is a working document, therefore the contents list below is for guidance only.*  *Each file will include different information relevant to each child’s individual journey.* |
| **Contents:** |
| **Section 1**  ***Child Information***   * Key Information Sheet * All About Me – One Page Profile * Contact Record |
| **Section 2**  ***Assessments***   * Assessment Overview Grid * Assessment Tools – Prime Areas |
| **Section 3**  ***Inclusion Support Interventions***   * Provision Mapping * Support Plans (including Behaviour Support plans if applicable) * Focus Observations |
| **Section 4**  ***Reports from other professionals***   * Include all reports in this section. Remove any pages including personal information (i.e. child’s address, NHS number) and file with other confidential documents. |
| **Section 5**  ***Guidance Documents***   * Assessment Tool Guidance * Provision Mapping Guidance * Support Plan Guidance |
| **Section 6 -**  ***Resources and Templates***  This section is for filing any other useful documents which may include activity sheets, visual supports or advice and guidance documents.   * STAR Chart for behaviour * Behaviour Support Plan |

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| cid:image001.png@01D55748.4EE83400  **My SEND Support File** |
| **Section 1:**  ***Child Information*** |
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| cid:image001.png@01D55748.4EE83400  **My SEND Support File** | |
| ***Key Information Sheet – Child’s details*** | |
|  | |
| **Child’s Name:** | **Date of Birth:** |
| **Names of parents / guardians/parental responsibility:** | **Child’s home language:**  **Ethnic Origin:**  **Religion:** |
| **Contact details:** | |
| **Legal status of child i.e. is this Child Looked After?** Yes/No  **Known to Social Care i.e Children With Disabilities Team?** Yes/No | |
| **Name of setting:**  **Date started at setting:** | **2 year Check completed/attached–**  Yes/ No |
| **Setting SENCO:** | **Keyperson:** |
| **Days / Hours of attendance:**  **Funded Hours:** | |
| **Identified SEN / Additional Needs:** | |
| **Medical needs** *(please include)***:**  **Medical Needs Care Plan & Emergency Care Plan- *completed / in place.***  Please include copies of these within this file. | |
| **Any other professionals involved:** | |

**All About Me: One Page Profile**

**My name is:**

**I am … years old**

**I communicate by:**

*Add child’s photo here*

[](https://www.bing.com/images/search?view=detailV2&ccid=0Z8YfdrB&id=062FEF3458057DF6277D9A0C6B1705B730508422&thid=OIP.0Z8YfdrBo07EGTW7wQcT2QHaFF&mediaurl=http://www.clker.com/cliparts/p/Z/j/0/b/H/stars-hi.png&exph=412&expw=600&q=Cartoon+stars&simid=608004163657466852&selectedIndex=50)

**What is important to me?**

*These are the things that increase my well-being and make me happy i.e. a special toy, playing outside.*

**People around me**

*These may be special people in my life at home, at nursery or other people involved in supporting me i.e. family, keyperson, special friend.*

**My Strengths:**

**My favourite things/activities:**

**My worries/dislikes:**

**My Goals**

*These are the things I am learning to do*

*i.e. play a game with a friend, use my words to ask for ‘more’.*

**What you need to know to support me**

*i.e. I need you to use visual supports to help me understand instructions, , I need a quiet space to calm down if I am upset.*

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| **Date** | **Professionals/ people involved** | **Type of contact** | **Comments / Notes** | **Completed by** |
| ***Example:***  *14/08/19* | *SALT* | *Report received via post* | *SALT Report and Care Plan received. Report and care plan including targets and strategies can be found in Section 3 of this folder. Pages including personal information have been filed securely.* | *A.B*  *Nursery SENCO* |
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**CONTACT RECORD –** *Use this document to record contact with parents and other professionals*

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| cid:image001.png@01D55748.4EE83400  **My SEND Support File** |
| **Section 2:**  ***Assessments*** |
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| **NAME:** | | | **D.O.B:** | | | **AGE IN MONTHS:** | | |
| **ACADEMIC YEAR:** | | |  | | |  | | |
| AREA OF LEARNING | **0-6M** | **5-12M** | **10-16M** | **14-20M** | **16-24M** | **22-30M** | **24-36M** | **36-48M** |
| **COMMUNICATION AND LANGUAGE** | | | | | |  |  |  |
| ATTENTION AND UNDERSTANDING |  |  |  |  |  |  |  |  |
| LANGUAGE AND COMMUNICATION |  |  |  |  |  |  |  |  |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | | | | | |  |  |  |
| MAKING RELATIONSHIPS |  |  |  |  |  |  |  |  |
| MANAGING FEELINGS AND BEHAVIOUR |  |  |  |  |  |  |  |  |
| SELF CONFIDENCE AND SELF AWARENESS |  |  |  |  |  |  |  |  |
| **PHYSICAL DEVELOPMENT** | | | | | |  |  |  |
| FINE MOTOR |  |  |  |  |  |  |  |  |
| GROSS MOTOR |  |  |  |  |  |  |  |  |

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| **Please add dates into the relevant column for progress tracking** | | Emerging | Developing | Secure |
| Step 1 | Notices Stimuli   * Taste, Smell, Touch, Visual, Auditory, Vestibular |  |  |  |
| Responds to close physical contact with a familiar person |  |  |  |
| Responds consistently to one stimulus |  |  |  |
| Responds to familiar voice or another personal identifier   * Familiar voice * Familiar personal object or touch cue |  |  |  |
| Step 2 | Anticipates within familiar social routine   * During social games * During social songs * Everyday routines |  |  |  |
| Shows upset when an interaction ends |  |  |  |
| Responds to cause and effect   * Switch toys, computer input devices, cause, and effect items |  |  |  |
| Changes behaviour in response to an interesting event nearby |  |  |  |
| Looks backwards and forwards between two objects (knows two objects are present) |  |  |  |
| Changes behaviour in response to familiar sounds or words |  |  |  |
| Step 3 | Start to understand contextual clues   * Within social routine * Using objects or props * Transition songs and symbols |  |  |  |
| Attracts Attention |  |  |  |
| Shows understanding that their action causes a specific effect   * Switch toys, computer input devices, cause and effect items |  |  |  |
| Step 4 | Understands single words/sounds signs/symbols in context   * Using objects or props * Within social routine * In play situations * Follow simple familiar instructions |  |  |  |
| Step 5 | Understand 1 key word sentences   * Within social routine * In play situations * In structured situations * In unfamiliar environments |  |  |  |
| Step 6 | Understands ‘who’ and ‘what’ in simple questions   * In play situations * In structured situations |  |  |  |
| Step 7 | Understands ‘where’ in simple questions |  |  |  |
| Step 8 | Shows understanding of prepositions such as ‘under’ ‘on top’, ‘behind’   * In play situations * In structured situations |  |  |  |
| Responds to instructions involving a two-part sequence in a range of familiar contexts |  |  |  |
| Focusing attention – still listen or do but can shift own attention |  |  |  |
| Understand 2 key word sentences   * Within social routine * In play situations * In structured situations * In unfamiliar environments |  |  |  |

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| **Please add dates into the relevant column for progress tracking** | | Emerging | Developing | Secure |
| Step 1 | Responds to some stimuli in a way that can be interpreted as rejection   * In social interactions * With objects/ props * With familiar personal care activities |  |  |  |
| Step 2 | Terminates interaction with an adult |  |  |  |
| Responds in ways that can be interpreted as meaning “more |  |  |  |
| Communicates needs/feelings through crying/babbling/ squealing |  |  |  |
| Communicates ‘more’ and ‘no more’ through two different consistent actions |  |  |  |
| Step 3 | In the context of a familiar social game, perseveres by repeating action in order to get reward |  |  |  |
| Attracts Attention |  |  |  |
| Selects from two or more items  During snack or mealtimes and play situations |  |  |  |
| Initiates strategies to achieve desired results   * Gains adult attention to make a request * During cause-and-effect play |  |  |  |
| Begins to experiment with a range of vocal sounds |  |  |  |
| Takes turns with an adult during vocal interactions |  |  |  |
| Step 4 | Copies sounds and gestures |  |  |  |
| Deliberately attract attention of another person in order to communicate need |  |  |  |
| Initiates Social Game   * In social interactions * With objects/prop |  |  |  |
| Develop consistent sounds to communicate with those around them |  |  |  |
| Step 5 | Uses singles words/signs/ symbols for a range of purposes   * Within social routine * In play situations * In structured situations * In unfamiliar environments   To request items that are not present |  |  |  |
| Copies words or signs   * In play situations * In structured situations |  |  |  |
| Copies rhythms or beats vocally or with an instrument (early phonics) |  |  |  |
| Step 6 | Combine two words/signs/ symbols   * Within social routine * In play situations * In structured situations * In unfamiliar environments |  |  |  |
| Begins to talk about people and things that are not present   * People or things in the very recent past (same day) * Things that will happen later that day |  |  |  |
| Engages in simple conversation with adults/other children   * Within social routine * In play situations * In structured situations |  |  |  |
| Learns new words/symbols quickly and is able to use them when communicating |  |  |  |
| Step 7 | Uses language to share experiences, feelings and thoughts   * With familiar adults * With less familiar adult * With peers |  |  |  |
| Uses a variety of simple questions, e.g. ‘what’, ‘where’, ‘who’ |  |  |  |
| Uses simple sentences   * To make a request * To comments * To ask a question |  |  |  |
| Can describe a picture using nouns and verbs |  |  |  |

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**PSED: MAKING RELATIONSHIPS ASSESSMENT TOOL** A picture containing text

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| **Please add dates into the relevant column for progress tracking** | | Emerging | Developing | Secure |
| Step 1 | Can be comforted by close contact with familiar adults |  |  |  |
| Turns attention towards familiar or preferred adults   * Stills * Listens to voice * Gazes at face |  |  |  |
| Shows enjoyment of physical play with adults   * Tickles * Being rocked |  |  |  |
| Step 2 | Responds when talked to   * Responds to name * Listens to a familiar adult speaking |  |  |  |
| Recognises main carer, responds to close contact with familiar or preferred adult |  |  |  |
| Shows pleasure at being tickled and other physical interactions   * During social games * During social songs |  |  |  |
| Shows an awareness of their reflection when looking in a mirror |  |  |  |
| Step 3 | Engages with social games and songs |  |  |  |
| Tries to find a familiar adult when distressed or frightened for reassurance |  |  |  |
| Initiates social interaction and uses a range of strategies to maintain the attention of an adult; Voice, Gesture, Eye contact, Facial expression |  |  |  |
| Repeats an action which is positively received by others |  |  |  |
| Step 4 | Shared attention |  |  |  |
| Interacts with new people appropriately when supported by an adult |  |  |  |
| Begins to engage in pretend play.   * In structured routines * In play |  |  |  |
| Builds relationships with special peers. |  |  |  |
| Step 5 | Copies a range of actions displayed by adults   * In familiar routines * In new activities * In play |  |  |  |
| Plays alongside others, sometimes sharing resources |  |  |  |
| Acts out a simple routine in pretend play for example doll play   * In structured routines * In play |  |  |  |
| Shares new experiences with a number of adults |  |  |  |
| Engages another person to help achieve a goal e.g. To get an object that is out of reach |  |  |  |
| Shows an interest in the activities of others   * In the setting * In the community * In play * Other adults/ children |  |  |  |
| Step 6 | Plays cooperatively with a familiar adult. E.g. rolling a ball back and forth   * In structured routines * In play |  |  |  |
| Interacts with new people appropriately with some prompting from an adult |  |  |  |
| Demonstrates sense of self as an individual. E.g. wants to do things independently |  |  |  |
| Briefly takes part in turn taking activities with another child with adult support   * In structured routines * In play |  |  |  |
| Can show a caring nature towards other children |  |  |  |
| Can select and use activities and resources with help |  |  |  |
| Cooperates with the responsibility of carrying out small job   * Self chosen jobs * Adult initiated |  |  |  |
| Imitates the actions of other children at play |  |  |  |

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| **Please add dates into the relevant column for progress tracking** | | Emerging | Developing | Secure |
| Step 1 | Seeks physical and emotional comfort from trusted adults |  |  |  |
| Step 2 | Shows a range of emotions such as pleasure, fear and excitement |  |  |  |
| Responds emotionally to other people’s emotions (e.g. smiles when smiled at) |  |  |  |
| Step 3 | Uses self-calming techniques e.g.: chewy, sucking thumb, sensory activities |  |  |  |
| Repeats actions they anticipate will result in a response from another   * In familiar routine * In new activities |  |  |  |
| Is able to give an object to an adult when an activity has finished |  |  |  |
| Step 4 | Interacts with new people appropriately when supported by a familiar adult   * In setting * In the community * With other children |  |  |  |
| Step 5 | Can be encouraged to try new activities using a now and next approach |  |  |  |
| Can be distracted by a new activity when distressed the majority of the time |  |  |  |
| Communicates dislike for an activity or experience through avoidance |  |  |  |
| Step 6 | Can wait for short periods in order to have needs met |  |  |  |
| Begins to understand some boundaries in familiar routines |  |  |  |
| Begins to learn that some things are theirs |  |  |  |
| Is compliant in requests when taking part in motivating activities |  |  |  |
| Step 7 | Is aware that some actions can hurt or harm others |  |  |  |
| Can express their own feelings such as sad, happy, scared and worried |  |  |  |
| Responds to the feelings and wishes of others |  |  |  |
| Shows understanding and cooperates with some boundaries and routines |  |  |  |
| Understand that some things are shared and some belong to someone else |  |  |  |
| Step 8 | Growing ability to distract self when upset |  |  |  |
| Picks up on the behaviour/ mood of other people and respond appropriately   * Adults * Other children |  |  |  |
| Has an understanding of the reasons for some feelings   * Happy * Sad |  |  |  |
| Can inhibit their own behaviours e.g. Stop themselves from doing something they shouldn’t |  |  |  |

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| P**lease add dates into the relevant column for progress tracking** | | Emerging | Developing | Secure |
| Step 1 | Expresses discomfort, hunger and thirst |  |  |  |
| Opens mouth when prompted to help with feeding and drinking |  |  |  |
| Tolerates being dressed |  |  |  |
| Tolerates nappy changing |  |  |  |
| Step 2 | Anticipates food routines with interest |  |  |  |
| Assists with dressing by allowing body movements |  |  |  |
| Tolerates face being washed |  |  |  |
| Step 3 | Moves a spoon towards mouth and sucks it |  |  |  |
| Grasps finger foods and brings them to mouth |  |  |  |
| Holds own bottle or cup |  |  |  |
| Able to communicate their choice of food from a selection |  |  |  |
| Removes shoes and socks when unfastened |  |  |  |
| Pushes arms through sleeves |  |  |  |
| Cooperates with nappy changing |  |  |  |
| Tolerates gum stimulation and teeth cleaning |  |  |  |
| Step 4 | Grasps a loaded spoon and brings it to mouth |  |  |  |
| Can hold a cup independently and tip towards their mouth |  |  |  |
| Can pull off simple items of clothing that require a single action (socks, hat, scarf etc) |  |  |  |
| Opens and closes Velcro fastenings |  |  |  |
| Pushes legs through trousers |  |  |  |
| Engages with teeth brushing |  |  |  |
| Engages with washing and drying hands |  |  |  |
| Step 5 | Communicates need for food or drink when hungry or thirst   * In the setting * In the community |  |  |  |
| Scoops food using a spoon to feed self |  |  |  |
| Holds cup with two hands, drinking with minimal spilling |  |  |  |
| Willing to try new food textures and tastes |  |  |  |
| Pulls down zips on clothing |  |  |  |
| Pulls an item of clothing over head |  |  |  |
| Sits on a toilet and uses occasionally   * In the setting * In the community |  |  |  |
| Starting to complete aspects of hand washing routine with adult support |  |  |  |
| Step 6 | Pierces food with a fork |  |  |  |
| Holds two pieces of cutlery while eating |  |  |  |
| Drinks well, without spilling |  |  |  |
| Follows hygiene routines with support   * In the setting * In the community |  |  |  |
| Helps to put items of clothing on the correct body parts |  |  |  |
| Unfastens large buttons |  |  |  |
| Puts on a coat |  |  |  |
| Shows some awareness of bladder and bowel urges |  |  |  |
| During hand washing, rubs hands together with soap and puts under a tap to rinse |  |  |  |
| Starting to put toothbrush into mouth independently |  |  |  |
| Attempts to wash face with support |  |  |  |
| Clearly communicates wet or soiled nappy or pants |  |  |  |

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| Step 7 | Eats from a bowl or plate with minimal mess |  |  |  |
| Assists in laying table |  |  |  |
| With prompting, attempts to turn clothes the right way round |  |  |  |
| Does up the zip on a coat.  Can fasten large buttons |  |  |  |
| Can put on loose items of clothing independently |  |  |  |
| Clearly communicates their need for the toilet |  |  |  |
| Can turn taps on and off independently |  |  |  |
| Can clean teeth effectively with adult supervision |  |  |  |
| Step 8 | Follows hygiene routines without support |  |  |  |
| Can spread with a knife with some support |  |  |  |
| Consistently put clothes on the right way round |  |  |  |
| Can use more complex fastenings – hooks, small buttons and drawstrings |  |  |  |
| Gains more bladder and bowel control and can toilet by themselves |  |  |  |
| Can wash and dry hands independently most of the time |  |  |  |
| Remembers to wash hands before a meal the majority of the time |  |  |  |
| Starts to clean teeth independently |  |  |  |

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| **Please add dates into the relevant column for progress tracking** | | Emerging | Developing | Secure |
| Step 1 | Grips objects firmly that are placed into hand |  |  |  |
| Holds object for a couple of seconds when placed in the palm of hand |  |  |  |
| Pats and bangs objects with open hand |  |  |  |
| Explores by grabbing or scratching textures and surfaces within reach |  |  |  |
| Step 2 | Reaches out for, touches, and begins to hold objects |  |  |  |
| Explores objects with mouth, often picking up an object and holding it to the mouth |  |  |  |
| Holds an object in each hand and brings them together in the middle e.g. Holds two blocks and bangs them together |  |  |  |
| Drops objects deliberately |  |  |  |
| Uses two hands to lift small and large objects in and out of containers |  |  |  |
| Holds an object and bangs or dabs it against a surface |  |  |  |
| Step 3 | Claps hands independently |  |  |  |
| Pulls along toys and items using a rope or string |  |  |  |
| Uses a single finger to touch or point   * To indicate need * To explore an object * To activate a cause and effect device |  |  |  |
| Picks up a small object with a pincer grasp |  |  |  |
| Release items when held with a pincer grasp |  |  |  |
| Uses hands to twist, turn and manipulate an object |  |  |  |
| Can scoop with a spoon at meal times or a spade/shovel whilst playing |  |  |  |
| Step 4 | Uses a pouring action when playing with containers in sand or water |  |  |  |
| Presses small switches and buttons using index finger |  |  |  |
| Squeezes toys or instruments to produce a sound   * Two hands * One hand |  |  |  |
| Step 5 | Turns a variety of knobs   * Door knobs * Control knobs for devices |  |  |  |
| Holds cup with two hands, drinking with minimal spilling   * Cup with handles * Standard Cup |  |  |  |
| Threads a large bead onto a shoelace, rod, or wire |  |  |  |
| Able to build a small tower using blocks |  |  |  |
| Step 6 | Removes unfastened clothing independently   * Tops * Bottoms * Socks * Footwear |  |  |  |
| Creates a sausage shape when rolling playdough |  |  |  |
| Makes connections between their movements and the marks they make. |  |  |  |
| Can pour, sieve and dig with control |  |  |  |
| Builds a tower using several small connecting bricks |  |  |  |
| Step 7 | Shows control in holding and using books, hammers and mark making tools |  |  |  |
| Open and closes scissors independently |  |  |  |
| Can stab food with fork at mealtimes |  |  |  |
| Able to wind up toys and open and close lids on jars |  |  |  |
| Step 8 | Cuts paper purposefully using scissors with one hand |  |  |  |
| Uses a knife to chop softer items |  |  |  |
| Blows their food to cool it down. |  |  |  |

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| **Please add dates into the relevant column for progress tracking** | | **Emerging** | **Developing** | **Secure** |
| Step 1 | Turns head in response to sounds and sights   * In familiar settings * In unfamiliar settings |  |  |  |
| Develops ability to hold up own head   * Sitting in a chair * Lying on tummy * Whilst standing in a frame |  |  |  |
| Movements with arms and legs gradually become more controlled.   * Reaching out for objects * Kicking with feet |  |  |  |
| Moves head and looks around when on back or sitting with support |  |  |  |
| Swipes at toys above when lying on their back |  |  |  |
| Play with hands at midline of body. |  |  |  |
| Lying on tummy can lift head and chest supporting themselves with forearms |  |  |  |
| Can roll from front to back and back to front |  |  |  |
| Step 2 | Sits unsupported on the floor |  |  |  |
| When sitting on the floor can lean forward to pick up items |  |  |  |
| Crawls, bottom shuffles or rolls continuously to move around |  |  |  |
| Bears weight and bounces when held in a standing position   * Trunk supported * Hands held |  |  |  |
| Pulls to standing, holding onto furniture or a person for support |  |  |  |
| Walks around furniture, lifting foot and stepping sideways |  |  |  |
| Can walk with a walker or by pushing a stable toy |  |  |  |
| Walks holding an adult’s hand(s)   * Two hands * One hand |  |  |  |
| Is able to transition from standing to sitting in a more controlled manner   * To a chair * To the floor |  |  |  |
| Step 3 | Can stand independently for several seconds |  |  |  |
| Takes a few steps independently   * On soft carpeted floor * On hard floor * Wearing shoes * Barefoot |  |  |  |
| Sits from standing independently |  |  |  |
| Picks up an object on the floor with the support from an adult or furniture |  |  |  |
| Step 4 | Changes direction whilst walking |  |  |  |
| Walks backwards for a few steps when pulling an item or toy using rope or string |  |  |  |
| Lifts leg whilst holding onto an adult to assist with dressing |  |  |  |
| Gets onto a chair independently |  |  |  |
| Step 5 | Runs freely, not always avoiding obstacles |  |  |  |
| Squats down to pick up objects, occasionally falling |  |  |  |
| Carries large objects whilst walking |  |  |  |
| Moves a tricycle or bike by pushing feet along the floor |  |  |  |
| Walks upstairs holding an adult’s hand |  |  |  |
| Return to standing after squatting down to pick up an object |  |  |  |
| Step 6 | Jumps from a small step or low piece of equipment |  |  |  |
| Rolls a ball more accurately   * Passing to another person * Aiming at a target (skittles) |  |  |  |
| Kneels without support |  |  |  |
| Bends over to retrieve an item from the floor |  |  |  |
| Attempts to kick a large ball |  |  |  |
| Catches a large ball thrown into two arms |  |  |  |
| Throws a ball with increasing accuracy   * Towards another person * Towards a target |  |  |  |
| Runs safely on whole foot |  |  |  |
| Stands independently from a kneeling position without using furniture to support |  |  |  |
| Step 7 | Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. |  |  |  |
| Can walk along a bench |  |  |  |
| Climbs confidently and begins pulling themselves up to play equipment |  |  |  |
| Can Kick a large ball successfully |  |  |  |
| Can walk upstairs and downstairs holding onto a rail |  |  |  |
| Moves freely with confidence in a range of ways e.g. Rolling, Running, Jumping, Skipping |  |  |  |
| Climbs stairs using alternate feet |  |  |  |
| Walks downstairs carefully whilst carrying a small object |  |  |  |
| Can use an overarm action to throw a ball. |  |  |  |
| Can catch a small ball at close range |  |  |  |
| Can link two movements together |  |  |  |
| Can ride a tricycle using pedals |  |  |  |
| Step 8 | Can stand on one foot momentarily |  |  |  |
| Can ride a two-wheel bike with stabilizers attached |  |  |  |
| Kicks a ball towards a target with increasing accuracy |  |  |  |
| Hops up and down with adult support |  |  |  |
| Jumps from apparatus and lands appropriately |  |  |  |
| Runs skilfully, adjusting speed and direction avoiding obstacles |  |  |  |
| Can hit a ball with a bat or racket |  |  |  |
| Can bounce pass a large ball and receive a bounce pass. |  |  |  |

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| **Section 3:**  ***Inclusion Support Interventions*** |
|  |

|  |  |  |
| --- | --- | --- |
| Child’s Personal Details | | Setting Details |
| Name: | Date of Birth: | Name of Setting: |

**EARLY YEARS SEND PROVISION MAPPING**  

|  |  |  |
| --- | --- | --- |
| Provision Mapping Details | | |
| Date of Provision Map: | Provision Map Number: | Review Date: |

|  |
| --- |
| Support Needs  Pupil’s identified needs (e.g. SLD, VI, SALT, Behaviour) – please list all needs that apply to the child |
| Please bullet point: |

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Description automatically generated**EARLY YEARS SEND PROVISION MAPPING –** *In the table below record the areas in which additional support is being provided.*

Provision maps help you show provision that **is additional to and different from** what is offered through your main setting provision.

|  |  |  |
| --- | --- | --- |
| **Arrival/ Home Time** | **Mealtimes** | **Transitions** |
| **Free flow/ Continuous Provision** | **Adult Led Activities** | **Small Group Activities** |
| **Outdoor Play** | **Circle time/ Story time** | **Resources** |
| **Toileting/ Self-Care** | **Rest / Sleep Time** | **Medical/Health Needs** |

**DECLARATION**

All information given is complete and true, treated as confidential and stored securely. Any false declaration or misleading statement or any significant omission may make this funding request invalid. All permissions have been received from the relevant parties before information has been shared.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Print Name | Signature | Date |
| Setting |  |  |  |

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Description automatically generated **INDIVIDUAL SUPPORT PLAN**

**Child’s Name: ……………………………….. Date of Birth: ……………………………….. Setting: ………………………………**

**Date of plan: ……………………………….... Written by: …………………………………… Support Plan No: ………………….**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **What can I do now?**  *i.e. Jay can play by himself at the table with the toy cars for up to five minutes.* | **What I would like to do next…**  *i.e. Jay will be able to play with the cars alongside a peer for up to two minutes.*  *(Include area of learning when setting each target)* | **How can you support me to achieve this?**  *Consider what strategies/provision needs to be in place.*  *What resources will you need?*  *When/where will strategies be implemented?* | **Target Review Date**  *See overleaf for review details* |
| **1** |  |  |  |  |
| **2** |  |  |  |  |

|  |
| --- |
| **Parents’ Comments:** |
| **Signed:** |

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Description automatically generated **REVIEW – INDIVIDUAL SUPPORT PLAN**

|  |  |  |  |
| --- | --- | --- | --- |
| **Target** | **Review of Target** | | **Review completed by:** |
| ***Has the target been achieved?***  Explain the progress that has been made towards the target. Perhaps there are parts that have been achieved or it has been achieved but not consistently. | ***Are there changes to be made?***  If the target is to remain in place, are there changes to be made to the support strategies? i.e will the adult begin to withdraw support or perhaps the duration/frequency needs to be increased or reduced?  ***Is a new Support Plan required?*** |
| **1:** |  |  |  |
| **2:** |  |  |  |

cid:image001.png@01D55748.4EE83400**FOCUS OBSERVATION SHEET**

*Please use this sheet to record observations that link directly to the targets on the current Support Plan. Write out the target in the box below (you will need a sheet for each target).*

|  |  |  |
| --- | --- | --- |
| **Support Plan Target:** | | |
|  | | |
| **Date** | **Focus Observation**  ***Examples of what to look for:***  *How does the child engage with the activity?*  *What can they do with support? What are they doing on their own?*  *Have you observed any progress/changes?* | **Comments – What Next?**  *Think about why the child responded the way they did. What is the impact of the strategies/support in place?*  *Is there anything you changed or something to change next time?* |
|  |  |  |
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|  |  |  |

cid:image001.png@01D55748.4EE83400**SUPPORT REVIEW DISCUSSIONS –**

*Use this sheet to record key points from discussions with your Locality Lead around support in place.*

|  |  |
| --- | --- |
| **Date of discussion** | **Key Points from Discussion**  *Include any agreed actions and record participants of discussion* |
|  |  |

|  |
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| **Section 4:**  ***Reports/Care Plans from other professionals***  *Include all reports in this section.*  *Remove any pages including personal information*  *(i.e. child’s address, NHS number) and file with other confidential documents.* |
|  |

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| **Section 5:**  ***Guidance Documents*** |
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Description automatically generated**GUIDANCE FOR ASSESSMENT TOOL**

**Purpose:**

This document helps to break down the progress and development into small steps, organised into key milestones that you would expect to find in a typically developing child from birth to 5 years.

The aim of the assessment tools is to provide practitioners with a straightforward overview of a child’s current level and support them to set appropriate next steps.

The assessment tools are intended to be child-centred documents that allow for a flexible approach to tracking development, moving away from the expectation would be that a child makes typical ‘linear’ progress.

The key to providing high quality support and provision is to understand how the child engages with learning and what they enjoy most, and equally, what they dislike. Observations helps focus attention on building a fuller picture of the child’s development by using the following assessment tools:

* **Communication and Language Development**
  + Attention and understanding
  + Language and communication
* **Personal, Social and Emotional Development**
  + Relationships and others
  + Feelings, behaviours and morals
  + Self-care and independence
* **Physical development**
  + Gross motor skills
  + Fine motor skills

**How to complete the assessment tool:**

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Description automatically generatedIt is important that practitioners using the assessment tool understand what the steps correspond to in terms of typical development:

**36 – 48 MONTHS**

**24 – 36 MONTHS**

**22 – 30 MONTHS**

**16 – 24 MONTHS**

**14 – 20 MONTHS**

**10 – 16 MONTHS**

**5 – 12 MONTHS**

**0 – 6 MONTHS**

**STEP 8**

**STEP 7**

**STEP 6**

**STEP 5**

**STEP 4**

**STEP 3**

**STEP 2**

**STEP 1**

Shape

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**36 – 48 MONTHS**

* The assessment tool can be completed as a baseline when new children start the setting or when SEND concerns have been identified.
* Add dates into each column to show evidence of developmental progress
* The Assessment Overview Grid can be used to monitor and evidence developmental progress (captured through the assessment tools) over time. Ensure you use dates when completing the Grid so it is clear when you have assessed the child as being at that level.
* It is fully expected that the assessments of a child will be ‘spiky’, there is no expectation of typical linear progress.
* It is vital that there is an agreement that a skill has been ‘generalised’ before considering that a child is ‘secure’ in a particular area. Can they do this confidently in a range of scenarios?  It isn’t possible to say how many times a child needs to practice a particular skill to say that it has been mastered, but you should rely on your professional judgement, preferably with the family’s opinion considered too.
* The outcomes of step progress need to be summarised on the Assessment Overview Grid
* Once you have a more thorough picture of a child’s current developmental level, you can consider what is important for them to focus on next.
* The assessment tool will be most beneficial by involving as many key people in this process as possible

**Next steps:**

The Assessment tool can be used as a guide for setting targets in the child’s Individual Support Plan.

* Once you have identified the child’s current level of development you can record this in the Individual support plan (What can I do now?)
* Use the assessment tool to identify the skills or learning the child will focus on next to inform your planning and provision (What I would like to do next).
* Targets should be reviewed regularly (4-6 weeks as appropriate) and discussions should take place amongst staff, family and professionals as to how well the child is developing.

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Description automatically generated**GUIDANCE FOR PROVISION MAPPING**

**What is ‘Provision Mapping’?**

Provision mapping is a way for a setting to show how their support for children with Special Educational Needs and Disabilities (SEND) is organised and managed.

This guidance will support Early years settings to produce high quality provision maps which record the planning, implementation and review of provision for individual Early Years children with SEND.

A high quality provision map:

* Offers a way of recording and evidencing the additional your provision in place specific to the child’s needs.
* Helps practitioners reflect on practice and provision
* Allows the reader to assess how well the provision matches the child’s needs and therefore recognise gaps in provision
* Highlights repetitive or ineffective use of resources
* Informs parents, carers and other agencies involved, including OFSTED, about the setting’s SEND provision for the child.
* Supports settings to evidence that an additional financial spend will make a difference to the provision implemented

**When should a Provision Map be completed?**

A Provision Map should be completed as part of the SEND support file for each individual SEND child in your setting and is required when applying for Croydon Early Years SEND inclusion funding.

You should evaluate the child’s Provision Map half termly, alongside reviewing the child’s Individual Support Plan targets.

**How to complete the Provision Map**

The following good practice guidance relates to each section of the provision map template.

**Section 1 – General Information**

* You must provide the child’s name, date of birth and name of your setting.
* You must identify a start date and review date for the provision map.

**Section 2 - Support Needs**

* Within this section, please identify the child’s main area(s) of need.
* If the child has needs in multiple areas, please describe the child’s needs including how they impact on their participation and inclusion within the setting.
* Please use the assessment tools to help you to identify the child’s area(s) of need.

**Section 3 – SEND Support Provision**

* In this section you must detail the SEND provision that will be provided for each area linked to the child’s specific needs. SEND Provision means anything ***additional to* or *different from***what is usually provided universally for all children in the setting.
* This may include activities, resources, interventions, human resources, strategies and programmes designed to support the child's development. It should:

 Be built into what’s on offer within the setting both indoors and outdoors

 Be built into all aspects of the setting’s practice

* You must include detailed information about the approaches and strategies that will be used in order to support the child. This may include small group or targeted adult support.
* ***It is not enough to simply state that additional adult support is required – the provision map should identify exactly what the adult will be providing at these times.***

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Description automatically generated**GUIDANCE FOR WRITING AN INDIVIDUAL SUPPORT PLAN – HINTS AND TIPS**

Before writing a support plan, have a discussion with the child’s keyperson and parents.

Think about the areas that the child needs the most support with and prioritise 2 key areas.

Remember- these should be based on the child’s needs and not focused on achieving next steps within the EYFS.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **What can I do now?** | **What I would like to do next…** | **How can you support me to achieve this?**  Consider what strategies/provision needs to be in place.  What resources will you need?  When/where will strategies be implemented? | **Target Review Date**  *See overleaf for review details* |
| **1** | When you have chosen your area of need, think about what they can already do that will help them to work towards their new target. | Write a clear and specific target based on their area of need.  Help to ensure the target is as specific as possible by including criteria within the target such as:   * **Resources** (visual prompts/objects) * **People** (with a familiar adult/one peer/a small group) * **Time** (how many minutes/times a day?) * Support (with/without adult support?)   See example below of how to write a target including different criteria. | Use this space to give clear instructions about how you will support the child to achieve their target.  Consider if this will be:   * A focus activity carried out for a set time period. * A resource that needs to be available throughout the day (i.e. visual symbols). * A planned adult response (i.e. the adult will model using a single word to label the item the child has reached for).   Remember to describe the support and mention any key points, for example:   * When/ how often? * Is there a particular area the activity will take place? * Do the resources need to remain the same? * Do adults need to use single words or comments?   See example of using descriptions highlighted below | This should take place around 4-6 weeks.  Please contact your Locality Support for help with reviewing, amending or setting targets as needed. |
| **2** | *i.e. Jay can play by himself at the table with the toy cars for up to five minutes.* | *i.e. Jay will be able to play with the cars alongside a peer for up to two minutes when supported by an adult.* | *i.e. During each nursery session, set up the cars and garage in the construction area. Show Jay the toy car and say ‘Time for cars!’. Encourage Jay to explore the cars and the garage. Invite another child to join the area and offer them their own cars to play with. Support the play by making comments using simple language i.e. Jay has the blue car, Sally has a big car! Offer praise to Jay.* |  |

**The reviews are an essential part of the process.**

Ensure all plans are reviewed every 4- 6 weeks – even if you feel the target should remain the same! It is still important to review and evidence why the target will be ongoing.

**Remember to use your Focus Observations to support the review**.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Review of Target**  *Have the outcomes been achieved?*  *Are there changes to be made?*  *What are the next steps?* | **Review completed by:** |
| **1** |  | Think about the following when reviewing the targets:   * ***Has the target been achieved?***   Explain the progress that has been made towards the target. Perhaps there are parts that have been achieved or it has been achieved but not consistently.   * ***Are there changes to be made?***   If the target is to remain in place, are there changes to be made to the support strategies? For example, does the small group activity/resources need to be changed to something new, will the adult begin to withdraw support or perhaps the duration/frequency needs to be increased or reduced?   * ***What are the next steps?***   If the target is to be changed, consider the following:  Can the target be extended by introducing new criteria? It can be helpful to continue with the same area of need so that the child can continue to develop their skills in this area. Think about how we can build on what they have already achieved. Can they use what they have learned to make further progress?  Or  Does the target need to be replaced by something new in order to focus on a new area of need? Discuss with parents and keyperson to begin the process of setting a new target again. | SENCO, Keyperson, Parents.  EY SEND Team Member can support with the review if required. |

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| **Section 6:**  ***Resources and Templates*** |
|  |

USING A **STAR** CHART FOR BEHAVIOUR

* **S** means ‘settings’

All those things going on in the environment or in the background that may affect behaviour. These are the stable or relatively stable things in the environment such as the day, time, place, people, weather, hunger, noise level, lighting, temperature etc.

* **T** means ‘trigger’

Particular things that happen immediately before the behaviour is observed, which may have set the behaviour off. These can include such things as a request to start or stop doing something, a loud noise, a sudden realisation that the adult is not there, someone taking a toy etc.

* **A** means ‘action’

The child’s behaviour: what the child actually does as a result of the ‘settings’ and ‘triggers’. This is always described using **clear language**, noting and recording what we can **see** the child doing and what we can **hear** the child saying.

* **R** means ‘response’

…to the behaviour; all those things that happen as a result of the child’s action, including what the adults did and how the child responded to this.

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SETTING** | **TRIGGER** | **ACTION** | **RESPONSE** |
| Day and time | What was going on at the time? | What happened immediately before? | What did the child do? | What was the response to this? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Behaviour Support Plan**

**Child’s Name: ……………………………….. Date of plan: ………………………………....**

**Written by: …………………………………… Support Plan No: …………………………….**

*Behaviour plans help focus all involved on ways to work towards changing/replacing a behaviour. Although the result may not be a complete change in behaviour, the plan can ensure that parents and professionals agree on a consistent approach to support the child.*

*Plans should always be discussed and agreed with parents and include clear behaviour goals and any resources or strategies to be used.*

|  |  |  |
| --- | --- | --- |
| **Settings and Triggers**  *What have you identified about the environment/routine/what is happening around me that may link to behaviour occurring?* | **Current Behaviour**  *What is the main behaviour(s) of concern?* | **Behaviour Goal**  *What replacement behaviour/skill can I work towards?* |
|  |  |  |
| **How to help me avoid the unwanted behaviour**  *What strategies can be put in place? What can you change about the environment/routine?* | **How to help me if the behaviour occurs**  *How should staff respond? What strategies will help to diffuse/deescalate the situation?* | |
|  |  | |

**This plan will be reviewed on : ………………………………..**