**SEN Support**

**Plan for: Billy**

**Date of birth:**

**Year group: Nursery**

**Name of Setting: Pumpkin pre-school**

**Date of Meeting:**

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| **Aspirations/hope of the child and family:**  I would like Billy to be happy and confident to go to new places. |

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| **What does Billy need to be able to do to achieve this?**   * Billy needs to understand explanations about what is happening next. * Billy needs experience of how visual timetables work and how ‘Now and Next’ pictures work. * Billy needs to be able to let people know what he wants or how he feels. * Billy needs to develop his confidence and self esteem |

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| **What can Billy do now?**  Billy likes playing with – brio, playdough, outside on the climbing frame and slide, container play, books.  Billy can mark make with crayons. He likes helping adults e.g. putting things away, wiping over tables, getting the biscuits out. |

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| **Does Billy have an ‘All about me’** Yes  **If yes, when was it written?...................................................**  Billy has an All About Me which was written by Busy Bees when he first started there. Busy Bees are in the process of updating this and making it more detailed. |

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| **Who is involved/Team Around the Child?**  Busy Bees  Parents  Health Visitor  Speech therapy  Early Years SEN Team |

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**Child’s name:**  Billy **DOB: Date:**

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| **Outcomes/Next Steps to**  **aim for by the next review** | **Strategies and resources to support this in the Setting and at home.** | **Who will do it and how often?** | **Monitoring/progress** |
| Billy will…….  Be able to look at and respond to Now and Next pictures for :   * Snack time * Putting on wellington boots. * Tidy up time   During each session. | * Use a Now and Next board   Now  Next [picture of  fruit for snack](http://pixshark.com/clipart-snack.htm)   * Show Billy the picture of what he is playing with and say now playdough- next snack. * Give him plenty of time and repeat using the board. | * Nursery -1-1 support person will use the Now and Next board at specific times but all staff should be aware of it and be able to use it. * Parents | Post it observations – daily  One long observation – monthly  Update SEN Support plan  Feedback to setting/home. |
| Billy will…….  Be able to request what he wants through using sign language for :   * drink * biscuit * train   During each snack time/session. | * Model the signs for drink biscuit and train. * Use them whenever Billy is at snack or playing with a train. | * All staff should learn the signs Billy needs and should use them throughout the day. | Post it observations – daily  One long observation – monthly  Update SEN Support plan |
| Billy will…….  Show how he is feeling by pointing to a picture of happy or sad  X2 per session. | * Use a velcro board with symbol pictures of happy and sad.   Show Billy the cards when he arrives and leaves and model to him to point to one or the other.   * Use signs of happy and sad to support this. | * 1-1 support at the beginning and end of the day. | Post it observations – daily  One long observation – monthly  Update SEN Support plan |

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**SEN Support Review**

**Child’s name: Billy DOB: Date of review:**

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| **Outcomes/Next steps to aim for by** | **Review of progress** | **Emerging** | **Developing** | **Achieving** | **What is working to support progress?** | **Areas for development** |
| Billy will…….  Be able to look at and respond to Now and Next pictures for:   * Snack time * Putting on wellington boots. * Tidy up time   During each session. | Billy will look at the pictures especially the snack one! But sometimes he doesn’t respond and he needs further prompting.  Billy will now put his wellies on to go outside with prompting.  Billy likes tidy up time and will look at the prompt picture. |  | 🗸 |  | Billy responds best to the activities he enjoys – snack time and tidy up!  He needs the adult to explain what is happening alongside the pictures. | Use different pictures for new activities Billy likes e.g. singing time. |
| Billy will…….  Be able to request what he wants through using sign language for:   * drink * biscuit * train   During each snack time/session. | Billy signs for biscuit and has started to make a ‘b’ sound.  Billy has also started to make some more initial sounds ..g,d,p.  He likes animal sounds and games.  Billy points to his drink.  Billy point to a train he wants. |  | 🗸 |  | Billy likes food! He will request for what food he wants and is motivated to sign.  Billy is becoming more vocal and confident in coming to an adult to get something. | Continue with signs.  Develop Billy’s interest in animal sounds to help with his sound production. |
| Billy will…….  Show how he is feeling by pointing to a picture of happy or sad  X2 per session. | Billy will point to a happy or sad face and will also point to them during the day to show how he is feeling. |  |  | 🗸 | The staff have also worked on feelings and emotions through stories and role play.  Parents have used this successfully at home. | Think of different strategies to help Billy work through when he is feeling cross /sad.e.g using a special box. |

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| **Parents views/child’s views/other views** | Billy’s parents are happy with the progress he is making at home and in the setting but worried about his school start especially as he is anxious going to new places. We discussed setting up a meeting with the school as soon as we know where Billy will be going and the possibility of arranging a series of visits for him. Billy is starting to use more signs and more words at home.  Billy’s ability to point accurately to a happy/sad face to demonstrate his feeling is enabling him to express his likes and dislikes. This is something we plan to use to help find out more about his preferences. |
| **Use of funding/resources** | * Most of Billy’s outcomes are able to be supported by all adults in the setting e.g. as part of the daily routine. * Targeted funding in place: Billy has additional adult support for an hour a day for 4 days per week – this is used for the last hour of the session when he is tending to be more tired and a bit more restless. We use a support timetable which shows who is supporting Billy Mon – Friday. We find it works best to change the adult so that Billy isn’t reliant on having a particular person supporting him (this way Billy is not aware that he has specific additional help). * Additional support is invaluable in supporting Billy’s interactions with the other children – see daily notes |
| **Review original aspiration (is it still meaningful?)** | Yes |
| **New outcomes** | See new outcomes sheet |
| **Any other discussions/actions** | Set up transition meeting with school to plan ahead. Early Years SEN Teacher will request an Education and Health Care plan. Setting and parents will write a full ‘All about Me’ for Billy. |

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