

SEN Support

Plan for: Wesley – 3 ½ yrs



Date of birth: _____

Year group: _____

Name of Setting: _____

Date of Meeting :

Aspirations/hope of the child and family:

We would like Wesley to be able to be understood by everyone
We would like Wesley to be happy and feel proud of himself

What does Wesley need to be able to do, to achieve this?

- Wesley needs to feel more confident about his ability to communicate using a range of strategies e.g. pictures, signs, words
- Wesley needs to develop good levels of self esteem
- Wesley needs to be able to work on his sound production skills with advice from SLT and encouragement from home and setting (no pressure)
- Wesley needs to develop a vocabulary for feelings and have opportunities to express his feelings and feel heard.
- Wesley needs to know when he will be able to see his dad (currently in prison)
- Wesley needs to be able to use a visual timetable, with adult support, to help prepare him for what's happening next, especially transition times.

What can Wesley do now?

Wesley is able to understand instructions and explanations at a 4yr old level
Wesley demonstrates confidence when working/playing with a trusted adult
He can talk in sentences when feeling relaxed (speech is unclear)
Wesley has lots of energy and likes playing outside
Wesley likes sitting on an adult's lap

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Wesley enjoys looking at books and has favourite books
Wesley is well liked by his peers

Who's involved/Team Around the Child?

Parents

Setting

Health Visitor

Social Worker

Speech Therapist

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SEN Support

Child's name:

Date of plan:

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
<p>Wesley will learn signs for the things he really enjoys doing so that he can confidently and successfully ask for what he wants using the word and a sign.</p>	<p>Make a list of the things Wesley likes to do and ensure all staff, Wesley's family and all children know these signs and can refer to pictures of the signs.</p> <p>Signing to Support Children's Language Development (oxfordshire.gov.uk)</p> <p>All staff model the use of these signs throughout each day.</p> <p>Use Makaton sign of the week Sign of the Week - New Tab (makaton.org)</p>	<p>Home and setting every day</p>	<p>Each week key person to keep a record of the signs that Wesley uses and whether he demonstrates greater confidence in his interactions.</p> <p><i>N.B. Wesley is new to signing and so progress may be slow at first but will accelerate the more the signs are modelled by adults and peers.</i></p>
<p>Wesley will be able to point to feelings pictures and use words that label feelings in response to simple stories that are read to him either in a 1:1 or small group.</p>	<p>Gather a selection of books that you think Wesley will enjoy and that have characters in them who experience feeling happy, sad, angry etc.</p> <p>Give Wesley the choice between 2 alternative books</p> <p>Read the book in a 1:1 or small group. Pause at times to reflect together on how the various characters might be feeling.</p> <p>Have emotions pictures that Wesley and others can point to if they need help to name the emotion.</p>	<p>Every day in the setting and parent at home whenever possible</p>	<p>Make a note – which emotions can Wesley identify/point to. <i>When Wesley is confident to label and point to emotions re books, progress to talking about how he's feeling at particular times in the day.</i></p>

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<p>Wesley will tolerate transitions without becoming upset when he's warned about the change of activity in advance and has a visual timetable that is shared with him at the start of each day</p>	<p>Use a visual timetable for all the children which shows the main things that happen in the session e.g. arriving, snack, carpet time, when doors are opened to outside, tidy up time, time to go home etc.</p> <p>Keep transitions to a minimum</p> <p>Show this to Wesley at the beginning of the day and reflect together during the session about what has happened and what is going to happen.</p> <p>Use a sand timer for transitions that are particularly difficult for Wesley.</p>	<p>Every day. If transitions are also difficult at home offer to make a visual timetable for home that the family can add their own pictures to.</p>	<p>Key person to make notes each day/week – which transitions does Wesley manage well, which are more difficult for him, how is he responding to the visuals and the timer.</p>
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Early Years SEN Support Review

Add logo of setting

Child's name:

Date of birth:

Date of review:

Outcomes/Next steps to aim for by	Review of progress	Emerging	Developing	Achieving	What is working to support progress?	Areas for development
.....will						
.....will						
.....will						
.....will						

Early Years SEN Support Review

Parents views/ child's views/ other views		
Impact of use of any additional funding/ resources.		
Review original aspirations/hopes - are they still meaningful?	Yes Continuing with previous aspirations/ hopes No	Set new aspirations/ hopes
Any other discussions and agreed actions	Comments. Actions.	