

Early Years SEND Support Provision Plan



Child's Name: Archie Smith	DoB: 02.03.XX	Setting: Happy Times Nursery	Plan Number: 1 Plan Start Date: 1 st January 20XX Plan Review Date: 10 th February 20XX
Key Person/Supported By: K P Erson/ S Enco		Area of Concern (please indicate): Communication & Interaction, Cognition & Learning, Social, Emotional and Mental Health, Sensory and/or Physical Needs.	

ASSESS	PLAN	DO			REVIEW
What does the child find difficult?	Objective/ What is the desired short term outcome? SMARTA Targets	What actions/ Interventions are required? What resources/strategies are required? What is the type of provision? (e.g. 1:1/ small group)			Has the desired short term outcome been achieved?
What is the desired long term outcome?		Actions/interventions/ Provision and strategies	Delivered by	Frequency & Duration of support	Achieved (A) Partially achieved (PA) Not achieved (NA)
1. Archie is not able to join in with parts of the routine due to him not understanding the verbal instruction given	To respond to a simple 1 key word instruction when a visual prompt is used e.g. Put away a toy when requested (Tidy up time)	<ul style="list-style-type: none"> All staff to use short, clear, consistent instructions alongside gesture and visual cues. Use Archie's name before giving instruction. Use objects of reference alongside verbal instructions. 	Key person/All staff	Ongoing- Daily at routine tidy up times	A <input checked="" type="checkbox"/> PA <input type="checkbox"/> NA <input type="checkbox"/> Comments: Archie is now able to follow a 1 word instruction if he is shown an object or picture of reference

To be able to understand routine instructions					
<p>2.</p> <p>Archie is unable to link words in speech; currently using single words only</p> <p>To link words together when speaking using phrases/ sentences</p>	To begin to link 2 words together when requesting snack	<ul style="list-style-type: none"> Staff to model 2 word phrases e.g. 'more apple' 'milk please' Staff to add a word onto Archie's single word Encourage Archie to repeat a 2 word phrase Follow recommendations from SALT 	<p>Key person/All staff</p> <p>Key person on a 1:1 basis</p>	<p>Ongoing-Daily at routine snack times</p> <p>5 mins x daily</p>	<p>A <input type="checkbox"/> PA <input checked="" type="checkbox"/> NA <input type="checkbox"/></p> <p>Comments: Archie occasionally echoes back 2 word phrases but is not spontaneously using 2 words together. At snack time he will still point to milk jug saying 'milk'.</p>
<p>3.</p> <p>Archie is unable to sit and listen during register/ welcome time</p> <p>To sit and listen with the group</p>	To be able to listen/ show active listening skills for 5 mins on 3 out of 5 welcome times	<ul style="list-style-type: none"> Staff to model good listening behaviours and use visual prompts e.g. Good listening, 'good sitting' & 'good looking' cards Staff to provide a carpet tile/ cushion Provide a fiddle object/ toy 'Listen with Lucy' Intervention in a 	<p>Key person/All staff</p> <p>SENCo</p>	<p>Ongoing-Daily at register/ welcome times</p> <p>10 mins x 3 sessions a week</p>	<p>A <input type="checkbox"/> PA <input type="checkbox"/> NA <input checked="" type="checkbox"/></p> <p>Comments: Archie struggles to join the group at welcome time wondering off and becomes distressed when encouraged to sit</p>

		small group (4 children)			
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Parental Contribution/views:

Archie's Mum states that she has been trying to reduce the words she uses when speaking to him at home. She believes this is having a positive impact.

Mum informed us that SALT has given her some leaflets with ideas for activities to support Archie in putting 2 words together.

ACTIONS/ NEXT STEPS:

Cease EY SEND Support/monitor child's learning and development

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Maintain at EY SEND Support/ New plan required

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Referral to outside agency (Please specify): _____

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EHCNA Request

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Manager/SENCO signature: 

Date: 12/02/XX



Parent/Carer signature: *J Smith*

Date: 12/02/XX

EXAMPLE