

My Support Plan

A: Personal Information

Name:	
D.O.B:	
Home language:	English
Gender:	Male
Ethnicity:	British Asian
Primary area of need:	Physical/ Sensory Development
Other identified needs: (choose all that apply*)	Communication and Interaction Cognition and Learning Social, Emotional Mental health
Social Care needs: (choose all that apply*)	

Details of setting:

(Please go to the following section if the child/young person does not attend an educational setting)

Nursery/school/college:		Funded placement (Y/N)	N
Address:			
My Key stage/year group:		Attendance (present & unauthorised)	3 full Days a week (Tuesday, Wednesday, Thursday)
Main contact:			
Email:		Telephone	
Plan start date:			
Plan review dates by Miss Ami			

B: One Page Profile

Photo (optional)

Name of Child/young person:

What is important <u>to</u> me
Having adults around me. Every time I know an adult is around I start holding their hands.
What is important <u>for</u> me
Feeding myself and moving confidently around the room.

How I like to communicate & be involved in making decisions
I communicate by clapping and flapping my hands. I also communicate by holding hands and vocalise.

Likes	Dislikes
<ul style="list-style-type: none">• I like people around me• I like humming/ babbling to myself• I like bright and colourful objects	<ul style="list-style-type: none">• I don't like my keyperson asking me to sit for an activity• I don't like feeding my self or drinking water• I am sometimes upset when I have to do a lot of physio exercises.

My strengths, talents & interests	What I need support with
<p>Strengths:</p> <ol style="list-style-type: none">1. Very happy child.2. Very visual <p>Interests:</p> <ol style="list-style-type: none">1. Bright colours2. Action songs3. Sensory play e.g., fabrics, feathers, hair.4. Holding adult's hands	<p>I need support with my communication, physical development so I can walk/ crawl around the room with interest.</p> <p>I need to be supported with my cognition and learning as I have a significant delay</p>

You may need to know...

(medication, allergies, languages spoken, religion etc)

Global Development Delay under investigation.

Referred to Genetics by Hillingdon Hospital.

Microarray, Fragile X and neurometabolic screening performed at Hillingdon Hospital.

Results awaited.

MRI brain arranged at great Ormand street, result awaited.

Referred to community physiotherapy, SALT and OT.

What people like and admire about me

They admire how I am always content with myself. My carers also likes me taking parts in sensory based activity with interest.

My aspirations

I would like to start communicating, so I can let my carers know what makes me happy/sad. I would also like to move around the room with confidence so I can explore without depending on others. I would like to independently start feeding myself.

C: Professionals involved in my life

Name and Role	Contact details (including email addresses)	Report included (date)	Length and frequency of involvement	Currently involved or end date
Paediatrician				
Therapist: SALT				
Therapist: OT				
Therapist: Physio				
Social Worker				
Educational Psychologist				
Other				

D: Background Information *(Completed with/by parents prior to TAC/TAYP meeting)*

<p>What has happened in the last 12 months?</p>	<p>A has seen a private Consultant Paediatrician (Dr Nivedita BAJAJ) who gave the diagnosis of Global development Delay. He has been referred to the ophthalmologist, Child development clinic and NHS consultant Paediatrics. He has been referred to numerous blood test and an MRI Brain. He is awaiting results for Fragile X neurometabolic screening. HV has made an early health notification for Angad, there has been two TAC and outcomes have been set with the support of SAS.</p> <p>Discussions around funding streams/observations.</p> <p>A is accessing Stay and Play Plus at South Ruislip Childrens centre. He is also on the waiting list to begin Attention Hillingdon when he turns two.</p>
<p>What is working well for the child/young person and their family</p>	<p>A can self soothe, is generally a happy child. He is a visual child. He has just begun to crawl yet not consistent.</p>
<p>Child/young person and families' priorities: (This forms the agenda for the TAC/TAYP meeting)</p>	<p>Crawl confidently, feed himself constantly and play along with his friends at the nursery and home.</p>

E: Early Years Assessment Grid (to be completed for pre-school children)

Area of Development	Indicate: (E) Emerging (D) Developing (S) Secure		
	Baseline Date	Review Date	Review Date
Chronological Age at the time of the assessment (in months)			
Communication and language (mandatory)			
Listening and attention			
Understanding			
Speaking			
Physical development (mandatory)			
Moving and handling			
Health and self-care			
Personal, social and emotional development (mandatory)			
Self-confidence and self-awareness			
Managing feelings and behaviour			
Making relationships			
Literacy			
Reading			
Writing			
Mathematics			
Numbers			
Shape, space and measures			
Understanding the world			
People and communities			
The world			

Technology			
Expressive arts and design			
Exploring and using media and materials			
Being imaginative			

Areas of development	Development stages
Personal social and Emotional Development	A can roll from back to front and then front to back. A shuffles in different directions around the room. With encouragement from his carers, A shows no interest in holding finger food and directing it to his mouth. A can put himself into the crawling position. When A wakes up he can move from the sleeping position to the sitting position. Angad independently holds his milk bottle but does not show interest in feeding himself.
Communication language	A will sit down at group singing time with encouragement from his carers and will show excitement by smiling and shaking his head. A responds to familiar sounds and adult voices yet not consistent. A makes sounds to get attention in different ways such as crying when hungry or tired or laughing when happy.
Physical Development	A can roll from back to front and then front to back. A shuffles in different directions around the room. With encouragement from his carers, A will hold finger foods and has developed his likes and dislikes. A can put himself into the crawling position and crawl around the room. On waking up he can move from the sleeping position to the sitting position. Angad independently holds his milk bottle and drinks it encouragement.
Literacy	A listens to the songs with fleeting attention, he does not yet show interest in one song. He does not yet show any awareness of repeating songs. A would sit around his peers for fraction of seconds during circle time.
Mathematics	A does not yet show any interest in mathematical activity. However when a practitioner does hand over hand e.g. puzzles.

Understanding the world	A explores the sensory feeling of natural materials around him with full adult support.
Expressive arts and design	He would subconsciously move to the sounds and music played. He would sometimes show an awareness of him being called.

F: Strengths and Special Educational Needs

	Area of Need	Strengths:	Special Educational Needs (in priority order):
Assess	Communication and Interaction	<p>He is preverbal in his interaction, yet he needs a lot of support and encouragement, one to one, to interact.</p> <p>A shows and enjoyment during bucket time, however he does not engage.</p>	<p>He is preverbal (no words only sound)</p> <p>His attention span is short (just few seconds)</p> <p>Low level of interaction - he may show enjoyment during activities - or bang our legs to suggest more.</p> <p>A very rarely engages with an adult - it has to be involving a high interest.</p>

		<p>A will not engage with his peers - he is not showing any signs of noticing his peers.</p> <p>A does not interact with his peers.</p> <p>A has very limited understanding, and finds it difficult to understand one part instructions even with additional processing time and use of objects of reference.</p> <p>A will not consistently respond to his name being called.</p>
Cognition and Learning	<p>A has just began to stand to pull and he is able to generalise this skill.</p> <p>A will often spend time looking closely at objects/clothes/black and white and will mouth them.</p> <p>A is motivated by black and white, and his visual sense.</p>	<p>He does not show any understanding of concept.</p> <p>He does not follow short instruction.</p> <p>His performance in learning is not consistent.</p> <p>A can not start and complete an activity unless he is heavily supported by an adult with hand over hand.</p> <p>A'S play skills are significantly delayed - he is yet to show an interest in cause and effect.</p> <p>Due to A physical delay he is unable to explore the setting, his exploratory play skills have been impacted.</p>
Social, Emotional and Mental Health	<p>Can tolerate children playing close to him. He is generally happy playing by himself. He shows his dislike by crying and throwing tantrums.</p> <p>A can separate well from parents.</p> <p>A will respond well when motivated from a familiar adult supporting him.</p>	<p>He does not show any understanding of the social environment.</p> <p>A is unable to tolerate change/transition. He will often become/appear rigid and will cry.</p> <p>He finds it difficult in large groups, and would rather be on his own with a familiar adult.</p> <p>A does not show affection to the nursery staff.</p>

<p>Sensory and/or Physical</p>	<p>He likes touching the materials, he likes bright surroundings. He likes one to one with familiar adults.</p> <p>A will often attempt sensory play. He will often seek this out in the nursery.</p>	<p>A is still spoon fed. He is unable to feed himself with finger food, however will sometimes pick things up and put to his mouth that are inedible items.</p> <p>He does not like holding his cup to drink water.</p> <p>A is unable to dress himself, he will often become rigid during nappy changing/dressing which can make this difficult. A is not happy about wearing an outside coat.</p> <p>An is significantly delayed in his physical abilities, he is only just pulling to stand. A has recently started to crawl around the room, however he is not aware of the world around him so needs to be supervised.</p> <p>A has a significant delay with his fine motor skills, he is unable to hold cutlery or pencils.</p> <p>A is very visually seeking which can often impact his balance hence being very unsteady on his feet and unable to feel confident with standing without adult support nearby.</p>
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G: Outcomes

Plan & Do	Agreed Outcome		Steps we need to take in order to achieve the outcome?	By When?
	1	A to share joint attention with an adult and attempt to initiate more with either touch or sound. Perform it 2/3 sessions for 60 seconds during the week.	Join in with A's play: <ul style="list-style-type: none"> •Modelling - model new play activities and key words and gestures during play •Respond to any attempts to communicate by modelling back what he is trying to communicate e.g. if she reaches for a book then model back "want the book" •Use representational sounds in play e.g. "brum brum" when playing with a car •Support him with hand over hand in using gestures such as waving or clapping in context •Support him using hand over hand to join in with some actions to familiar songs 	6 weeks from 27/7/23
	2	A to maintain interest and attention for 1 minute at a 'bucket time' session on a 1:1 basis with a familiar adult 2/3 sessions a week	Include A in a bucket time session three times a week. This is a fun activity to support his joint attention skills-gradually build up the time he is able to maintain attention. Show objects when you need A to change the activity or any desired request to be made Use one word describing the object e.g. Nappy, water, food	6 weeks from 27/7/23
	3	A to use some meaningful gestures e.g., waving and clapping and joining to actions to songs during interactions with a familiar adult at least 5 times during 2/3 sessions per week	Join in with A's play: Modelling- model new play activities and key gestures during play. Echo back to him any sounds he makes (intensive interactions)	6 weeks from 27/7/23

			Respond to any attempts to communicate by modelling back what he is trying to communicate e.g. if he reaches for a book then model back 'want a book' Offer A choices so that he must look or reach for one to communicate.	
	4	A to have 1:1 to support accessing the learning environment safely, with transitional support use of objects of reference.	Qualified practitioner to support A throughout the nursery day to transition between learning opportunities and to keep Angad safe.	Ongoing
	5			

Family Outcomes

(If you are not a SEND Key Worker go to the following section)

	Strengths and/or identified areas of support	Recommendations (if applicable)
Parents and carers		
Family & environmental factors		
Other		

H: Outcome Review

Review	Outcome 1: A to share joint attention with an adult and attempt to initiate more with either touch or sound. Perform it 2/3 sessions for 60 seconds during the week.	Score: (0-2)
	Review: 06/10/23	0
	Next steps: Continue providing him with support him further.	
	New Outcome:	
	Outcome 2: A to maintain interest and attention for 1 minute at a 'bucket time' session on a 1:1 basis with a familiar adult 2/3 sessions a week	Score: (0-2)
	Review: 06/10/23	0
	Next steps: Continue in supporting A during bucket time with the objects that he likes the most and gradually gain his attention. Use his interest and emphasise using one word with loud and clear expressions.	
	New Outcome: 06/10/23	
	Outcome 3: A to use some meaningful gestures e.g. waving and clapping and joining to actions to songs during interactions with a familiar adult at least 5 times during 2/3 sessions per we	Score: (0-2)
	Review:06/10/23	0
	Next steps: Continue to use the same strategies, also use representational sound for any objects he plays with. E.g. brmmm, brmmm for car. Support A to explore objects having hand over hand especially to join in at singing time.	
	New Outcome:	
	Outcome 4: A to have 1:1 to support accessing the learning environment safely, with transitional support use of objects of reference.	Score: (0-2)
	Review: On going.	0
	Next steps:	
	New Outcome:	

I: Provision Map (replace with your settings own version if already completed/add additional rows to this template if required)

Quality First Teaching strategies used:

Visual timetable, visual prompts, reward system, task board, peer mentoring, writing frames, word banks, feelings wall

Outcome	Intervention	Staff/ pupil ratio	Staff & cost per hour	Weekly duration	Weekly Cost	Annual Cost	Desired Impact	Outcom e met? A/P/U
1	<p>A attends nursery 30 hours per week:</p> <p>1:1 to support A during transitions and being able to access the room/learning opportunities safely.</p> <p>1:1 to support A with joint attention skills, carrying out bucket time/people games/intensive interaction/use of objects of reference.</p> <p>1:1 to carry out advised physio exercises, in order to enable A to build more body strength and become more confident with cruising.</p> <p>1:1 to support the use of meaningful gestures throughout</p>	1:1	12.70	27hr (Excluding lunch times/car e giving routines)	12.70 = £342.90	342.90 x 39 = £13,373.10	<ul style="list-style-type: none"> - A to be able to access the learning environment. - A to be build strength and confidence in his body muscle - - A to be able to build his attention skills. - A to begin to make his needs wants and interests known through gesture - A to begin making more meaningful babbles 	U

	the day. Hand over hand support/guiding.							
2								
3								
4								
5								
6								
Total school resource used:					Total:		£13,373.10	
(must be over £6K)					(provision cost - school resource)			

J: Consent and Data Protection Information

Child /Young Person's full name:				
DOB:	Date:	School/Setting/Venue:		
Parent/Child's Consent for Information Storage and Information Sharing: I, _____ consent to the personal data recorded on this form being collected, processed and stored for the purpose of providing services to:				
Tick appropriate box:				
Child or young person for whom I am a parent		Child or young person for whom I am a carer		Me
I consent to the sharing of information between professional services that will directly support my child/me. I agree that information can be shared between these agencies for the purpose of carrying out an assessment or ongoing progress monitoring.				
Signature:				
<p>The London Borough of Hillingdon, in its capacity of Data Controller, holds certain information about you and/or a child or young person ("personal data") mentioned in this form which it needs to process for the purpose of providing the service of arranging and administering the assessment and Special Educational Needs Support Plan. We collect and process your personal data to allow us to provide this service. By ticking the box or boxes above, you are consenting that we can collect and process your personal data and the personal data of a child or young person mentioned in this form for the purposes set out. You have the right to withdraw your consent at any time by contacting:</p> <p>sasinclusion@hillingsdon.gov.uk</p> <p>For further information including details about our retention policy please refer to the London Borough of Hillingdon - Data Protection Privacy Notice which can be found on www.hillingdon.gov.uk/privacy</p>				

