

# Front pages

## Child's details:

- Name - needs to be legal name. Can put "known as" (k/a)
- Address - main address

## Setting:

- Duplicate box if attending more than one setting
- Handwriting- write on bottom or add an appendix

## Services:

- Add more boxes or attach a list as an appendix

## Parent/carer details:

- Legal parent

## Additional information

- Family dynamics
- Significant people in child's life
- Siblings with diagnosis
- EAL
- Armed Forces
- Family member serving custodial sentence
- Sure Start involvement
- Low level Early Help involvement
- Various placements
- Attendance

# Early Years Foundation Stage Levels

- See individual progress tracker or add a grid with levels
- State whether independent or one to one support
- Need to state that child's needs are significant and ongoing especially in the areas of...
- Investigations are ongoing or child is on pathway

## Additional information

- Background
- Professionals involved
- Top up funding/DLA/DAF
- Adopted/Looked after child
- School placement if known

# One Page profile

- Ideally a colour copy
- Can be added in

# Diagnosis

- Must be evidenced in a written report from a Paediatrician
- May be on the pathway but this needs to be supported by evidence
- Parent/setting diagnosis not acceptable
- Private diagnosis or from another country need to be stated and reports included

# Personal, Social and Emotional Development

*Describe what the child can currently do and how their needs are being met. Outline how the curriculum and the enabling environment have been differentiated, including the use of adult support to meet the child's needs.*

*e.g.*

- Anna will now enter the room when supported by a familiar practitioner, however she finds transitions throughout the rest of the day challenging.
- Jessica actively explores the environment but has no awareness of her own safety or that of others.
- George will sit happily near others but needs adult support to share the toys and take turns.
- Wayne is generally happy in the setting but at times he needs adult support to help him to understand and manage his emotions. He needs a quiet area with an adult to calm down.

# Communication and Language

*Describe what the child can currently do and how their needs are being met. Outline how the curriculum and the enabling environment have been differentiated, including the use adult support to meet the child's needs*

*e.g.*

- Harry will follow familiar routines when an object of reference is used.
- Joey can communicate using body language and sounds
- Sarah will give eye contact to a favourite toy/activity and needs significant adult support to give eye contact in situations not of her choosing
- Joe will attend a shortened social communication group if he has individual adult support.
- Zoe is learning to access other activities using a visual choice board with adult support
- Ibrahim will sit at group time next to an adult whilst holding a small comfort object.



# Physical Development

*Describe what the child can currently do and how their needs are being met. Outline how the curriculum and the enabling environment have been differentiated, including the use adult support to meet the child's needs.*

*E.g.*

- Isaac can do a singlepiece inset puzzle with hand over hand support from an adult.
- Pavel is now sitting up and learning to crawl. The physical environment of the room has been adapted to meet his needs.
- Evangelina requires physical equipment and adaptations to access the EYFS curriculum e.g. standing frame, walking aids, chair
- Ishika will now eat small lumps when spoon fed by an adult. When prompted she is beginning to hold a spoon.
- Adam loves his food but needs adult support to ensure his safety at meal times

# Literacy

*Describe what the child can currently do and how their needs are being met. Outline how the curriculum and the enabling environment have been differentiated, including the use adult support to meet the child's needs.*

*e.g.*

- Julie enjoys exploring books and with adult support is learning how to handle books appropriately
- David enjoys lifting flaps and feeling different textures
- Oscar will sit with a small group for story time with adult support. Having an individual book and visual aids helps to support his Rob will smile in response to familiar songs and rhymes.
- Camil can recite the alphabet and spell cvc words in the context of a phone app. He requires support to generalise this skill in all situations.
- Alexia enjoys mark making and is learning appropriate places to do this

# Mathematics

*Describe what the child can currently do and how their needs are being met. Outline how the curriculum and the enabling environment have been differentiated, including the use adult support to meet the child's needs.*

*e.g.*

- Rishi loves to count and will repeat numbers over and over again in a variety of situations.
- Dexter is aware of numbers and will copy adults modelling counting
- Adam will touch a variety of magnetic numbers with physical assistance and will continue to need a sensory approach for all of his learning.
- Isaac is unaware of objects if they are removed from his field of vision. Adult support is needed to help him develop this skill.
- Samantha is able to match and name shapes including those more obscure such as hexagon but needs adult support to generalise this skill

# Understanding the World

*Describe what the child can currently do and how their needs are being met. Outline how the curriculum and the enabling environment have been differentiated, including the use adult support to meet the child's needs.*

*e.g.*

- Jenny will explore her immediate environment but needs adult support to explore beyond her own interests
- Jonny's world is secure when Spiderman is part of it. Adults need to use Spiderman to encourage him to access other activities.
- Rhahim enjoys running in to open spaces but needs a secure environment and adult support to explore the environment safely
- Kai can operate an Ipad or an Iphone to find his favourite programme. Adult support is needed to accept an end to this activity
- Toby can press a single switch with adult physical support. He needs further access to a range of learning activities to fully understand cause and effect

# Expressive Arts and Design

*Describe what the child can currently do and how their needs are being met. Outline how the curriculum and the enabling environment has been differentiated, including the use adult support to meet the child's needs.*

*E.g.*

- Joshua explores textures orally. He requires significant adult support to explore materials safely (sensory seeking)
- Kamil will explore messy play if his cars are used to motivate him (sensory avoiding)
- Harriet is beginning to take her hands away from her ears during singing activities
- Kasper is beginning to copy modelled play sequences when working 1:1 with an adult.
- Danny will stack cups and saucers in the home corner and is beginning to respond to adult modelling purposeful use of the objects

# Health Needs

## **Health Services include:**

*Community Paediatrician*

*Speech and Language Therapists*

*Occupational Therapists/Physiotherapists*

*Ophthalmologist*

*Public Health Nurses*

*Hospital Consultants*

*Specialist Hospital Nurses-Diana Service, Respiratory, Cardiologist etc*

- Names of professionals
- Health Care Plan-see attached

**Only record here with what you can substantiate with a written report from a health professional**

# Social Care Needs

## **This may include:**

Personal Education Plans

Reports from Social Workers attached to the Disabled Children's Team

Early Help-Leicestershire Supporting Families

Leicestershire Strengthening Families

- Name of Social Worker with contact details

**SAFEGUARDING ISSUE:** No report should be submitted if the child is subject to a Child Protection Plan

Ensure there is dialogue with the Social Worker prior to submitting plan

This section may be blank

# Outcomes

## Long-term outcomes:

Parent/carers views and wishes for their child for the future

e.g.

- We want Paula to be happy at school, make friends and not to be bullied
- We would like Ethan to play outside with friends
- We would like Tulip to sit at the dinner table and to eat with us
- We would like Joel to communicate his feelings and needs to others
- We would like Abdul to go to his local catchment mainstream school
- We know that Josie will need adult support to help her to reach her potential

beginning of the day

transitions

undressing/dressing

lunch time

outside play

free play



# Short-term targets:

See Targeted Plan

e.g.

- Omar will select an item of snack from a choice of four photographs on a number of occasions
- Benjamin will sit with adult support for one minute for a group activity
- Lola will engage in an adult led turn taking activity with another child for five minutes on a daily basis
- Jake will follow familiar routines when an adult presents him with a photograph for nappy changing, lunch time and wash hands

# Educational Provision

## Current Provision:

- Consider what you provide for the child that is different from and additional to universal provision
- Consider how you create an enabling environment for the child ensuring that the child has access to all activities on offer
- Consider what additional adult support the child needs
- Consider the child's emotional well being and how you may support the child who displays high anxiety and/or distressed behaviour
- What activities do you provide to support their developmental need?
- The extent that augmentative systems are used i.e. makaton, visuals, gestures
- Needs significant adult support-when and why?
- Level of support needed-hours?

# Educational Provision

## Evidence of Assess, Plan, Do, Review cycle used to support the child in the setting

- Training of staff and access to Specialist Support
- Referrals to other professional services
- Implementing Therapy Plans and evaluating them
- Liaising with other professionals
- Targeted Plan meetings/Review meetings
- Request for top up funding/DAF
- Use of specialised equipment, aids and resources

# Educational Provision

## Recommended Provision

- See additional reports provided by Specialist Teacher and/or Leicestershire Educational Psychologist
- Specialist Teacher has supported the writing of this SEND Support Plan
- The Leicestershire Educational Psychologist attended this review and has contributed to the plan
- Detail what the school will need to provide for the child on a daily basis based on your experience

# Health Provision

Refer to reports from NHS Professionals  
Specialist equipment needed

Refer to Healthcare Plans-gastrostomy, epilepsy, tracheotomy,  
respiratory

See attached therapy plans/dietician plan/moving and handling plan

# Social Care Provision

- As advised by Social Worker
- Refer to safeguarding procedures if required to do so.  
Consider confidentiality

This section may be blank

# Attached Reports & Additional Documents

- List all documents/reports referred to in the SEND Support Plan with date and name of professional
- Include the most recent report from every professional if possible
- Contact Local Care Navigator for Health Reports with parental permission

# Consent to share information

Be careful with this page

Boxes must **ONLY** be ticked if parent does **NOT** wish for the information to be shared

Ideally all boxes should be left blank

Parent/carers and the supporting professional **must** sign the SEND Support Plan



The signed completed SEND Support Plan must be copied and sent out to parent/carers and all professionals working with the child

This needs to be done by the person taking responsibility for the SEND Support Plan

Attached reports need not be sent

# What can the SEND Support Plan be used for?

- Transition into school
- Top Up Funding for a pre-school setting
- Top Up Funding for the school prior to entry (SENA) using appropriate front sheet
- Request Statutory Assessment which could lead to an Education, Health and Care Plan (SENA) using appropriate front sheet