

Louis at Maple Leaf Pre-school

Louis had been attending Maple Leaf Pre-school since October half term, when his family moved into the area. Louis' birthday was 31st August. He was due to start school the following September, when he would have only just turned four. His newly assigned Key Person, Jan, had already spoken to Mum about registering at a local school.

Jan observed Louis for a couple of weeks and completed his Early Assessment Review and Child Monitoring Tool. Some records were passed on from Louis' previous nursery. His progress tracker showed inconsistent levels across the areas of learning, and an unusual pattern of development, with some concerns about social interaction and behaviour.

Jan decided to do a settling in report and arrange a time to talk to Mum. Jan discussed strategies to support Louis' behaviour and agreed these with Mum, so that they could also be used at home. Jan also suggested a referral to Early Help for family support if Mum wanted this. After the meeting, Mum was hugely relieved, as she had felt that she had been struggling with these issues alone.

After a few weeks, and closer observations, Jan noted that Louis' Developmental Levels were still noticeably inconsistent, and that he had increasing fascinations, such as spinning the wheels on the cars. When other children approached him to play, he sometimes covered his ears and ran off or went under the table. When Louis played outside, he usually took selected books and placed them within certain areas in the garden. If these were removed he became distressed. Jan tried several different approaches, and a variety of strategies. She observed Louis and found that, although he was a little more settled, his relationships and progress across the prime areas remained unchanged. Jan then liaised with the setting Senco to discuss how to provide additional support for Louis." They called the EYSENIT advice line and in response to this and in liaison with mum, agreed to write a targeted plan to support Personal, Social and Emotional development.

Jan reviewed Louis' targeted plan. With mum's permission, she contacted the Area SENCo, who advised her to complete a SEND Support Plan. Jan helped Mum to complete the one page profile. This referral was sent to the Early Years Panel for consideration. As a result, an Early Years SEN Inclusion Advisor contacted Mum to begin a series of home visits in January. Jan and mum contacted the Public Health Nurse and discussed the possibility of a referral to the Community Paediatrician, as Louis would need support when he went to school. A request for statutory assessment was made to the LA and all the professionals involved had an input into an Education Health Care Plan (EHCP).

Jan contacted the SENCo at Louis' preferred school, as soon as possible, to arrange an enhanced support plan for transition.