This guidance is designed to help you record information and plan for a child starting in your setting. It is not prescriptive, and you will need to think about information that is relevant to each individual child.

Ensure that the names of people who contribute to the plan either by attendance at the meeting or by written reports received are noted in the first section.

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| **Background Information** |
| Information to put in this section could include:   * When initial concerns were raised and by whom * Professionals involved and any diagnosis * Family circumstances * General information * Funding |

The plan has been organised into the same categories as the areas of need outlined in a SEND Profile: Communication and Interaction; Cognition, Play and Learning; Sensory and Physical, Social, Emotional and Mental Health this means that information can be transferred easily to the SEND Profile if needed. There is also a section on Medical and Health needs.

* Each section allows you to clearly note information from the family, professionals, and the setting
* You can then note any strategies and provision to support the child on an ongoing basis related to this information
* Specific Action required is noted in the third column
* Long term outcomes to inform targeted interventions should be written in the final column

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| **Area of Need General Guidance for completing each section** | | | | |
|  | **Sharing of Information about the child’s needs –family, health, and education professionals** | **Agreed strategies and provision required to include the child in the setting** | **Action Required** | **Long term Outcomes for**  **Targeted intervention.** |
| **Family** | Note information that the family share including concerns about development as well as what the child can do well. | Note what strategies you will use to help the child daily and what ongoing provision you will put in place to address the needs identified. | Note whether something specific needs to be done here, such as referral to other professionals, equipment needs sourcing, resources need making ready for the child starting, risk assessments need completing. | Write the long-term outcomes for the child which can inform the targeted interventions that you will put in place.  In this case long term means over the next year. |
| **Professionals** | Include information provided by professionals in the relevant section.  If the professional cannot attend the meeting use information from their reports on the child. |
| **Setting** | Ask the setting to share what has worked well for the child and any specific things they have put in place. |

**Example of how to complete one of the areas**

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| **Communication and Interaction** | | | | |
|  | **Sharing of Information about the child’s needs –family, health, and education professionals** | **Agreed strategies and provision required to include the child in the setting** | **Action Required** | **Long Term Outcome for**  **Targeted intervention.** |
| **Family** | e.g., The child takes you by the hand to get things that they need. They have begun to follow instructions when shown an object.  They get upset if they do not know where they are going. | e.g., Home schoolbook for communication,  Use objects of reference / photos/ symbols to help understand the routine and instructions.    e.g., use communication boards / now and next, reduce language.  e.g., Targeted interventions carried out daily, use a Now and Next board for transitions, follow a consistent routine. Use sand timers to count down to the end of an activity. | e.g., establish home schoolbook, send copies of visuals to parents.  e.g., Acquire visual resources to support communication, SALT to share visuals with setting, print and laminate communication boards.  e.g. Put up whole class timetable.  Set up folder to record progress on targeted interventions.  Get sand timers to use in class. | e.g., Engage in interaction with adults and peers.  e.g., Be able to communicate their needs to an adult.  e.g., The child will independently transition to the next activity following an adult instruction. |
| **Professionals** | e.g., SALT – The child is working at the 2 word level of understanding. They have shown that they understand symbols represent objects or activities. |
| **Setting** | e.g., The child watches what other children are doing and tries to copy. They follow a Now and Next board with adult support. They know it is nearly time to finish an activity when shown a sand timer. |

Sections to review the plan allow you to update the document without writing a new one. When reviewing the plan note any progress or changes of circumstances. Include new outcomes if appropriate. You can include information from professional reports received.

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| **Review 1** | | **Date** | |
| **New information** | **Progress made since last meeting** | **Action required** | **New outcomes** |
| Anything new that needs to be considered. | Progress towards outcomes.  How is the child included in the setting? | Does something else need putting in place? | If outcomes have been achieved write new ones here. |

**Ensure that parents sign the plan and the reviews so that it can be shared with professionals.**

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| **Parental Agreement**  **I agree for** **this information to be shared with professionals included in the plan and for actions agreed to be carried out to support my child.** |

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| **Initial meeting** | | | **Date** |  |
|  | Name (Print) | Signature | | |
| Scribe |  |  | | |
| Parents |  |  | | |