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| **EARLY YEARS SUPPORT PLAN** | | | | | | |
| **Name: Saffy** | **D.O.B.** 2.1.2018 | | **Plan no. 4** | | | **Date started: 6.1.22** |
| **Review Date: 8.4.22** |
| **Parental Aspirations:** *(What do you want for your child?)*  For Saffy to be happy.  For Saffy to be able to communicate her needs and wants effectively.  For Saffy to attend mainstream school and have the right support. | | | | | **Child Aspirations:** *(What do you think your child wants to achieve?)*  To communicate my needs effectively.  To understand what is happening next in my day.  To have the resources available for the play I enjoy. | |
| **Baseline:** (*What can I do already?)* ***ASSESS***  WellComm \_ Green section 2  Range 2 (development Matters) for prime areas  See Venturing into play document for next steps | | | | **Identified Needs:** *(Things I need support with)* ***ASSESS***  Saffy to communicate using 2 words consistently and progress to 3 words.  Saffy to understand what is happening next in his daily routine.  Saffy to begin to access dry messy play | | |
| **Outcome/s:**  *(Over the next 12 months I will be able to)* ***PLAN***   1. To understand the daily routine using objects of reference 2. To develop my play skills so that I am beginning to play in other areas of the provision and not only in the small world area. 3. To extend the time I can listen and attend during group activities 4. To begin to use 3-word sentences | | **Strategies: *(****What will we do?)* ***DO***  Objects of Reference to be hung up in the room and to be used consistently to let Saffy know what is happening next. Show Saffy the object and verbalise the word  Adults to place Peppa Pig related resources in different areas of the provision to encourage Saffy to explore. Adults to follow Saffy’s lead and model play skills.  Adult to provide Saffy with props during story and song time and support her during the carpet sessions.  When Saffy uses 2 words model back the sentence to her with 3 words. Ensure there are communication friendly spaces to provide Saffy with areas she is confident to talk in. Adults to model language for Saffy to expand her vocabulary. | | | | |
| **Actions from Meeting:**  Parents report that Saffy is using 3-word sentences at times at home so encourage Saffy to apply this learning in the setting. | | | | | | |
| **Date of Review Meeting:** | | | | | | |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Key Person/Senco Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent /Carer Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_