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| **EARLY YEARS SUPPORT PLAN** |
| **Name:** Yusef | **D.O.B.** 2.4.2019 | **Plan no. 1** | **Date started: 6.1.22** |
| **Review Date: 8.4.22** |
| **Parental Aspirations:** *(What do you want for your child?)*For Yusef to regulate his emotions.For Yusef to understand and process his recent experiences.For Yusef to be kind to his friends. | **Child Aspirations:** *(What do you think your child wants to achieve?)*To be happyFor others to understand meTo have friends  |
| **Baseline:** (*What can I do already?)* ***ASSESS***Wellcomm \_ Age appropriate Range 4 (Birth to five Matters ) for prime areas but Range 2 for PSED | **Identified Needs:** *(Things I need support with)* ***ASSESS***Yusef struggles to recognise his emotions.Yusef struggles to self-regulate his emotions.Yusef has recently experienced an adverse childhood experience |
| **Outcome/s:** *(Over the next 12 months I will be able)* ***PLAN***1. To develop my listening and attention skills during group times
2. To recognise my emotions and use strategies to manage them

 1. To be able to ask for a turn with a toy when playing in a shared play space with peers.
 | **Strategies: *(****What will we do?)* ***DO***To use a fiddle toy during a carpet session Adult to support during carpet time-sit alongside Yusef to refocus when attention wanes. Provide Yusef with a prop to hold to engage with circle time.Label Yusef’s feelings.Discuss feelings of characters in book-describe facial features and name feelings.Use ‘The Colour Monster’ book to talk about feelings and emotions.Cosmic Yoga.Relaxation activities.Calm down box containing items of interest eg. Squishy ball, bubbles, items for massage.Zones of Regulation.Refer to Early Childhood Services for support for the family/activity groups Yusef could enjoy.Share stories with Yusef about different family set ups.Ensure that Yusef is greeted by his keyworker and has special time with his keyworker each day to establish a secure attachment.Use ‘My Big Book of Worries’ story with YusefFollow advice from social care and other professionals.Model play skills and language when playing with other children. Use books such as ‘Hands are not for hitting’. Provide physical exercise to meet Yusef’s need for active learning.Role model ‘Conflict Resolution’ strategies to support Yusef’s problem solving.Praise him for times of good behaviour.Model language such as “Good listening”, “Good sitting”, and “Good waiting”.  |
| **Actions from Meeting:**It was agreed with Grandma today that we would continue to support Yusef with a support plan and together wrote the targets for the next support plan.  |
| **Date of Review Meeting:** 6 weeks’ time |

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

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