

Early Years Personalised Plan for: Child's name **Personalised Plan number:** 1st, 2nd, 3rd plan?

The aim of a Personalised Plan is to build on a child's skills and be used alongside the Universal and Targeted approaches within the setting, which link to the Best Practice Guidance in Early Years & Development Matters

Child's Full Name				Date of Birth	
Gender		Ethnicity:		Child's age (in months)	
Setting Name				Child's start date at setting	
Key Person Name				Number of hours attending	
SENCo Name				Child's expected start date to school year R	
Does the child attend another Early Years setting/provider (please give details)	<i>Include childminder details, if appropriate</i>	Is the family in receipt of a Continuing Healthcare Plan for the child?		Is the child receiving Portage support?	

Main Area of Need (Please tick one box only)		Additional Needs	
Physical Development	<input type="checkbox"/>	EAL (language spoken)	
Cognition & Learning	<input type="checkbox"/>	Prematurity (born at) no. of weeks	
Communication & Interaction	<input type="checkbox"/>	Health Needs (please specify)	
Social, Emotional & Mental Health	<input type="checkbox"/>	Sensory Needs (please specify)	
HI, VI, MSI - please specify	HI <input type="checkbox"/> VI <input type="checkbox"/> MSI <input type="checkbox"/>	Relevant information	<i>Other relevant information not covered above</i>

Date of transfer from Targeted to Personalised Plan		Date of this Personalised Plan	
Personalised Plan previous review date(s)			

In receipt of EYPP?		In receipt of DAF?		SENIF in place?		Date SENIF agreed	
Please outline how DAF and/or EYPP has been utilised to support the needs of the child	<i>Please give a brief description of how the EYPP/DAF funding has been used in order to support the child</i>			Please detail how SENIF / SENIF Practitioner support has been utilised and what has the impact of this been on the child / setting	<i>Please give a brief description of how SENIF has been used / how SENIF Practitioner has supported the child and the setting.</i>		

Child's views

Things that I like and am happy doing:

Describe the activities that the child is happy doing in the setting, and whether on their own or with others.

Things that I find difficult:

Describe the times / activities / routines of the day within the setting that can be difficult for the child.

How my key person and setting practitioners support me within my setting and the impact of this *(please refer to the Best Practice Guidance in the Early Years document 2019):*

Learning Environment - what has been adapted?

Please refer to your entries in the Best Practice Guidance in the Early Years audit tool 2019

Provision - what has been planned?

Please refer to your entries in the Best Practice Guidance in the Early Years audit tool 2019

Communication - how do I relate to others?

Please refer to your entries in the Best Practice Guidance in the Early Years audit tool 2019

Things that I like to do at home:

Discuss with parents/carers and complete this section highlighting what the child enjoys at home

My parents/carers and setting are also supporting me with (e.g. drinking from a cup, toileting):

Progress review (please see Guidance notes for examples)

Please indicate the child's **current attainment** in all aspects using **E or D**.

Although for some children you may only be making assessments in the prime areas of learning, please ensure that all specific areas of learning continue to be reflected in children's planning.

Child's current age in months:																	
ELGs	When outlining the child's <u>current attainment</u> please consider whether they are able to apply all skills in that age band <u>CONSISTENTLY AND INDEPENDENTLY WITHOUT ADULT SUPPORT</u> before entering into the next age band																
6 (40-60)																	
5 (30-50)				<p>This grid relates to Development Matters and should be updated with each new Personalised Plan to ensure it always reflects the child's current attainment</p> <p>If there are difficulties completing the Development Matters grid, Tracker Training is available from the Equality and Inclusion team</p>													
4 (22-36)																	
3 (16-26)																	
2 (8-20)																	
1 (0-11)																	
Aspects	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative
Areas of learning	Personal, social and emotional development			Communication and language			Physical development		Literacy		Mathematics			Understanding the world		Expressive arts and design	

Guidance

This is an outline of the child's strengths and progress in the Early Years Foundation Stage

- You need to record the child's current level of attainment on the progress grid. This is the age band where you are currently planning for the child.

This will be recorded as:

- Entering (e)** – the child is just beginning to acquire the skills and knowledge in this age band and will need lots of opportunities to practice and consolidate these.
- Developing (d)** – the child is practising and consolidating the skills and knowledge in this age band in lots of situations and growing in confidence but will need further opportunities before the learning is fully embedded.

Note: When the child is fully confident in applying the skills and knowledge in this age band **independently & consistently** in a range of situations, sometimes referred to as secure, the learning is now fully embedded. **You will record this as entering into the next age band.**

Please attach any additional progress information or use the space below for any relevant comments regarding the child's progress or attainment.

Outcome 1 - to be achieved by the end of pre-school (intent)

Long-term Outcome to be achieved: Use the reports provided by the Specialist Teacher, Speech and Language Therapist, Occupational Therapist, or other professionals to determine the outcome. This is something that is to be achieved over a long period of time -

'By the end of _____ I will be able to _____ so that I can _____' (you may only have one outcome)

My target/s* to help me move closer to achieving the above Outcome

By the end of term:

See targets as very, very small steps towards achieving the long-term outcome shown above.

Be specific in terms of the target and the activity, e.g. _____ (child's name) will

- **What you are wanting the child to take part in/achieve** - refer to your Specialist Teacher or other professional reports where targets are identified
- **Where it is to take place** - at the table, on the mat, in the book corner, at the snack table
- **Who is to be involved** - key person, specific staff members, familiar adults, one other child, two children.
- **Any prompts to be used** - verbal instructions, demonstrations to be given before activity, visual, verbal or physical prompts to be used.
- **How often the activity will be carried out** - once per session, twice per morning, every time they have snack.
- **How long the child is expected to take part** - 30 seconds, one minute, three minutes, five minutes.
- **Frequency of successful completion of activity** - two exchanges on a turn taking activity, three in every five attempts, 50% of the time.

These details make a target SMART (specific, measurable, achievable and realistic. The review makes it time bound.

A Personalised Plan monitoring form is available from KELS I to chart the child's progress towards the target on a daily or weekly basis.

**Targets set should be SMART - Specific, Measurable, Achievable, Realistic, Time Bound - (for more advice on setting SMART targets please see Early Years Personalised Plan guidance notes.)*

This is how my keyperson and setting practitioners will help me achieve this - implementation (refer to strategies and advice from STLS and other agencies):

Refer to the reports from the specialists who support the child. What strategies have they suggested and what have you used?

Review Meeting Date

I have made progress toward my target in the following way: *Has the target been fully met, partially met or not met at all? The monitoring form will reflect this. If not fully met, reflect on why this might be. Is it that something was not fully in place or the activity not sufficiently engaging?*

Please detail how the strategies from health or education professionals have enabled me to meet my target and the impact this has had on my learning

How the suggested strategies have supported the child to meet their target and the difference this has made to the child's learning

Next steps (state how this Plan will lead onto the next Personalised Plan)

Depending on the progress made, it may be appropriate to make the target smaller in order to be achievable, increase aspects of it to make it more challenging or change it completely to continue progression towards the Long-Term Outcome.

Outcome 2 - to be achieved by the end of pre-school (intent)

Long-term Outcome to be achieved:

My target/s* to help me move closer to achieving the above Outcome

By the end of term:

**Targets set should be SMART - Specific, Measurable, Achievable, Realistic, Time Bound - (for more advice on setting SMART targets please see Early Years Personalised Plan guidance notes.)*

This is how my keyperson and setting practitioners will help me achieve this - implementation (refer to strategies and advice from STLS and other agencies):

Review Meeting Date

I have made progress toward my target in the following way:

Please detail how the strategies from health or education professionals have enabled me to meet my target and the impact this has had on my learning

Next steps (state how this Plan will lead onto the next Personalised Plan)

Outcome 3 - to be achieved by the end of pre-school (intent)

Long-term Outcome to be achieved:

My target/s* to help me move closer to achieving the above Outcome

By the end of term:

**Targets set should be SMART - Specific, Measurable, Achievable, Realistic, Time Bound - (for more advice on setting SMART targets please see Early Years Personalised Plan guidance notes.)*

This is how my keyperson and setting practitioners will help me achieve this - implementation (refer to strategies and advice from STLS and other agencies):

Review Meeting Date

I have made progress toward my target in the following way:

Please detail how the strategies from health or education professionals have enabled me to meet my target and the impact this has had on my learning

Next steps (state how this Plan will lead onto the next Personalised Plan)

Best ways for my Parents / Carers to help me

Based on the activities and target agreed with parents contained within the Personalised Plan, reflect on what could be carried out at home in order to support progression towards these targets

Parent / Carers' views

Please encourage parents to complete this box, or the setting to add parents' views. Some suggested points to consider:

What do you feel has been a success and what are you hoping for next for your child?

What are your hopes for the next steps?

What do you feel has worked well?

Completed by

Name	Role	Date

Agreement

We / I agree with the targets above that have been jointly set for my child

Parent / Carer name	Parent / Carer signature	Date

TRANSITION

Please only complete and print this section when the child is transitioning to a new room, setting or school

Transition			SENIF
Please outline the support that the child may need when starting at the new provision, school or joint placement			Please outline, if the setting has received SENIF support and if so how this has improved outcomes for the child
<p>Please use the Personalised Plan as the transition document for this child. If there is more than one Personalised Plan, please include all of them when the child is moving on to school.</p>			<p>Please refer to your SENIF review document if completed or detail how SENIF /SENIF Practitioner support has helped the child.</p>
Names of Professionals known to the child			Contact details
Setting SENCo / Manager name			Date
Setting SENCo / Manager signature			
Parental signature (agreement to share with the receiving school/setting)			



Remember to include your completed Best Practice Guidance for the Early Years audit document as part of the transition documentation

