

Early Years Support Plan Guidance
(all boxes in the Support Plan expand when you type in them)

Support Plan for:	Child's full name	Date of Birth:	
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Ethnicity		Sex at birth		Child's expected start date to Primary School Year R	The September after the child turns 4 years old.
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Support Plan Agreement (this must be completed before implementing the Support Plan)					
Parent/Carer Name:		Parent/Carer Signature:	Print this page for parent/carer to sign to hold on file and type 'signed' in this box or upload a digital signature.	Date:	The date of the conversation or signature.
Key Person/Childminder Name:		Key Person/Childminder Signature:		Date:	

Start date at setting:	Click or tap to enter a date.	Support Plan start:	Click or tap to enter a date.	Support Plan ceased:	Click or tap to enter a date.
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Setting Name:		Setting Address:	
Key Person Name:		Childminder Name:	If applicable
Parent/Carer Name(s):			
Does the child attend another Early Years Provision? Please give details.			
Portage transition meeting date, if applicable:	Click or tap to enter a date.	Number of Portage visits in setting, if applicable:	Choose an item.

Main Area of Need - Only select one box							
Communication & Interaction	<input type="checkbox"/>	Cognition & Learning	<input type="checkbox"/>	Social, Emotional & Mental Health	<input type="checkbox"/>		
Physical Development	<input type="checkbox"/>	Hearing Impairment	<input type="checkbox"/>	Visual Impairment	<input type="checkbox"/>	Multi-Sensory Impairment	<input type="checkbox"/>

Additional Information:			
Language(s) spoken at home:		Prematurity (born at) number of weeks:	<i>Add number of weeks of pregnancy I was born at. For example six weeks premature would be 34 weeks.</i>
Please indicate below any formal diagnosis, adverse childhood experiences (ACEs), medical difficulties or other relevant information (including any mobility difficulties) that may impact the child's development:			
<i>Any additional information you would like to share. Please see the descriptor above and add relevant information.</i>			

Child's Views
<p>What really matters to me?</p> <p><i>Add anything you know is really important to my happiness and well-being. This could include things such as:</i></p> <ul style="list-style-type: none"> <i>use of comfort objects</i> <i>things that may help to calm me if distressed</i> <i>particular activities or routines I like to follow or have available</i> <i>include here things that I don't enjoy doing or might upset me, such as getting my hands dirty</i>
<p>What I enjoy doing. What I can do.</p> <p><i>Add activities and resources I enjoy based on your observations of me. This is an opportunity to add things I can do or have achieved</i></p>
<p>How I communicate with you and how you communicate with me.</p> <p><i>Consider all forms of communication not just words</i></p> <ul style="list-style-type: none"> <i>how do I let you know when I need or want something?</i> <i>how are you able to know if I am happy or sad?</i> <i>how do you let me know what is coming next or what you expect from me?</i>
<p>I need your support when ...</p> <p><i>Describe any times, activities or routines that are difficult for me or when I may need extra support from the adults around me.</i></p>

How my key person and all practitioners support me and the impact of this	
<i>Please reflect on actions taken following discussion with the Early Years Quality Adviser or Childminding Adviser and the implementation of the Ordinarily Available Provision:</i>	
Learning Environment – what has been changed?	How this has helped me
<i>What changes have you made to the environment to support me?</i>	<i>What difference has this made to me? What changes in my behaviour or well-being have you noticed as a result of these?</i>
Provision – what has been planned to support me?	How this has helped me
<i>What additional interventions or activities have you planned for me that are not typically offered as part of the Ordinarily Available Provision?</i>	<i>What difference has this made to me? What changes in my behaviour or well-being have you noticed as a result of these?</i>

Things I like to do at home (to be updated at every 6 week review):	
Date:	What I like to do at home
<i>Date 1 – when first completed</i>	<i>Discuss with my parents/carers and complete this section highlighting what I enjoy at home.</i>
<i>Date 2 – updated on next review</i>	<i>Discuss with my parents/carers at review and update my likes here.</i>
<i>Date of subsequent reviews</i>	<i>Add updated likes each time you review with my parents/carers.</i>

My parents/carers are also supporting me with (e.g. drinking from a cup, toileting) (to be updated at every 6 week review):	
Date:	How I am being helped at home
<i>Date 1 – when first completed</i>	<i>Ways in my parents/carers are supporting me at home.</i>
<i>Date 2 – updated on next review</i>	<i>Discuss at review and add updated support here.</i>
<i>Date of subsequent reviews</i>	<i>Add subsequent updates each time you review with my parents/carers.</i>

My Progress Reviews	
When outlining my current attainment please consider whether I am able to apply my skills consistently, independently and in a range of situations without adult support.	

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This is an outline of my strengths and progress in the Early Years Foundation Stage (EYFS). Using your professional judgement, your knowledge of me and assessment information, you can identify my journey towards the Early Learning Goals in each area of learning.

[illegible]

All my targets are SMART  Specific, Measurable, Achievable, Realistic and Time Bound (2 or 3 targets every 6 weeks)

Date	<i>Date the target is set and agreed with my parents/carers</i>	My Target is ...	<p><i>My targets should represent small steps of progress and should detail:</i></p> <ul style="list-style-type: none"> • <i>What you want me to achieve – make this realistic and measurable</i> • <i>Which prompts or supports will be in place – verbal instructions, visual supports, verbal or physical prompts</i> • <i>How often? For example, once a session, every snack time ...</i> • <i>How long for? For example 10 seconds, 30 seconds, one minute ...</i> • <i>What are we looking for to know this target has been achieved? For example 3 out of 5 attempts, every time, for 2 turns ...</i> <p><i>For an example see next page.</i></p>	
<p>How you can support me (what can be put in place to help me achieve my target)</p> <p><i>Add in this box the strategies you will use to support the above target:</i></p> <p><i>What strategies will you use to support the above target?</i></p> <p><i>Strategies are the things that the adults (childminder, key person, other practitioners, parents/carers) do to help me achieve the target.</i></p> <p><i>This could include details such as what you do, where this takes place (quiet area, outside), whether you demonstrate the activity first, who is involved (on own, with peers, with an adult) or when you do this (times of day)</i></p> <p><i>For an example see next page.</i></p>			<p>Date of review with parents/carers (I have made progress in the following way)</p> <p>Only select one box:</p> <p><input type="checkbox"/> I can't manage this yet</p> <p><input type="checkbox"/> I am still trying to achieve this</p> <p><input type="checkbox"/> I can do this</p> <p><input type="checkbox"/> I can do more than this now</p> <p><i>Choose the box that most accurately reflects my progress with this target at the date of review.</i></p>	<p><i>Add in this box progress towards the target and possible next steps:</i></p> <p><i>Targets should be reviewed around every six weeks and the review should take place with my parents/carers.</i></p> <p><i>Consider the progress I have made against this target. Can I manage this yet? If I cannot manage this or am still working towards this consider why this is? Was the target small enough or have I had a period of absence?</i></p> <p><i>Have the strategies used supported me towards the target or do the strategies or resources used need to be changed to support more progress? What has been successful for me?</i></p> <p><i>Include progress from home in here too.</i></p>
Key Person/Childminder sign & date:	<i>Sign at time of review.</i>	Parent/Carer sign & date:	<p><i>Targets should be agreed before implemented. Sign off targets at time of review.</i></p>	

- *If there are other professionals involved, any advice or strategies suggested should be included in my targets and strategies*
- *When you have reviewed my targets move onto the next empty target box or page to write my new target*
- *My reviewed targets remain on my Support Plan to show my progress over time*

All my targets are **SMART**  **Specific, Measurable, Achievable, Realistic and Time Bound (2 or 3 targets every 6 weeks)**

Example of a target

Date	25.4.25	My Target is ...	Jenny will make a choice when shown real objects relating to two activities twice each session, making a choice 50% of the time	
How you can support me (what can be put in place to help me achieve my target)			Date of review with parents/carers (I have made progress in the following way)	
<p><i>Add in this box the strategies you will use to support the above target:</i></p> <ul style="list-style-type: none"> • Be in a distraction free environment where possible • Sit opposite Jenny and at her level. Show her two objects shoulder width apart, naming each one. Say "Jenny choosing, doll or car?" • When Jenny chooses by look, touch, or vocalisation accept this as her choice saying, "you chose (item name)" and hand her the object. <p>Use this strategy at snack time, story time, song time both in the Early Years or Childminder setting and at home to generalise Jenny's ability to make choices.</p>			<p>Only select one box:</p> <p><input type="checkbox"/> I can't manage this yet</p> <p><input checked="" type="checkbox"/> I am still trying to achieve this</p> <p><input type="checkbox"/> I can do this</p> <p><input type="checkbox"/> I can do more than this now</p>	<p><i>Add in this box progress towards the target and possible next steps:</i></p> <p>Jenny is able to achieve this consistently at snack time and is working towards making choices for activities, songs and story time.</p> <p>Parents shared that Jenny enjoys choosing a book at bedtime and will choose a snack at home.</p> <p>Jenny has been absent for a number of sessions this term, due to illness.</p>
Key Person/Childminder sign & date:		Parent/Carer sign & date:		