

SEN Support Review

Child's name: Billy

DOB:

Date of review:

Outcomes/Next steps to aim for by	Review of progress	Emerging	Developing	Achieving	What is working to support progress?	Areas for development
Billy.....will..... Be able to look at and respond to Now and Next pictures for : <ul style="list-style-type: none"> • Snack time • Putting on wellington boots. • Tidy up time During each session.	Billy will look at the pictures especially the snack one ! But sometimes he doesn't respond and he needs further prompting. Billy will now put his wellies on to go outside with prompting. Billy likes tidy up time and will look at the prompt picture.		✓		Billy responds best to the activities he enjoys – snack time and tidy up! He needs the adult to explain what is happening alongside the pictures.	Use different pictures for new activities Billy likes e.g. singing time.
.....Billy.....will..... Be able to request what he wants through using sign language for : <ul style="list-style-type: none"> • drink • biscuit • train During each snack time/session.	Billy signs for biscuit and has started to make a 'b' sound. Billy has also started to make some more initial sounds ..g,d,p. He likes animal sounds and games. Billy points to his drink. Billy point to a train he wants.		✓		Billy likes food ! He will request for what food he wants and is motivated to sign. Billy is becoming more vocal and confident in coming to an adult to get something.	Continue with signs. Develop Billy's interest in animal sounds to help with his sound production.
Billy.....will..... Show how he is feeling by pointing to a picture of happy or sad X2 per session.	Billy will point to a happy or sad face and will also point to them during the day to show how he is feeling.			✓	The staff have also worked on feelings and emotions through stories and role play. Parents have used this successfully at home.	Think of different strategies to help Billy work through when he is feeling cross /sad.e.g using a special box.

<p>Parents views/child's views/other views</p>	<p>Billy's parents are happy with the progress he is making at home and in the setting but worried about his school start especially as he is anxious going to new places. We discussed setting up a meeting with the school as soon as we know where Billy will be going and the possibility of arranging a series of visits for him. Billy is starting to use more signs and more words at home.</p> <p>Billy's ability to point accurately to a happy/sad face to demonstrate his feeling is enabling him to express his likes and dislikes. This is something we plan to use to help find out more about his preferences.</p>
<p>Use of funding/resources</p>	<ul style="list-style-type: none"> • Most of Billy's outcomes are able to be supported by all adults in the setting e.g. as part of the daily routine. • Targeted funding in place: Billy has additional adult support for an hour a day for 4 days per week – this is used for the last hour of the session when he is tending to be more tired and a bit more restless. We use a support timetable which shows who is supporting Billy Mon – Friday. We find it works best to change the adult so that Billy isn't reliant on having a particular person supporting him (this way Billy is not aware that he has specific additional help). • Additional support is invaluable in supporting Billy's interactions with the other children – see daily notes
<p>Review original aspiration (is it still meaningful?)</p>	<p>Yes</p>
<p>New outcomes</p>	<p>See new outcomes sheet</p>
<p>Any other discussions/actions</p>	<p>Set up transition meeting with school to plan ahead. Early Years SEN Teacher will request an Education and Health Care plan. Setting and parents will write a full 'All about Me' for Billy</p>