



Early Years & Childcare Service  
Working in partnership for children and families

IEP Number:

## Early Years Individual Education Plan

Name:		Date of Birth:	
Setting:		Key Person:	
Date:	01/05/2020	Review Date:	15/06/2020

**Comment [SS1]:** Aim to review and set new targets every 6-8 weeks. This is enough time to see if strategies/provision are working. Targets/provision can be adjusted sooner if monitoring shows they are not quite right.

ASSESS	
SETTING/PORTAGE SPECIALIST	HOME
<p><b>Observation: Strengths, Needs (Areas for Development and Broad Objectives), Interests</b></p> <p><i>Example: Friendly and enthusiastic. Responds well to adult interactions. Loves playing on the scooters. Enjoys outdoor play. Demonstrates a strong interest in numbers.</i></p> <p><i>Needs to develop interactions with peers, L&amp;A skills, Participation in Group Activities</i></p>	<p><b>Strengths, Needs (Areas for Development and Broad Objectives), Interests</b></p> <p><i>Example: It is really difficult at bed time to get him to stay in his bed and he will often have meltdowns when we try and leave the house in the morning.</i></p> <p><i>He loves trips to the local community zoo and watching the animals. He spends time with his cousin and is learning to share, but prefers to play on his own.</i></p>

**Comment [SS2]:** If sleep is very disrupted it is likely to impact on attention and behaviour

**Comment [SS3]:** Struggles with transitions

**Comment [SS4]:** Interest from home not identified in setting.

<p style="text-align: center;"><b>PLAN</b></p> <p style="text-align: center;"><b>SMART targets</b></p>	<p style="text-align: center;"><b>DO</b></p> <p style="text-align: center;"><b>How we can help - strategies</b></p>	<p style="text-align: center;"><b>REVIEW</b></p> <p style="text-align: center;"><b>Parents and Setting/professional</b></p>
<p><i>The outcome we want the child to achieve.</i></p> <p>Example: I will count up to 10 by verbalising or pointing during the counting part of the group time every session.</p>	<p><i>The provision to enable the child to achieve the outcome.</i></p> <p>Example: Every group time a practitioner will use First/Then board to support transition; ensure his space to sit is clearly marked by an individual mat; provide an individual counting board; model participation and cue/prompt his response.</p>	<p><i>Evaluation of provision in relation to outcome.</i></p>
<p>Example: I will be able to take turns with a peer 4 out of 5 times in a structured activity with adult support every session.</p>	<p>Example: At the start of every freeplay the key person will:</p> <ul style="list-style-type: none"> <li>• use First/Then board to support transition to workstation with a peer;</li> <li>• ensure the space has been prepared to minimise distraction and to provide visual guidance;</li> <li>• provide a simple structured turn taking game that follows his interest (e.g. animals, numbers);</li> <li>• direct the turns in the activity by handling the resource and providing clear "Xs turn; Y's turn" prompts.</li> </ul> <p>Activity should be maximum of 5 minutes to begin with and X may need hand over hand guidance and reassurance to wait for his turn. Use First/Then board to support transition back into freeplay and to re-engage X in play, encourage further turn-taking if possible to help generalise the skill.</p> <p>Parents will encourage turn-taking activities at home.</p>	
<p>Signed By Parent/Carer: .....</p> <p>Signed By Practitioner: .....</p>	<p>Signed By Parent/Carer: .....</p> <p>Signed By Practitioner: .....</p>	

- Comment [SS5]:** Builds on interest in numbers and encourages participation in group learning.
- Comment [SS6]:** Environment and resources reinforce expectation and support understanding.
- Comment [SS7]:** Adults reinforce expectation, support understanding and provide encouragement.
- Comment [SS8]:** Supports peer interaction
- Comment [SS10]:** See workstation CPD
- Comment [SS9]:** Structure reduces anxiety and supports attention skills
- Comment [SS11]:** Confirms that positive handling may be used to support understanding.
- Comment [SS12]:** Importance of transition and generalising skills
- Comment [SS13]:** Recognises that strategies need to be used at home too.

## Additional information

- Other Professionals involved:  
*Example: Details about the next speech and language drop-in were provided.*
- Agreement with parent/carers about use of physical interventions:  
*Example: Our setting policy states when restrictive physical interventions may need to be used with a child. It is agreed with parents, that we will use physical guidance to support X to engage and participate in activities. This would include 'hand over hand' prompting and leading by the hand to activities. We would anticipate that the amount physical intervention would reduce as X becomes more familiar with expectations and will continue to review this with parents.*
- Key actions:  
*Example: SENCo will email through details of the stay and play Rainbows sessions for children with SEND and provide information about Cerebra's sleep guide for parents.*
- Additional strategies:  
*Example: SENCo will provide a simple visual timetable for parents to use at home for bedtime and morning routines.*

**Comment [SS14]:** Captures further key information and actions that may not directly relate to the targets but do inform the graduated approach.