

EARLY YEARS PERSONAL LEARNING PLAN

Child's Name: Bob

DoB:

Age: 3 yrs 2 mths

SEN Support / EHCNA / Education, Health & Care Plan (EHC)

Contributors: Jane (mum), Helen (keyperson), Henry (SENCo), Berry (Area SENCo), Tomas (Sensory Service)

Date Written: Sept 2023

Review Date: December 2023

Parents views		Settings views
What's working	Bob knows when it is time to go to the setting – at the weekend he will point at the door and mum says 'not today' which he understands and accepts.	<p>Makaton is working well and Bob is learning and using more signs e.g. 'sorry' and 'more'</p> <p>Bob is using more words to communicate and is linking words together to form sentences</p> <p>Bob is engaging in role-play e.g. pouring a cup of tea for an adult</p> <p>Choice board is working well – Bob will access this independently and bring a symbol to an adult.</p> <p>Bob is eating better – is beginning to feed himself using a spoon.</p>
Parental signature:		
Comments:		

Agreed current long term outcomes	
Social, Emotional and Mental Health	Bob will play and interact with his peers appropriately e.g. turn taking
Communication and interaction	Bob to understand and use language or Makaton to communicate for a variety of purposes e.g. express feelings and needs.
Sensory and Physical Development	Bob will manage his own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Cognition and Learning	Bob to take part in and concentrate on a range of different activities including those requested of him by an adult.
Independence	Bob will follow the familiar routine with the use of visual support e.g. visual timetable

Ensure targets are SMART – Specific, Measurable, Achievable, Relevant and Time-bound

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<p>What I can do now</p> 	<p>My Targets</p> 	<p>What will I be doing?</p> 	<p>Who will help me?</p> 	<p>How will I know if I have achieved my targets?</p> 	<p>How have I done?</p> 										
<p>1</p> <p>Bob consistently uses some key Makaton signs e.g. 'more', 'sorry', 'food'</p>	<p>Bob will increase and develop his use and understanding of Makaton signs e.g. 'toilet', 'help'</p>	<p>Online resources accessed and downloaded via https://makaton.org/</p>  <p>-----</p>  	<p>Adults will: Consistently model the sign as appropriate. Offer some hand over hand guidance to Bob to make the sign. Praise any attempts Bob makes to copy the sign It may be of interest to share videos of key signs during carpet /story times. There is a range of videos on YouTube</p>	<p>Bob will use a Makaton sign or word appropriately on 3 out of 5 occasions.</p>	<table border="1" data-bbox="1765 427 2136 459"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Review comments:</p>	1	2	3	4	5	6	7	8	9	10
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<p>2</p> <p>Bob is showing skill in matching shapes and pictures</p>	<p>Bob will engage in an adult led activity not of his own choosing for up to 10 mins.</p>	<p>Play Small Talk activities: Instrument matching</p>	<p>Further Small Talk cards can be accessed on the EYIT Local Offer 'Intervention and Strategies' page –</p>	<p>Bob will remain engaged until 'finished' is indicated by the adult on 3 out of 5 occasions.</p>	<table border="1" data-bbox="1765 1182 2136 1214"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Review comments:</p>	1	2	3	4	5	6	7	8	9	10
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			 	<p>Sensory Service recommended adult led activities</p>												
<p>3</p>	<p>Bob is showing increasing enjoyment and skill in kicking balls in the garden and at the park.</p>	<p>Bob will kick a stationary ball with either foot, throw a ball with increasing force and accuracy and start to catch a large ball by using two hands and their chest to trap it</p>	<p>Ring and pair games kicking and throwing/catching balls.</p> <p>Click the link or scan the QR code below for some additional ideas:</p> 	<p>Adults to plan for and prepare in advance games and activities.</p>	<p>Bob will engage in a physical/ball game daily in a pair or small group.</p>	<table border="1" data-bbox="1765 785 2139 817"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Review comments:</p>	1	2	3	4	5	6	7	8	9	10
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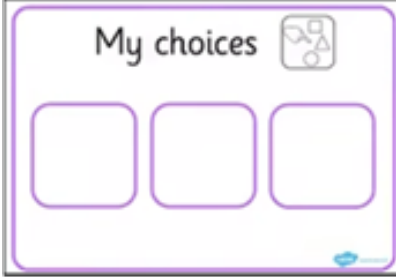
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4	<p>Bob is confident in making a choice when offered food items by an adult – taking what he would like to eat</p> <p>Bob initiates regular interactions with adults to request food.</p>	<p>Bob will request a food item or water appropriately using a symbol and choice board</p>		<p>Choice board with appropriate food choice visuals. Maximum of 3 choices. Choices are 2 food items and water. Add photo to the board so that Bob knows that it is his. If Bob stands by the kitchen/fridge or points, adult to direct Bob to his choice board to select something</p> <p>Choice board is 'finished' when he has made his additional requests using the visuals.</p>	<p>Bob will bring an adult a symbol from the choice board to make an appropriate request.</p>	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Review comments:</p>	1	2	3	4	5	6	7	8	9	10
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