

School SEN Support Plan – EHCP or EHCNA pathway

Name:	XXXX XXXX		Year:	R	Teacher:	Miss XXXX	
Primary need:	Speech & Language	Social Comm. & Interaction	Cognition & Learning		Social, Emotional & Mental Health (SEMH)		Physical and/or Sensory
Vulnerability:	School support (K)	EHCP (E)	PP	LAC	EAL	Home Lang:	
Professionals Involved/ Reports:	XXXX has had an EHCP since 2022 for a range of needs. He has a diagnosis of ASD. He currently has social care involvement – speak to DSLs for further information if required.						

What are my strengths?	What do I like?	What do I find difficult / not like?
I can write most letters in capitals Singing and engaging with music – I sometimes echo the words and songs I hear when I am playing	Playing outside, especially larger ride on toys Playing with cars and organising toys into lines Building repetitive structures Sensory exploration	Communicating my needs Sharing and turn-taking Toileting – I wear nappies and need help with changing

My needs	INDES Score Date:	Brief summary of barriers to learning / diagnoses (for EHCPs, from Section B)	
Speech and Language	7	XXXX is pre-verbal and not yet able to clearly communicate his wants or needs, make comments or share ideas. He makes several repetitive sounds and occasionally uses one or two words and learnt phrases, although his speech is often out of context and repetitive. XXXX shows very little understanding of spoken language. He can understand and follow simple one-part instructions when his full attention has been gained and when he is interested in the activity.	
Social Communication & Interaction	7	XXXX does not show interest in communicating with other children at nursery. He is not yet using gesture or speech for social communication. He lacks the vocabulary to express his emotional needs. He has very limited eye contact.	
Cognition and Learning	7	XXXX searches actively and appropriately for toys. However, his play is functional rather than imaginary. His play is also repetitive; he tends to follow a set pattern of actions and repeat actions over and over, such as lining up cars and grouping his toys. He enjoys exploring using his mouth, chewing, biting or touching objects with his mouth or tongue. XXXX struggles to engage in subjects led by an adult, including learning activities, in which he has no initial interest.	
Social, Emotional & Mental Health (SEMH)	5	XXXX tolerates other children being present, but he makes no attempt to engage with others in a meaningful way and has difficulty socially interacting appropriately with peers and collaborating in social situations. He shows social behaviour that is one-sided and always on his own terms. He appears to get frustrated and will lash out, such as biting other children if they are in his way or seen to be interfering with his play. He is driven by routines and becomes upset if they change.	
Physical and/or Sensory (State area if VI.Deaf, sens)	7	XXXX has a range of sensory needs, especially related to touch, smells and sounds. He becomes anxious at loud sounds. He seeks out sensory experiences through touching, tasting and eating, which puts him at risk. He gets enjoyment from moving and often flaps his arms or spins around. He can become upset by changes in his physical/sensory environment. XXXX does not show any awareness of toilet training.	
INDES Score Guide	1+ - Universal supports	4+ Consider targeted support	6+ Consider Specialist supports

Area of need	Long Term outcomes/targets (From EHCP = Section E, which includes smaller steps)
Speech & Language	XXXX will use his preferred means of communicating to specify his wants and needs with a familiar adult within a structured activity.
Social Communication & Interaction	XXXX is aware of other children in his setting and will play alongside them.
Cognition and Learning	- XXXX demonstrates improved progress in his academic skills. - XXXX focuses his attention, engages in learning tasks, follows an adult-led curriculum-based learning activity for the length of a 20-minute lesson, and positively approaches tasks that are new and/or challenging to him.
Social, Emotional and Mental Health (SEMH)	- XXXX interacts and works collaboratively with peers, has a sense of awareness of his peers' needs, and shares with other children when focused on an adult-led activity. - XXXX has an understanding of feelings and moods in himself and others and manages his emotional state by addressing his sensory needs.
Physical and/or Sensory Area:	- XXXX is toilet trained - XXXX is more aware of his sensory needs and accepts and manages changes in sensory experiences throughout the school day, as appropriate for his age and ability.

School SEN Support Plan – 2024/25										
Name:	XXXX XXXX			Year:	R	Teacher:	XXXX			
Primary need:	Speech & Language		Social Comm. & Interaction		Cognition & Learning		Social, Emotional & Mental Health (SEMH)		Physical and/or Sensory	
Vulnerability:	School support (K)		EHCP (E)		PP	LAC	EAL	Home Lang:	What is this?	
Why do I need extra support?	XXXX has an EHCP and a PBSP in place to help manage his communication and interaction needs. Please ensure you have read both documents.									
Area of need		My current SMART targets					Key Adults			
Speech and Language		To request a familiar object or routine (e.g. nappy change) by pointing to a visual or collecting an object of reference, at least once a day					XXXX			
Speech and Language		To maintain attention to an Attention Autism Level 1 session for at least 1 minute, at least 3/5 times a week					XXXX			
Speech and Language		To adapt an activity (of his choosing) in response to mirrored play by an adult during an Intensive Interaction, at least 3/5 times a week					XXXX			
Cognition and Learning		To be able to match the numbers 1-5 with an identical image, being fully successful at least 3/5 times					XXXX			
How will you help me? Highlight all adaptations/supports in place to achieve targets							BLUE = EHCP Section F Provision			
	Speech and Lang.	Social Comm.	Cog. & Learning	SEMH			Phys & Sensory			
Universal Supports (INDEX 1+)	- Dual coding through visuals/objects (e.g. visual timetable, comic strips) - Cue in instructions by name - Simplify instructions - Thinking time before responding - Check understanding - Cue in changes of topic - Model how to ask for help / to clarify an instruction - Word banks - Pre-teach vocab - Considered partners for group work - Blanks level work - Speech sound intervention	- Dual coding through visuals/objects (e.g. visual timetable, timers) - Clear, consistent routines (e.g seats) - Prep. for changes (e.g timers, now/next board) - Adapt to special interests - Agreed calming area or strategy - Modelled emotional language (I think you are feeling) - Explicitly teach social/emotional skills (e.g. Zones of Reg.) - Adult-guided play/ group work to model social communication - Adapted play/lunch routines	- Dual coding through visuals/objects (e.g. visual timetable, manipulatives) - Simple, clear language - Revisit prior learning more frequently - Use real-life experiences for child - Thinking time before responding - Check understanding - Break down tasks into smaller chunks - Use alternatives to writing where poss. - Multi-sensory teaching - Small group in-class/ catchup/ pre-teach - Considered seating near adult/ role model - Fasttrack Phonics (Y1/2)	- Dual coding through visuals/objects (e.g. visual timetable, emotions visuals) - Responsibilities/roles to boost self-esteem - Clear modelling of positive behaviours and praise when seen ('Catch me good') - Fix it folder / restorative approaches to any challenging or harmful events - Positive Behaviour Support Plan - Zones of Regulation / 5 point scale strategies around regulation - Adults 'annotate' or model their own feelings to the child			Physical - Fine/Gross Motor skills group interventions - Adapted equipment (pencils, grips etc) - For specific physical issues (such as hearing, sight or mobility) see SENDCo for guidance Sensory - Complete a sensory profile to identify triggers / calming strategies - Considered seating - Movement breaks - Adapted resources (fidget bands / cushions etc) - Multi-sensory teaching - Sensory Circuits - Ear defenders - Adapted play/lunch routines			
	Targeted (4+)	- SLCN screening tool used to identify personalised targets 1-1 Speech sound intervention, guided by speech screener 1-1 phonics boosters - Personalised visual timetable and visual prompts (e.g. core board) - SENDCo to consider referral to SaLT/ATT	1:1 or small group work on specific issue - Lego/Brick-based Lego therapy intervention - Social stories - Personalised visual timetable and visual prompts (e.g. Widgit) - Adult support in managing transitions - SENDCo to consider referral to Ed Psych.	- Screening tools used to identified personalised targets - Consistent adult support in small group work in core lessons - Booster / pre-teach sessions on key skills 1:1 or small group memory skills sessions - SENDCo to consider referral to Ed Psych.P/ATT.	- Regular 1:1 check in time with an adult to discuss daily events & strategies to manage feelings or anxieties - Home-school communication book to share positives and track triggers - Personalised ZoR toolkit - SENDCo to consider referral to Ed Psych.			1:1 Gross/Fine motor skills intervention - Personalised equipment (scissors, writing area) - Individual sensory kit - Additional sensory breaks or strategies - Personalised workspace - SENDCo to consider referral to OT/Physio		
	Specialist (6+)	- SaLT input and plan - Alternative communication strategy (e.g. PECS, sign language) - SRB referral / outreach placement	1:1 support at breaks and lunchtimes 1:1 support in class to help manage social interactions - SRB referral / placement	1:1 support in class to help access a personalized curriculum - Personalised alternative recording method (e.g. ATT resources) - SRB referral / outreach / placement - TEACCH workstation	1:1 classroom support - CAMHS referral 1:1 counselling - Personalised Risk assessment - SRB Referral / outreach/ placement - Short-term reduced timetable			- Physio or OT input 1:1 support for PE or other physical tasks - Personalised adaptive technology (ATT / medical team) - Personalised sensory diet (informed by OT)		
	Other	- Attention Autism - Intensive Interaction			PBSP in place					