

My EY SEND Support Review

- This review form should help to guide parents, young people and practitioners through the review process and address all aspects of child's life. It incorporates holistic and person centred approaches to the review process.
- The vast majority of children and young people with SEND will have their needs met within local mainstream Early Years' settings, schools and colleges. SEND support review process is an essential element of that provision.
- Please fill in as much of this report as possible prior to the meeting by referring to your Assess, Plan, Do, Review documents, reports from other professionals and information from parents.
- Parents/carers and children will be offered a date for their review at least two weeks in advance.
- The parents will be invited to attend and/or contribute to the meeting and the child's views will be sought in ways that are appropriate to the level of their communication.
- Please refer to Somerset's Core Standards as this will provide an identification and support pathway for SEND <https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

When completed, this support review can be submitted in order to apply for Early Years High Needs Funding in cases where this is appropriate.

Personal Details

Name	Gemma Saunders		DOB	01.01.2019	UPN (if known)	
Educational Setting	Anytown Preschool		Hours attended each week	6		
Name of other educational setting/s child attends (if applicable)			Hours attended each week (if applicable)			
Is the child entitled to the extended entitlement? (ie 30 hours)	No		Does the child access their EYE hours using a "stretched offer"?	No		
If yes, please provide the inland revenue eligibility code?						
Address and post code of child/young person	123 Any Street Anytown ZA1 1AB					
Child in Care?	Yes / No	If Yes, Name of Local Authority				

Primary Need	Primary Area of Need	Please tick <u>one</u>	Diagnosis (if any)	
	Cognition and learning			
	Communication and interaction			
	Social, emotional and mental health	✓		
	Sensory and/or Physical			
	Medical			
Date of last review (if applicable)		10.07.23		
Parent/Carer Name		Bernadette Saunders		
Relationship to child		Mother	Parental Responsibility	Yes / No
Address (if different from above)				
Tel Number		Mobile Number	07123456789	
Email	BernadetteSaunders@hotmail.com			
Do you have a disability that we may need to consider when communicating with you? If yes please specify below				Yes / No

Date of review meeting	10.07.23 and 10/01/24
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Part 1: All About Me

This section has been designed to give a full picture of the child and should be completed by the parents/preschool practitioners incorporating the child's voice where possible prior to their SEND Support review

My One Page Profile

Name:	Gemma Saunders	DOB:	01.01.2019	Date:	10.07.23
My Setting(s): Anytown Pre-School		Profile compiled by: Parents/Carers: Key Person:		Alicia Raine Bernadette Saunders Eileen Woodhams	
Things people like and admire about me...				Things that are important to me...	
People like to sit with me to look and read the big books I am happy to come into setting I sit at the table to eat my snack She likes to sing and seems happy. She will sing along to songs quietly to herself. She is headstrong and knows what she wants to do. I am accessing more activities such as art and crafts and mark making.				Things I am good at/I enjoy... I like looking at books I like magnets I like emptying containers I like sensory tools especially pushing through tools Music- singing, plays with instruments I like small world, peppa pig and mark making.	
My hopes and dreams for the future...					
<ul style="list-style-type: none"> • I like books. I can say familiar phrases that goes along with the pictures I am looking at. • I like playing games with Mummy at home where we have to take turns. • I do not like it when children at nursery come too close to me when I am playing. • I really like the light projector in the tent at nursery. • I can do some simple additions at home showing my number knowledge. • I know where to go and what resources help me when I am feeling over-whelmed. 					
I need some help with...					

Communicating my needs- I am starting to say words but I repeat what is said to me. I need help to express my thoughts and wants.

Emotional/sensory regulation- I like being squeezed in a sensory blanket as I find setting overwhelming.

I do not respond to my name most of the time, I am shown an object of reference and guided to an activity.

My attention span is very short- I am able to use a weighted blanket before an activity to regulate me and I can then concentrate. **My favourite way to regulate is my chosen lullaby, dark space and cushions in the book area with a light projector.**

I prefer solitary play. I will play alongside my peers but I do not like them too close to me. I have started to play with figures. I have started to play with a kettle.

Cognition and Learning

How do I learn best? (eg quiet environments, with tasks broken into smaller steps with repetition)

- Gemma learns best when she is in a quieter space. She has now and next and object of reference but she will not engage or react to these unless it is on her terms. If she is interested her attention can be up to 5 minutes but if not interested she will engage at all even with sensory input.
- Gemma likes to sit and read books- she can sit on her own flicking through books for 10 minutes in her own world.
- Gemma finds setting sensory overwhelming so she needs sensory input such as lights/lullaby/dark space lying down on cushions before activities.

What stops me from learning?

- Sensory overload
- Attention span
- I play/learn on my terms- If I do not want to do it then I will choose something else.
- I sometimes need to run around the setting to help regulate or lie down on the cushions with the projector/lullaby.
- I become frantic in my movements when feeling overwhelmed/excited at home
- Communicating wants and needs.

Communication and Interaction

How do I like to communicate?

- In setting- Gemma does not communicate her wants and needs. She will not engage with adults or peers. She has previously pushed peers away but there is no interaction.
- At home: Gemma will say verbally, 'No I don't want to.' Learned phrase. Starting to say Yes in high intonation (normal at home) at times- when food or book is offered. She will repeat phrases when spoke to and she will mimic how others speak. She will say, 'Mummy get food' occasionally. 'Done a wee' All learned phrases. She is communicating more at home- 'Mummy get blanket'. 'Get control' for TV with learned routines.

What makes it difficult for me to communicate?

- I am not able to speak in sentences. I can say words when spoken to and I can repeat them. I do not ask questions. I have a bank of learned phrases. High pitched and echolalia

What helps me to communicate?

- Objects of reference
- Sensory deep pressure to enable me to focus.
- Say Gemma's name first to cue.
- Visual cards
- Now and Next
- Backward chaining

Social, Emotional and Wellbeing

What do I like about my educational setting?

- Gemma loves coming into setting.
- Gemma likes the outside space more than inside but is now engaging in more activities inside.
- Flicking through the books
- Cushions, sensory light

What do I find challenging at my educational setting?

- The hustle and bustle- Gemma finds setting overwhelming sensory wise. She seems in her own world and will do things on her terms. She will look at books, play with magnets or empty containers. She will run around in setting to regulate or make a cushion bed with her lights.

Sensory and/or Physical

(Optional, to be completed if relevant)

Do your sensory and/or physical needs impact on your day?

- Yes- I respond to deep pressure activities. I need these in order to concentrate and engage in adult led activities. Before deep pressure I will run around, not respond and be in my own world. Once I have had deep pressure, I can follow an adult and sit at a table to do an activity such as mark making.
- I walk on my tiptoes sometimes- more inside.
- I run leaning forwards inside but not so much outside. I am not jumping yet
- I seek out the projector light/cushions/lullaby music.
- Gemma is now biting, pinching and chewing a lot at home.

Do you use any specialist equipment?

- No

Medical

- Gemma has a stigmatism and a squint in her left eye- she wears glasses.Reduced vision on left than right but changing.

Part 2: Parents' views of the past year and aspirations

Please send this section to parents prior to the review meeting for completion.

Our hopes for our child now and in the future

Above all else, we hope for her to be happy, confident and comfortable in her own skin. We hope that she will be capable of learning and interacting with other people in the educational and home environment. We hope that she can make the most out of the opportunity to learn in educational and home settings.

10.01.24

We are concerned about Gemma starting school in September we have thought about deferring a year and possibly starting part time if she is to start in September 2024.

What is working well? (Education)

She is happy to attend pre- school and there are no issues with drop-off or pick-up. Our impression is that she seems happy when she is there and is able to play independently. 1-1 time spent with her key worker has been beneficial and she now interacts more with her. The use of a weighted blanket has also helped her to feel more calm and focussed.

10.01.24

All above

The activities at the table- art and crafts is helpful, the light projector is working for her at home and nursery.

What is not working well? (Education)

We think she finds the environment at pre- school overwhelming. In our opinion she is quite sensitive to sensory stimuli and so the amount of noise, people, quantity of books and toys could be overstimulating for her. We think this results in her using a coping mechanism so she sticks to her own routine when she is there, and withdraws into her own world with her stories and songs. In this state of mind she won't engage so much with what is around her, or activities. It also affects her attention span so she doesn't spend much time interacting with each activity before moving on. This means she is missing out on the opportunity to practice a potential new skill. We also don't think she is engaging in much social interaction at the setting.

10.01.24

All above applies. When I pick her up and she is upset, she does not like to wait. She needs to do things first and becomes very upset if things do not happen when she wants them to. Her emotions do not match what has happened. She cannot wait and will run out of nursery. Taking turns may be a struggle. When getting frustrated/overwhelmed at home she will throw toys, break up bricks- arms in the air. Gemma will pinch Mum when frustrated and tries to hit her. When she can't do an activity or in the right time she will react physically. On her own she will react when angry/frustrated. Makes a high pitched whinge but this behaviour is short lived as Mum will intervene and she will self soothe. She is chewing a lot more and will bite Mum's skin.

What is working well? (Outside of Education)

Generally she seems to be a happy child in pretty much all aspects of life. She loves to learn through books and singing songs. We find singing songs helps her to do/learn about an activity that is new or a bit mundane (ie applying sunscreen or brushing teeth). She seems to be responding well to the now and next cards, resulting in easier transitions. She interacts with us (her parents) and her grandparents.

10.01.24

All above

Gemma is loving the light show from the projector at home, she likes her blankets and has a weighted blanket at home. We now have a whiteboard at home and we write and draw her daily activities. She likes to look at the spelling of words. Watching the TV calms her in small doses

but longer periods may not work. The now and next works for Gemma. Mum is now trying to help Gemma to build up phrases to use ie. Gemma needs to use the toilet.

What is not working well? (Outside of Education)

She might struggle/not be interested in interactions with others apart from close family. For example her cousins will seek interaction with her, and she might respond a bit to that, but she will never seek an interaction with them herself. We think it takes a long time for her to develop a bond/feel comfortable with someone. She very much has her own agenda and is often resistant to doing an activity that has been thought of by someone other than herself. Therefore it can be difficult to engage her if she is already attending to one of her own chosen activities. There is limited communication of her needs (although this is improving a bit) and very limited communication of her thoughts, feelings and desires. She has no obvious motivation to learn skills that are 'socially expected' e.g. getting dressed.

10.01.24

All above

She is getting more frustrated and is becoming audibly and physically reactive and she cannot communicate why she is feeling this way. Sometimes we can guess the cause but this is not always the case. I think her processing is slower. When spoken to she needs longer to process what is said to her.

Any other comments you wish to make

Part 3: Educational Setting's Views

Please comment on child/ young person's rate of progress. Please include reflection and analysis of interventions that have escalated progress

What is working well?

Gemma comes into setting happy. She is making very small progress and will now repeat words spoken to her. Staff have heard her repeat songs when peers are singing. Gemma will sit on her key worker's lap with a big book to look at a book. Gemma responds to deep pressure sensory input. She is able to engage in adult led activities once she is calm and not overwhelmed. Gemma will sit on the toilet for a wee, She can climb onto the toilet willingly and will wash her hands. Deep pressure works well to help her regulate.

10.01.24

Gemma is now seeking to lie on the cushions in the book area, lights up the projector and plays her favourite lullaby. She is now seeking out mark making and will engage in simple art and craft of her choosing. She is more frequently sitting with the group for two or three minutes for singing the morning routine but it is on her terms and she does not join in. She is nearly toilet trained. Adults still prompt and take her to the toilet.

What is not working well?

Gemma has been trying to be toilet trained but she has no awareness and will soil herself regularly. She will use the toilet when asked but after 5 minutes she will wet herself and have no awareness.

Gemma does not follow any routine apart from her own. When in setting, she will engage in the same activities- indoors: looking at books, playing with magnets, emptying containers and lying on the floor- outside- water tray and mud kitchen. Gemma will sit on the floor and take out every book and look at them but will then get up and run around the room. She will not tidy up.

10.01.24

Gemma no longer takes out all of the books. She still cannot communicate her wants or needs. She cannot tell us if she is thirsty, hungry or in pain.

The Early Support Developmental Journal

NB Information about the child's developmental levels using the Developmental Journal, Birth to 5 Matters or another document of your choice must be provided for an application to be considered.

Enter the date in the corresponding box when you have filled out the more detailed charts in the Journal and have ticked 'Achieved' for nearly all the items in a Step. Children are likely to be achieving new things in different Steps at any one time, so check backwards and forwards as well.

Area of Development	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14
Personal, social and emotional	Some July 2023 Jan 2024	Some Feb 23 Home: Achieved July 2023 Jan 2024	Some Feb 2023 Jan 2024	Some July 2023 Jan 2024										
Communication	Secure July 2023 Secure Jan 2024	Some June 23 Some Jan 2024 Home: Some July 2023	Some Jan 2024	Some Jan 2024	Some Jan 2024	Some Feb 23 July 2023 Some Jan 2024	Some Jan 2024	Some Jan 2024		Home Achieved July 2023				
Physical					Achieved Feb 2023 Achieved Jan 2024	Some July 2023	Some Jan 2024	Some Jan 2024	Some Jan 2024	Some July 2023 Some at home Jan 2024				

										Some Jan 2024				
Thinking		Achieve d Feb 2023 Achieve d Jan 2024	Nearly achieve d Feb 2023 Nearly achieve d Jan 2024	Som e Feb 23 July 2023 Som e Jan 2024	Some Jan 2024			Home Achieve d July 2023 Some Jan 2024						

Step 10 is highlighted because this will be of particular relevance for developmental progress and health assessments when a child is 2 – 2½ years old.

Part 5: Description of Strengths and Needs

Educational Needs

Describe any changes to needs and any developing strengths

Cognition and learning	
Strengths	Needs
<p>Gemma loves looking at books and will sit for extended periods.</p> <p>Gemma likes emptying containers.</p> <p>Prefers to be outside.</p> <p>She now showing interest in mark making and arts and craft.</p>	<p>Gemma has a very short attention span and without adult support she cannot engage in any learning. Seeks out sensory input on cushions with lights/sounds.</p> <p>Gemma is in her own world she will complete activities on her terms. Needs to use numbers to cue her attention- likes counting in rote.</p>
SMART Outcome(s) (6-12 months)	
<ul style="list-style-type: none"> Gemma will engage for at least 30 seconds at a highly motivating adult led activity at least once per week. Gemma will request help from a familiar adult at least once per session by the time of the next review. This can be through gesture, speech or a communication aid. 	
Communication and interaction	
Strengths	Needs
<p>Gemma is able to respond to adults by cueing her in with bubbles or something that sparks her interest.</p>	<p>Gemma needs adult support to communicate her wants and needs. Gemma cannot use words to tell an adult that she needs an object, drink, toilet or food. She cannot communicate if she is ill or happy. Gemma will vocalise more at home with learned phrases.</p>
SMART Outcome(s) (6-12 months)	
<ul style="list-style-type: none"> Gemma will be able to come up to an adult when she needs an object or is feeling upset at least once during each session by the end of six months. Gemma will be able to communicate that she wants help to open her lunchbox using signing, eye contact or vocalising using gesture or words during each session in six months time. 	

Social, emotional and wellbeing	
Strengths	Needs
Seems happy in setting and comes in smiling Self soothes- sucks fingers and touches forehead or tummy. She can set up her sensory area in the book corner- lullaby/lights/cushions with adult support.	Not able to communicate her wants and needs. Cannot explain to staff when feeling low or happy. Will play in a solitary manner. She is in her own bubble. She will only engage in activity she has an interest. She does not interact with peers or adults. She will self soothe by place hand in mouth and forehead. Does not like peers too close or too noisy. Has shown some frustration at home by chewing, biting, pinching and hitting Mum
SMART Outcome(s) (6-12 months):	
<ul style="list-style-type: none"> Gemma will be able to sit alongside a peer when sharing a book with an adult in each session in six months time. Gemma will be able to respond (waving) to her name when her peers say her name in the 'Morning song' at least once per session in six months time. Gemma will engage in a play sequence with a familiar adult that includes at least 2 back and forth play events at least once per week by the time of the next review. 	
Sensory and/or physical needs	
Strengths	Needs
Gemma is able to move around setting. She can sit in a chair for short periods.	OT involvement currently. She is not 100% toilet trained and has no awareness when soiled in setting. Jumping is difficult, can do this at home. Runs leaning forward indoors. She uses the cushions/lights/lullaby/projector to soothe herself.
SMART Outcome(s) (6-12 months):	
<ul style="list-style-type: none"> Gemma will be able to take a small jump on the spot at least once during a session during song time in six months time. Gemma will be able to put on her coat independently at least once in the session in six months time. 	

Self-help, independence skills and keeping safe	
Strengths	Needs
Gemma can sit on the toilet and have a wee when placed on the toilet. Gemma can eat her snack at the table.	Gemma is unable to dress herself. Gemma is not able to use the toilet herself on her own as she has no awareness or urge when in setting. Gemma has no awareness when she has soiled herself in setting.
SMART Outcome(s) (6-12 months):	
<ul style="list-style-type: none"> Gemma will be able to go to the toilet independently without prompting at least once per session in six months. Gemma will be able to put her shoes on independently at least once per session in six months. 	

Health Needs

Please outline any changes to the child/young person's health needs, if applicable

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Care Needs

Is there an early help assessment in place?	Yes / No
Is the child/young person currently or previously known to social care? If Yes, please give details of social worker below	Yes / No

Part 6: Strategies and outcomes for the child (Plan, Do, Review)
Please attach relevant paperwork to demonstrate your interventions to support the child, including individual SEND support plans.

In order to demonstrate your graduated response, please include **2 cycles** of your Assess, Plan, Do, Review process showing evidence of impact and next steps.

See examples of suggested formats which you may already use in Appendix A.

Part 7: Contributions to this Review- Please include any available professional reports in a High Needs funding application

Role	Name(s)	Invited to review/meeting		Date advice/report received	Attended review meeting		Sent report of review meeting		Additional advice required	
		Yes	No		Yes	No	Yes	No	Yes	No
Parent(s)/Carer(s)	Bernadette Saunders	✓			✓		✓			
Parent(s)/Carer(s)										
SENCO	Alicia Raine	✓			✓					
Key Person	Sarah Smith	✓				✓ Met with SENCo prior to meeting- could not attend)	✓			
Area SENCO	Amanda Williams		Was aware of meeting							
Educational Psychologist										
Portage Worker										
Health Visitor										
Paediatrician										
Speech and language therapist										

Role	Name(s)	Invited to review/meeting		Date advice/report received	Attended review meeting		Sent report of review meeting		Additional advice required	
		Yes	No		Yes	No	Yes	No	Yes	No
Occupational Therapist	Jane Jones		✓							
Physiotherapist										
getset Family Support worker										
Other										

Part 8: Signatures

Parent/Carers	
Setting Manager	
Setting SENCO	
Date	10.01.24

If this review is to be submitted as an application for early Years High Needs Funding, please email to: EYHNFundingApplications@somerset.gov.uk
Supporting reports/documents should be scanned and sent to the same email address.

Appendix A

Please see examples of “Plan, Do, Review” formats below which could be submitted under section 6 as evidence of the graduated approach.

Assess Plan Do Review – SEN Support Plan

Child's Name:		DOB:		Name of Practitioner:	
Sessions attended:				Parent's Signature:	
Date of Plan:		Review Date:		High Needs Funding:	Yes / No

Information from Parents & Setting:	Professionals involved
Areas of Strengths & Interests:	Priority Needs:
Planned Provision (include resources, who responsible, when, how often etc)	
Outcomes	Provision & Strategies
1.	
2.	
3.	

Example of a “running record” showing child’s progress against the agreed outcomes:

Assess Plan Do Review

Date	Outcome 1	Outcome 2	Outcome 3

Example of a review format as part of the “Assess, Plan, Do, Review” cycle

Assess Plan Do **Review**

Child's Name:		Date of Review:	
Present:			

Have all the outcomes been met?	Yes / No / Partially
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Has the child made progress in other areas? Comment

Discussion with parents

Next Steps

Prompts to consider <ul style="list-style-type: none"> • Make new plan • Seek further advice/refer to other agencies, eg Area SENCO, ITS • Staff training 	Parent signature:	
	Setting:	

Example of a Daily Provision planner forming part of the graduated response to meeting the child's needs:

Daily routines <i>(Adapt as appropriate)</i>	Needs of child (unique child)	Adult Role (positive relationship)	Resources (enabling environment)
Self registration			
Self chosen play – indoors			
Self chosen play – outside			
Adult directed activities Circle time, small group time			
Care plan activities			
Café/snack/lunch			
Toilet/nappy change			
Washing hands			
Transitions, eg tidy up			
Special events/visits			