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| **Child’s Name** | **Date of birth** | **Date child started at setting**  | **School Start date** | **Name of setting** |
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| **Training we have attended:** | **Y/N** | **Date**  | **Has this been cascaded to the rest of the team?****Y/N** |
| Prime Importance of Physical Development (**The Education People**) |  |  |  |
| Moving and Handling in the Early Years (**Specialist Teaching and** **Leaning Service**) |  |  |  |
| Care Plans and Risk Assessments for Pre-School Children with Physical Disabilities (**Specialist Teaching and Learning Service**) |  |  |  |
| Training to support medical needs e.g. EpiPen (**NHS**) |  |  |  |
| Please record any other training that you have attended linked to Sensory or Physical Needs: |

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| **Points to consider when using this document:****When other professionals are supporting a child, the impact of Best Practice Guidance strategies will be recorded on the Personalised Plan.****N.B. There are no targeted strategies for children with a Visual, Hearing or Multi-Sensory Impairment. These children will have specific needs and will be supported by a specialist teacher and therefore have personalised support.*** *Complete in line with the Best Practice Guidance document in relation to the child’s main area of need (see Broad Areas of Need section in BPG)*
* *Use as a tool to support reflection and planning*
* *To be completed by the key person with the SENCo*
* *Use and review as a working document over time; dates can be added as the impact or strategies are monitored*

**Please remember that pre-LIFT support can be sought from the Early Years Equality and Inclusion team, using the request for support form on Kelsi.** |

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| **Physical Needs Universal Level –** Whole Setting Response for All ChildrenUsing the Best Practice Guidance document consider universal practice in your setting and describe the impact |
| **Current Practice:** The following are suggestions and should not be considered exhaustive or used as a tick list. Complete as appropriate for the child in question. | **IMPACT:** Notedown how and when the child has (or has not) responded to universal strategies. |
| **Things to consider, in conjunction with the Best Practice Guidance.****Learning Environment - what is the impact of:*** reviewing the layout of the environment inside and outside to allow for easy access e.g. handrails, door handles, awareness of tripping hazards and floor surfaces
* ensuring resources are accessible, furniture and storage can be adjusted, moved and locked down, toilets are accessible independently or with minimal support
* providing a range of generally adapted equipment e.g. sink step
* ensuring that there are lightweight and ‘easy grip’ resources.

**Provision - what is the impact of:*** planning for emergency evacuations, supporting medical needs and allergies
* ensuring that all practitioners are aware of individual health care plans
* differentiating learning activities to provide optimum conditions for learning
* planning to promote the Characteristics of Effective Learning
* ensuring that there is a good understanding of children’s individual needs and resources are used appropriately
* grouping children sensitively to accommodate physical needs.

**Communication - what is the impact of:*** using positive language to promote self-esteem
* ensuring there is a whole setting awareness of different modes of communication
* role modelling language and physical actions during play to support participation
* supporting language using a range of communication strategies including ECAT top techniques
* sharing strategies with parents to support communication and language.
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| **Physical Needs -Targeted Support**What interventions are in place for the individual child at targeted level |
| **Current Practice:** The following are suggestions and should not be considered exhaustive or used as a tick list. | **What action has been taken?**What have you done?What adjustments have you made? | **What has been the impact of this?**What difference has this made for the child? Include dates. |
| **Learning Environment - how did you provide:*** supportive seating and additional equipment to support accessibility e.g. ‘switch’ toys, extra chunky mark-making resources, etc.
* Assistive Technology e.g. colour-coded keyboard
* appropriate heights for handrails, steps, ramps, etc.
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| **Provision - how have you planned for:*** specific activities for children with physical needs e.g. more space, large pieces of paper, etc.
* routines to support independence
* incorporating strategies from training e.g. moving and handling.
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| **Communication - how did you:** * use special resources to support non-verbal children in games and group activities e.g. Big Mac
* support language through the use of visual support including signing/Makaton.
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| **Sensory Impairment** VI, HI, MSI **Universal Level –** Whole Setting Response for All ChildrenUsing the Best Practice Guidance document consider universal practice in your setting and describe the impact |
| **Current Practice:** The following are suggestions and should not be considered exhaustive or used as a tick list. Complete as appropriate for the child in question. | **IMPACT:** Notedown how and when the child has (or has not) responded to universal strategies |
| **Learning Environment - what is the impact of:*** arranging/structuring the learning environment to provide ease of access to all areas
* using visual cues, real objects and tactile resources to promote independence
* providing good lighting conditions/lighting control
* reducing background noise to maximise listening conditions
* adding softness to improve the acoustics
* providing a range of visual, tactile and auditory resources
* ensuring that the use of hearing aids, glasses and patching is supported, and positive attitudes encouraged
* working with parents to support the checking and use of amplification equipment
* providing quiet areas for small group or individual learning/language activities/risk assessed slipping/tripping hazards
* ensuring that learning materials/storage have clear fonts with good contrast and clarity, including the use of colour for displays
* making practitioners aware of the importance of correct posture and positioning when supporting activities e.g. sitting child at the front
* including a range of computer access devices such as switches, high visibility keyboards, etc.
* providing low technical equipment, such as audio recording, magnifiers, etc.
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| **Sensory Impairment –** VI, HI, MSI **Universal Level –** Whole Setting Response for All ChildrenUsing the Best Practice Guidance document consider universal practice in your setting and describe the impact |
| **Current Practice:** The following are suggestions and should not be considered exhaustive or used as a tick list. Complete as appropriate for the child in question. | **IMPACT:** Notedown how and when the child has (or has not) responded to universal strategies |
| **Provision - what is the impact of:*** planning for differentiated learning opportunities, including modified and adapted learning materials, including visual, tactile and auditory
* planning for positive role models of disability within the learning and play activities and resources
* making reasonable adjustments to support children’s listening, language and communication development e.g. additional time for exploration
* monitoring practice to ensure that children develop perseverance and resilience
* planning risk assessments for outside activities and on trips/visits taking into consideration the impact of sensory impairments
* planning for small group/pairings for a range of activities with peers or adults
* planning transitions within the setting and to school.

**Communication - what is the impact of:*** ensuring that all practitioners have regard to the range of communication modes and language levels to be used with children
* embedding ECAT strategies to support communication and language
* ensuring that all practitioners use appropriate voice levels and clear speech
* ensuring that children understand instructions by asking them to explain
* valuing children’s contributions individually and in group activities and reinforced meaning
* working with parents to raise awareness and share strategies to support learning
* using a range of visual, tactile and real objects to support communication, including props for songs and stories, routines and expectations
* providing opportunities for introducing and extending communication.
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