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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 Children  Using 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. |  |  |
| **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. |  |  |
| **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 Children  Using 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 Children  Using 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. |  |