**Foundation Stage Individual Support Plan (ISP)**

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| **Name:** Jamie Child | **Date of Birth:** 03.10.16 | **Year Group:** N2 |
| **Name of Setting:** Hall Nursery | | **Start Date at Setting:** 06.09.18 |
| **Date of this ISP:** 20.12.19 | **Review date for this ISP:** 27.01.20 | **ISP Number:** 5 |
| **Long Term Educational Needs:**  Jamie has a diagnosis of autism and displays a delay in all areas of development. He requires support to communicate his wants and needs and to engage in appropriate play with toys and activities. Jamie is pre verbal and communicates by leading an adult by the hand on occasions. Adults use their knowledge of Jamie’s routine and behaviour to anticipate his wants and needs throughout the day. He is working at levels approximately 1.5 years below his chronological age. | | **Health Needs:**  Asthma |
| **Social Care Needs/Involvement:** N/A | | **CIN/CPP/LAC:** N/A |
| Does the child have an EHC Plan, if so what is the review date? N/A | | **Has an EHFSA been completed?** yes  **Date:** 10.11.19 |

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| **Other agencies involved** (Name and Job Title) | | | | | | | | | | | | | | | | | | | | | |
| Helen Smith-Vicary – Portage Home Visitor | | | | | Belle Fletcher - NHS Speech and Language Therapist (SALT) | | | | | | | | Jane Taylor – Health Visitor | | | | | | | | |
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| Attainment levels in Prime Areas (emerging E, within W, secure S ) | | | | | | | | | | | | | | | | | | | | | |
|  | PSED | | | | | | | | | Communication and Language | | | | | | Physical | | | | | |
|  | MR | | SC & SA | | | | MF & B | | | L&A | | U | | S | | M & H | | | H & S C | | |
| Start of academic year/ on entry  Date: 20.09.18  Age in months: 23 months | 0-11E | | 0-11W | | | | 8-20E | | | 8-20E | | 8-20E | | 8-20E | | 22-36E | | | 0-11D | | |
| Current attainment:  Date: 20.12.19  Age in months: 38 months | 8-20E | | 8-20E | | | | 8-20E | | | 8-20E | | 8-20E | | 8-20E | | 22-36E | | | 0-11D | | |
| Attainment levels in Specific Areas | | | | | | | | | | | | | | | | | | | | | |
|  | | Literacy | | | | Mathematics | | | | | Expressive Arts and Design | | | | | | Understanding the World | | | | |
|  | | R | | W | | N | | | SSM | | E A & D | | | | B I | | P & C | W | | T | |
| Start of academic year/ on entry | |  | |  | | 0-11E | | | 8-20E | | 8-20E | | | | 8-20E | | 8-20E | 8-22E | | 16-26D | |
| Current attainment: | | 8-20W | |  | | 0-11E | | | 16-26E | | 8-20E | | | | 8-20E | | 8-20E | 8-20E | | 16-26D | |
| **The pupil’s one page profile must be attached to this form** | | | | | | | | | | | | | | | | | | | | | |
| **Parent’s views** | | | | | | | | | **Child/Young Person’s views** | | | | | | | | | | | | |
| Jamie’s Mum would like support with encouraging Jamie’s play skills and to encourage and support his communication and social interaction. She would like him to make friends and to have the confidence to join in. | | | | | | | | | Jamie’s favourite things to play with are cause and effect toys. Jamie’s I pad is very important to him. He loves food and this is a big motivator for him. Jamie likes to do things on his own terms and can become very upset if adults do not allow him to do this. Jamie engages in intensive interaction at home dependent on his mood. | | | | | | | | | | | | |
| **Additional information:**  *Upcoming appointments, referrals made, significant family events etc.*  Jamie currently receives 6 hours per week of additional support funding through the Inclusion Fund.  He is due to start a block of SALT on the 10.01.19 | | | | | | | | | | | | | | | | | | | | | |

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| **My Outcomes** | | | | | | |
| 1. **Speech, Language and Communication Needs**     **Aspiration:** To verbally communicate with others around me  **Desired outcome:** To effectively communicate my wants and needs **To be achieved by:** September 2021 | | | | | | |
| **Short term target**  *I can...* | **Strategies:**  How will this be achieved? *Use strategies from outside agencies and note who has given them.* | | **Provision**:  *Who is supporting the child for how long each session?* | | **Review of progress towards target**  *Has the target been met? If so, how, if not why not? What needs changing?* | |
| I can engage in a session of intensive interaction in nursery for 5 minutes with a range of adults. 1 out of 3 sessions. | * Encourage nursery staff, family members and friends to engage in short periods of Intensive Interaction. * Adults need to look for opportunity throughout the session. * Use intensive interaction guidance sheet and see S & L Care Plan. | | Speech & Language intervention 10 mins each session with key adult | |  | |
| 1. Cognition and Learning     **Aspiration:** To learn alongside my peers and do the best I can  Desired outcome: I can play with a range of toys appropriately To be achieved by: September 2021 | | | | | | |
| **Short term target:** *I can* | **Strategies:**  How will this be achieved? *Use strategies from outside agencies and note who has given them.* | | **Provision**  *Who is supporting the child for how long each session?* | | **Review of progress towards target**  *Has the target been met? If so, how, if not why not? What needs changing?* | |
| I can complete a 6 piece shape sorter independently 2/3 sessions. | * Offer a range of posting and sorting activities * Provide a range of threading activities of different sizes from large hoops over a cone, to pasta pieces being threaded onto a piece of spaghetti to support his hand eye coordination. * A quiet area with less distraction for Jamie to work with an adult individually. | | Participate in 5 minute intervention each session with key adult. | |  | |
| 1. **Social, Emotional and Mental Health**     **Aspiration:** I can make friends  **Desired outcome:** I can interact with my peers appropriately **To be achieved by:** September 2021 | | | | | | |
| **Short term target:** *I can* | **Strategies:**  How will this be achieved? *Use strategies from outside agencies and note who has given them.* | | **Provision**:  *Who is supporting the child for how long each session?* | | **Review of progress towards target**  *Has the target been met? If so, how, if not why not? What needs changing?* | |
| I can tolerate an adult taking one turn with a toy with adult encouragement 2 out of 5 times. | * When Jamie is grabbing for an item say “wait” and hand it to him when you are ready. It is likely that Jamie’s responses will be mood dependent. Choose a time when he is comfortable and ready to engage. * While engaging with an activity with multiple pieces select a piece Jamie is not using and say ‘Jamie’s turn” and quickly take your turn. * During free play, adult to take opportunities to engage with Jamie’s play and initiate turn taking | | Participate in 1 minute interventions 5 times a session with key adult. | |  | |
| 1. **Physical and Sensory**     **Aspiration:** I can be independent  **Desired outcome:** I can show control over using tools, developing my fine motor skills **To be achieved by:** September 2021 | | | | | | |
| **Short term target**  *I can...* | **Strategies:**  How will this be achieved *Use strategies from outside agencies and note who has given them.* | | **Provision**:  *Who is supporting the child for how long each session?* | | **Review of progress towards target**  *Has the target been met? If so, how, if not why not? What needs changing?* | |
| I can engage in a mark making activity and make marks with adult encouragement for 5 seconds 1 out of 3 sessions | * Offer Jamie crayons, make demonstration marks such as lines, dots, circles Encourage Jamie to make marks. * Have available opportunities to do this though out the day. * This links to Portage targets. | | Participate in daily 1 minute interventions 3 times a session with key adult. | |  | |
| **ISP co-produced by:** (those present) Mum – Jenny Child, Senco – Katy Robinson, Portage – Helen Smith-Vicary | | | | | | |
| **Signed**: xxx | | **SENCO**: (print name) Katy Robinson | | **Signed:** xxx | | **Parent/Carer (print name)**: Jenny Child |
| **Date:** 20.12.19 | | | | | | |