**SEND Play Support Plan**

An early years play support plan can be used as part of the graduated approach. It is important that play is supported by adults and this can be a way of recording the progress made. Once information about the child’s strengths have been identified through observations and discussions with parents, the next steps can be recorded in the form of targets. It is important that these targets are SMART:

**Specific:** what specifically do you want the child to achieve?

**Measurable:** how will you know when the child has achieved the goal?

**Attainable:** are the targets developmentally appropriate?

**Realistic:** are they achievable for the child in six weeks?

**Time:** when will the targets be reviewed?

Record all the activities on the **Intervention Tracker**, sharing the following information:

* What intervention was carried out?
* How successful was it?
* Was anything changed and why?

At the end of the six weeks, meet with the child’s parents/carers and use the **Summary of Progress** to record the progress made by the child. Use this information to write a new support plan, if needed.

### SEND Play Support Plan

|  |  |  |
| --- | --- | --- |
| **Child’s Name:** | | **Date of Birth:** |
| **Number of Plan:** | **Plan Start Date:** | **Plan Review Date:** |
| **Parental Aspirations:** | | |
| **Child’s Voice:** | | |
| **Targets** | **Steps To Outcome** | **Strategies To Support** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Parents Comments:** | | |
| **Parents Signature:** | | |

### SEND Play Support Plan

## Summary of Progress

Review of Current Progress

|  |  |  |
| --- | --- | --- |
| **Child’s Name:** | | **Date of Birth:** |
| **Plan Start Date:** | | **Date of Review:** |
| **Current Target** | **Progress Towards Next Target** | **Next Step Identified** |
|  |  |  |
|  |  |  |
|  |  |  |

**Intervention Tracker**

|  |  |  |
| --- | --- | --- |
| **Child’s Name:** | | **Date of Birth:** |
| **Name of Intervention** | **What worked well?** | **Did anything need adapting/changing?** |
|  |  |  |
|  |  |  |
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