

Area of my life:	My needs:	My outcomes: These are my goals and should be specific, measurable, agreed, realistic and timed with a review date	Actions: What will help me achieve my outcomes	Resources to be used: Who will do what, when and how often	Review: At Review, has this outcome been achieved? What is working and not working
About my... Education and Learning	Bobby needs to understand and respond to the boundary 'Stop'.	By December 2015 Bobby will respond to the sign/symbol or word for stop everytime an adult or child says '? Stop'.	Bobby will be supported in a 'Total Communicaiton' environment. Practitioners will have a consistent approach to supporting Bobby will understand this boundary and will reinforce '? stop' with a sign and symbol. On each door within the environment that we do not want Bobby to go through there will be a stop symbol displayed - support from the EP and ATS will also be implemented to support this target – We have also applied for the Inclusion funding to provide 1:1 adult support as currently Bobby will wander through any open door which impacts upon his safety due to his lack of understanding of dangerous situations.	Every practitioner working with Bobby each time he attends nursery. Advice and guidance from ATS/EPS	Choose an item.
Emotional, Social and Behaviour	Bobby needs to be able to independently feed himself	By December Bobby will put one piece of crisp/biscuit in his mouth when supported by an	During every snack time the practitioner will continue to support Bobby's feeding, however she will encourage	One practitioner at each setting	Choose an item.

		adult during meal times every session he attends	Bobby's independence by bringing the food half way up to his mouth and then guiding his hand on her hand to his mouth. Inclusion funding has been applied for to enable the nursery to provide 1:1 adult support at this time as without it Bobby will simply throw food and drinks off the table which could be a danger to other children/staff present.	sitting next to Bobby at every snack time.	
Emotional, Social and Behaviour	Bobby needs to understand how to greet /interact with others appropriately	Bobby will be supported to sign 'hello' each time he greets a child or an adult. This will initially be adult hand on Bobby's hand to show him and will be achieved within 6 weeks	All practitioners will support Bobby in achieving this target.	Every practitioner in both settings at every opportunity.	Choose an item.
Education and Learning	Bobby needs to develop his stage of play	With support Bobby will be able to put 2 objects 'in' a basket or container. This will happen 2 out of 2 times at least 3 times in the nursery session every day he attends	While playing alongside Bobby the practitioner will guide her/his hand on top of Bobby's to put 2 objects into a basket or container. They will reinforce the word 'in' each time they do this	Every practitioner in both settings, and the family at home, at every opportunity	Choose an item.
Communication and Interaction	Bobby needs to understand and respond to what is being asked of him/the	By December 2015 Bobby will understand when it is snack/lunch/dinner time,	All education settings and parents should use agreed objects to support Bobby's understanding of language	Family and both settings consistently.	Choose an item.

	communication used around him	having his nappy changed and going out in the car using objects of reference (spoon, nappy, toy car)	All language needs to be broken down into single words and backed up with visual support (signs/objects).		
Communication and Interaction	Bobby needs to listen to and share attention with adults and other children	By January Bobby will share a joint game, e.g. peekaboo, rolling a ball, bubbles with an adult for 3-4 turns.	Bobby needs opportunities each day to play focused games to promote his joint attention	Family and both settings consistently.	Choose an item.
Communication and Interaction	Bobby needs to communicate his needs with people around him.	By January 2016 Bobby will recognise when an adult is imitating his vocalisations and will respond back with another vocalisation 50% of the time. By January 2016 Bobby will be able to ask for 'more' using the Makaton sign and/or word	All adults to engage in sound play with Bobby. Follow his lead in play, copy the sounds that he is making and wait for him to respond. When he does respond you can imitate again resulting in a 2 way interplay of sounds Provide opportunities for Bobby to request, e.g. at snack give him 1 item at a time and wait for his response. Model the sign for 'more'. Bobby really likes people and faces, during a focused activity session Bobby will be supported to play a 'peekaboo' game taking the scarf off his key person's face and supported to sign	Family and both settings consistently.	Choose an item.

			<p>'more' for the action to be repeated. This will be repeated up to 3 times and then the key person will clearly sign/say 'finish' and return to the play room</p> <p>Input from ATS & EPS will also be sought to support this target</p>		
Education and Learning	Bobby needs to be able to increase the amount of time he engages in an activity.	<p>Bobby will engage in song time for 5 minutes at the end of each session, or at home, by Christmas.</p> <p>Bobby will look at a book with an adult for 3 minutes every day, by Christmas.</p>	<p>Adults will use appropriate actions and objects for reference for simple action songs.</p> <p>Use familiar/favourite stories, reduce the amount of language used – focus on key words initially, and lots of repetition.</p>	Family and both settings consistently.	Choose an item.
Health and Physical	Bobby needs to reduce the amount of time he sleeps during the day.	By Christmas Bobby will no longer be having a nap in the afternoon and will be going to bed at an age appropriate time, with his sister.	Bobby's parents will gradually reduce the amount of time he sleeps during the day until he is not having a nap at all. Mum will encourage Bobby to walk to school with her to collect sister, using safety reins, which is the time he usually sleeps – this will increase the amount of exercise Bobby has too.	Parents to organise around daily family life	
Health and Physical	Bobby needs support to transfer in/out bath safely and in a safe method for his carers.	Parents report that they are confident that they can transfer Bobby safely in and out of the bath with the right equipment	Occupational Therapy team will visit the family home to make a full assessment and will then make appropriate recommendations and	OT team will assess for bathing equipment	

		in place	provide equipment as necessary		
Health and Physical	Bobby's rib cage needs support at present, during the night	Bobby will be able to sleep comfortably with appropriate support for his rib cage	If alternative sleep positioning is required equipment is likely to be provided through the Children's OT Service	OT team will assess for possible support	
Health and Physical	Bobby needs appropriate seating to assist in feeding/table top activities.	Parents and nursery staff report that Bobby has appropriate seating and this is aiding his feeding and playing	If alternative supportive seating is required, equipment is likely to be provided through the Children's OT Service.	OT team will assess for the provision of appropriate seating.	
Health and Physical	Bobby needs to reduce the amount of time he chews his bib/strokes his hair/mouths objects	Bobby will increase the time he spends holding and playing with toys	Bobby's parents will be invited to a Sensory Clinic where he will be assessed and they will be given advice	OT team	
Health and Physical	Bobby's parents need to be able to safely transfer him in/out of the bath/bed/car	Parents report that there have been no accidents/injuries to themselves or Bobby when transferring him in/out of the bath/bed/car	Bobby's parents will be allocated an Occupational Therapist who can advise them on methods of transferring and carry out a Moving and Handling assessment.	OT team	