Earliest Support Plan

A concise record of what matters, what needs to change, who will do what and how progress will be reviewed.



1a. About me, my family and this plan

Child/young person:	Preferred name:	Date of birth:	Plan date:
Kane Cobb		01.09.2022	Started 02.11.2026
Setting or community base:	**Year group/age stage:**	**Lead practitioner:**	**Review date:**
Picard Primary School & Nursery	Nursery	John Smith - SENCO	05.04.2027
Plan status: enter an X into the relevant box [ ] New [x] Review [ ] Continuing [ ] Closing	**Family consent agreement:** enter an X into the relevant box [X] Agreed [ ] Restrictions noted - see information sharing box on page 2	**Key contact:** John Smith – SENCO. 01242 000001	**Frequency of review:**

Current Health, SEN and Education areas of need

List SEN category, primary area of need where identified, child receiving SEN Support (K) or has an EHCP. Any known health conditions including physical and mental and emotional health. SEMH

1b. Who do you live with and who looks after you?

Name:	Relationship:	Contact details:
June Cobb & Vikram Cobb	Parents	

2a. Other Important people; this could be friends, family, or other people who would support you

Please answer all the following question entering an X into the relevant box.

Name:	Relationship/role:	How do they support your family?	Contact details:	Contributes to plan?		
Julian Cobb (aged 6)	brother			[ ] Yes	[x] No	[ ] Not Sure
Vera Smith	Maternal grandmother	School Run		[ ] Yes	[x] No	[ ] Not Sure
				[ ] Yes	[ ] No	[ ] Not Sure

2b. Professionals supporting the child, young person and family

Please answer all the following question entering an X into the relevant box.

Name:	Relationship/role:	Agency or setting:	Contact details:	Contributes to plan?		
John Smith	SENCO	Picard Primary & Nursery		[x] Yes	[ ] No	[ ] Not Sure
Laura Lord	Nursery Manager	Picard Primary & Nursery		[x] Yes	[ ] No	[ ] Not Sure
Talia Winters	Educational Psychologist	STEPS		[X] Yes	[ ] No	[ ] Not Sure
Yvonne Elders	Early Years Advisor	EY & Childcare		[X] Yes	[ ] No	[ ] Not Sure

Assessment

Prompt: use plain, caring, family-friendly language. Capture what people have said, not professional assumptions.



3. What we know and what matters

About me

What am I good at, what do people like about me?

Kane is a lovely child in the setting. He can give wonderful hugs. He can sometimes need help with leaving his Mum but settles down with some distractions. Kane says he likes blue paint and gets upset when leaving home. He likes to play with sand and water. He would like a dog when he is older.

What help would I like?

What I want to be different and what would help me?

Kane is struggling with transitioning into nursery. He has become very physical especially towards his brother. This is now extending towards staff in the nursery as well as parents.

Family voice

What the family wants to change and what feels helpful?

Mr & Mrs Cobb find Kane's behaviour is more spikey and unpredictable. Some mornings he can be much more regulated than others. Mrs Cobb's Mum is helping with the school & nursery run.

What has already been tried?

Support, adjustments, other plans and assessments in progress, informal help and impact so far.

Mrs Cobb brings Kane into nursery and is open to help. Mr & Mrs Cobb have been using Now and Next & Visual Timetable. Setting have been using a variety of strategies to help Kane.

How will this plan improve our family's life?

Describe clear changes in everyday life.

Getting into nursery without such a fuss and calmer hands at home. Calmer hands at home and in the nursery.

Information sharing notes

Consent, restrictions, privacy notice or minimum information sharing.

NA

4. What is the child's story and why are we writing a plan?

Briefly describe what has led to this plan, using the child, young person's and family's own words wherever possible. Include strengths, what has changed, what people are worried about, significant events, what support has already been tried and why a coordinated plan is needed now. Include detail on Education, Child or Family Health needs, Relationships, Family and Community Factors. Note how these factors affect everyday life, learning, relationships or participation.

Kane has recently joined the Nursery which is attached to a primary school. Kane has shown quite a lot of distress when leaving home and transitioning into the nursery. The nursery shares an entrance with the school and Kane seems to be struggling with some of the noise at the start of the day. Mrs Cobb reports that Kane can be 'rowdy' and very physical with his play at home and his brother avoids playing with him because of this.

From the first Plan review we can see when Kane has guided time with an adult he tends to be more focussed on the task and better able to manage transitions. He is eating well in the setting. Without supervision he can be more physical and hurt people to get the things he wants. Mrs Cobb's Mum is helping with the school & nursery run. Kane will be unhappy if his Mum doesn't bring him in but he transitions okay with his gran most days.

At the second review we can see that there is limited progress and so the plan is continuing with EP and EY advice sought.

This is the third review.

Plan

Record the priority needs, outcomes and actions. Keep the plan focused on the few things that matter most.



5. What our family needs, what we will do and who will do it

What you need?	What will happen to help our family?	What we will do, who will do it and by when?	Review outcome Please answer all the following question entering an X into the relevant box.
I need support to understand my emotions, manage my distress safely, and learn strategies to help me stay calm when I feel overwhelmed.	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By April Kane will be able to transition from one place to another with ease.	What will happen: Who will do it: By when: Parents are to use the now and next or visual timetables to help Kane to transition from one activity or place to another. Parents are to get down to Kane's height,	How are things are getting better? This is working in the setting. Kane can now transition between activities with less support **Outcome progress** [ ] Achieved [x] Partly achieved [ ] Ongoing [ ] Not achieved
As above	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. As above	What will happen: Who will do it: By when: Staff are to use the FACES resources with Kane to show him when his behaviours are positive, such as when he sits down for circle time, and when he is displaying unwanted behaviours, such as kicking out.	How are things are getting better? attention and can manage a transition but this is not always possible. **Outcome progress** [ ] Achieved [x] Partly achieved [ ] Ongoing [ ] Not achieved
As above	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By April Kane will be able to play nicely with his older brother at home and with his peers in nursery.	What will happen: Who will do it: By when: Parents need to have consistent boundaries with Kane, so he fully understands what is being expected of him in play. If Kane is displaying unwanted behaviours	How are things are getting better? Kane is usually able to express his emotions in a more positive way. He has trusted adults who support him to do **Outcome progress** [ ] Achieved [x] Partly achieved [ ] Ongoing [ ] Not achieved
As above	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By April Kane will be less physically aggressive with family and staff	What will happen: Who will do it: By when: Adults are to use sensory circuits to help Kan Kane enjoys running around. This gives Kane Kane to have access to the garden at home f	How are things are getting better? While there are a few instances of not using kind hands or respectful language, Kane has been much more settled and is playing **Outcome progress** [ ] Achieved [x] Partly achieved [ ] Ongoing [ ] Not achieved

Review, next steps and decision

Use this page to agree whether the plan continues, changes, ends or needs additional support.



6. Review record

Date and contributors Who contributed to this review?	Child/young person update What has changed from their perspective?	Family update What has changed from the family perspective?
SENCO, Nursery Manager, EP, EY Advisor, Family	Kane says he is having more fun and enjoying nursery. He doesn't like going out in the rain but likes to play with water.	Things are definitely better and we can see the change in him,
Practitioner update What have practitioners noticed?	**What helped?** Actions, relationships, support or adjustments that made a difference.	**What got in the way?** Barriers, gaps, changes or things that did not happen?
Kane is a happy and cheerful boy who can sometimes show upset and distress. We know more about his triggers and can put in some help before most situations escalate.	Consistent implementation of strategies informed by expert advice.	None

7. Decision following review

Decision enter an **X** into the relevant box.	☐ Outcomes met, plan can end ☒ Support continues, outcomes/actions updated	☐ Additional multi-agency support or assessment needed ☐ Immediate safeguarding advice/action required
Decision rationale	Things have improved but we want to see sustained change.	
Immediate actions		
Owner and deadline	Owner/agency: SENCO	Deadline: Plan to be revised and shared by end of day

8. Good Practice checklist for next steps

Who has contributed to the review?	List who has been involved in the review, including both practitioner and family members: SENCO, Nursery Manager, EP, EY Advisor, Family
Who else needs to be involved?	For example; Family Help, ATS, SALT, EP, School Nursing, Physical Health services, Mental Health services, Other relevant health pathways etc.
Next review date:	05/06/2027
Final check: has the plan captured needs, strengths, outcomes, actions, accountability, family voice and review outcomes?	yes