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:
Zara Khan	Zara	05/08/2023	12.04.2026
Setting or community base:	**Year group/age stage:**	**Lead practitioner:**	**Review date:**
joining Little Cherubs Nursery	-2	Megan Roberts (SENCO)	Planned 21/07/2026
Plan status: enter an X into the relevant box [x] New [ ] 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:** Megan Roberts	**Frequency of review:** Termly

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.

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

Name:	Relationship:	Contact details:
Amy Malik	Mum	

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?		
Sadia Malik	Maternal Gran	short term care		[X] Yes	[ ] No	[ ] Not Sure
				[ ] Yes	[ ] 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?		
Marta Zielinska	Health Visitor	Riverside Health Practice		[ ] Yes	[x] No	[ ] Not Sure
Amelia Hartwell	Speech and Language therapist	Riverside Communication Support Team		[x] Yes	[ ] No	[ ] Not Sure
Claire Rowan	Child Development and SEND Advisor	Oakshire Family Support Service		[x] Yes	[ ] No	[ ] Not Sure
				[ ] 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?

Zara is now staying with grandmother and attending nursery on a regular basis.

Zara is attending her medical and developmental appointments with the health visitor and speech and language therapist.

What help would I like?

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

We are worried Zara still finds it difficult to leave granny at the beginning of a session. Zara continues to find going to sleep difficult. Zara has limited language when communicating her needs and understanding what is around her.

Family voice

What the family wants to change and what feels helpful?

Granny feels more settled with Zara's routine. Granny says she feels better supported by nursery and other practitioners than she has done. Granny feels she might need some support in the future if the current temporary care arrangement needs to be made more permanent.

What has already been tried?

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

Zara is currently receiving fortnightly Portage home visits from Child Development and SEND Advisor, Claire Rowan. This is helping Granny recognise and respond to Zara's needs.

Granny has introduced visual supports within the home

How will this plan improve our family's life?

Describe clear changes in everyday life.

Zara can begin to communicate and feel understood. Those around Zara will be able to respond to her needs in an appropriate way.

Information sharing notes

Consent, restrictions, privacy notice or minimum information sharing.

Granny has given consent for the plan to be shared and has been given a copy of the privacy notice. Mum has given her mother, Zara's granny, permission to act on her behalf.

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.

We know Zara has experienced some difficulties in her young life. Her mum is a single mum who has become dependent on prescription drugs. Mum's mental health and capacity to look after Zara has been significantly impaired, so Zara has been looked after by her maternal grandmother on a more regular basis for the last 4 months while mum receives regular care and treatment. We know Zara's mum, Amy, wants to get better and have Zara back living with her. Zara struggled to begin with to settle at granny's without seeing her mum on a daily basis but is now showing signs she is happier. Granny has a regular routine and is taking advice from all the practitioners involved with Zara. It feels the right time to have a coordinated plan that involves family and practitioners to ensure Zara's needs remain central to any support plan.

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 help to make a smooth transition into nursery and mix with other children to help develop my social skills.	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By next termly review Zara will be regularly attending nursery (agreed days and times) and taking part in activities with others.	What will happen: Who will do it: By when: Zara to be supported with leaving grandmother each morning. Owner/agency: Nursery Deadline: Next termly review in June Support needed: Zara's key worker to greet	How are things are getting better? **Outcome progress** ☐ Achieved ☐ Partly achieved ☐ Ongoing ☐ Not achieved
I need help to understand the world around me.	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By next termly review Zara will demonstrate an understanding of daily routines both at home and nursery using eye contact, gesture, reaching for, touching and/or vocal sounds when shown an object of reference	What will happen: Who will do it: By when: Adults to choose and agree on objects of reference to be consistently used to introduce activities and transitions. Adults to show Zara objects to support her understanding each time the activity or	How are things are getting better? **Outcome progress** ☐ Achieved ☐ Partly achieved ☐ Ongoing ☐ Not achieved
I need help to be able to communicate my wants and needs.	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By next termly review, Zara will consistently join in with a range of games, including "People Games", on a daily basis with her grandmother and familiar adults.	What will happen: Who will do it: By when: Adult to find a way to signal the game will start, e.g. use "ready steady" or "1 2 3", to support Zara's understanding and indicate when something is going to happen. Adults to pause so Zara has the opportunity to take	How are things are getting better? **Outcome progress** ☐ Achieved ☐ Partly achieved ☐ Ongoing ☐ Not achieved
	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**.	What will happen: Who will do it: By when:	How are things are getting better? **Outcome progress** ☐ Achieved ☐ 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?
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?

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		
Immediate actions		
Owner and deadline	Owner/agency:	Deadline:

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:
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:	
Final check: has the plan captured needs, strengths, outcomes, actions, accountability, family voice and review outcomes?	