A Guide to Support with Writing

Next Steps



**Introduction**

This booklet has been designed to support you to complete the Planning section of the SEN Support Plan (Form A). The outcomes and next steps within this booklet are **‘suggestions only’** and are not intended as a step-by-step guide to follow. It is important that you know the child’s starting point of their development and what their prime area of need is. This way you will be able to identify which outcomes and next steps will be most suitable for the child.

Some next steps within the booklet have suggestions around the amount of times a child has to complete a task. **This is just an example** and as the SENCO you **should** consider what is an appropriate time or level for the child to complete the task. You should also consider what would be the best activity or situation for the next step to take place, including resources that interest the child and deciding whether activities will be carried out in a one-to-one situation or in small groups.

Children should also have the opportunity to practice skills that they are learning as part of their next steps during free play and as part of their daily routines. **All staff** working with the child should be aware of the child’s next steps and what they can do to support these during the daily routine and free play.

This booklet is recommended to be used in conjunction with the Early Years Outcomes- small steps tracking sheet.

If an Inclusion Officer is involved with the child you can always send the SEN Support Plan to them to review the outcomes and next steps if you are not sure that you have set them correctly.

**Things to think about when planning for SEN support (Form A)**

Are you clear about the child’s current level of development (baseline) and what the long-term outcome would be?

Can you work out the next steps from the current development level (baseline) to the long-term outcome?

What prompts or aids will be helpful?

* Physical
* Visual/gestural
* Verbal

How will you fade out the prompts?

* Greatest assistance to least assistance
* Physical to verbal

Can you reduce the number of choices for the child?

* Initially having no or very few distractions and later introducing more to choose from

Do the materials need to be graded to shape the child’s behaviour towards the Long-Term outcome? For example do you need to start with large pegs and work towards small pegs.

Can the amount you require of the child be varied?

* Time allowed to complete the task
* Length of time the task will last
* Frequency of successful achievement of task.

To set targets we need to be clear about

* Who
* Does what
* Under what conditions and
* To what degree of success

If we are trying to make a target easier/harder for the child we need to:

* Change the behaviour (what the child is expected to do) or
* Change the conditions (the prompts, materials, instructions and context) or
* Change the degree of success (how much or how often the child does the task) or
* Change a combination of these.

**Questions to ask yourself when starting an SEN support plan.**

What do you want the child to be able to do in 12 months that they cannot do now? (This will be your long-term outcomes)

What support do they need to be able to be able to achieve these outcomes? (Next steps to reach the outcome (these will be your targets))

Who is best to support the child to achieve this and what needs to be but in place? (This will be your actions/strategies/provision mapping)

**What are Long Term Outcomes?**

**Start**

**Goal**

Long term outcomes are essential to ensuring that a child gets the support they need to achieve their potential. They will involve an overall aim set over a significate period of time (a year or more)

**What are Nest Steps?**

Next steps break down the long-term outcome into smaller, achievable targets. These are typically the changes you would expect to see in a few weeks or months.

Set over a period of weeks/months- what is needed to bring about progress towards the long-term outcome

Long term outcome (overall aim)

Next Steps

(Targets)

Based on where the child is now- their current skills and leaning needs.

**Example**

**Long Term Outcomes**

**And**

**Next Steps (targets)**

**Long term outcome**

By the end of nursery \*name\* will be able to communicate his/her wants and needs spontaneously and effectively using his/her preferred method of communication e.g. signing/PECS/verbal communication **(16-26 months)**

**Will support EYFS areas**

Communication and Language (0-11 8-20 months)

Personal Social and Emotional (0-11 8-20 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will respond by looking to his/her name being called by an adult 2/4 times during snack once every day.

\*name\* will look at 2/5 toy in an attention bucket 1:1 with an adult for 1 minute twice every day.

\*name\* will look at the object he/she would like when offered a choice of 2 3/6 times twice every day during an adult focused activity.

\*name\* will point to the object he/she would like when offered a choice of 2 2/6 times once every day during an adult focused activity.

\*name\* will make a verbal response to request the object he/she would like when offered a choice of 2 4/6 times during snack times every day.

\*name\* will attempt to copy the sign for more 2/4 times when modelled by an adult to request more of an activity that they find highly motivating twice a day.

\*name\* will attempt the word more 2/4 times when modelled by an adult to request more of an activity that they find highly motivating twice a day.

\*name\* will with hand over hand support use the PECS card 3/6 times to make a request at snack time every day.

\*name\* will use the PECS card 2/6 times to make a request at snack time when prompted by an adult every day.

\*name\* will independently use the PECS card 5/6 times to make a request at snack time every day.

**Long term outcome**

By the end of nursery \*name\* will be able to spontaneously use simple sentences in a range of situations so that he/she is able to communicate his/her wants, needs and views more effectively. **(22-36 months)**

**Will support EYFS areas**

Communication and Language (8-20 16-26 months)

Personal Social and Emotional (8-20 16-26 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will point to the object he/she would like when offered a choice of 2 2/6 times during an adult focused activity once every day.

\*name\* will make a verbal response to request the object he/she would like when offered a choice of 2 4/6 times during snack time every day.

\*name\* will make the symbolic sounds for cow, pig and duck 3/5 times when modelled by an adult twice every day during an adult focused activity.

\*name\* will attempt the word more 2/4 times when modelled by an adult to request more of an activity that they find highly motivating twice a day.

\*name\* will select the correct item from a group of 4 2/4 times when asked by an adult twice every day.

\*name\* will use single words to name objects correctly 4/6 times during a language group 1 session three time a week.

\*name\* will fill in a familiar missing word to a familiar rhyme 2/5 times when the adult sings and pauses twice a day.

\*name\* will copy a simple sentence 3/8 times when modelled by an adult during a language group 2 activity.

\*name\* will join in with a repetitive familiar phrase 4/6 times during a familiar story with 2 other children once every day.

\*name\* will be able to name an object 3/6 times on request from a choice of 6 when an adult presents the object to them once every day.

**Long term outcome**

By the end of nursery \*name\* will be able to understand a 2 key word request or instruction presented verbally and supported by visuals, and will show understanding by carrying out the request or instruction. **(16-26 months)**

**Will support EYFS areas**

Communication and Language (0-11 8-20 months)

Personal Social and Emotional (0-11 8-20 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will respond by looking to his/her name being called by an adult 2/4 times during snack once every day.

\*name\* will look at 2/5 toy in an attention bucket 1:1 with an adult for 1 minute twice every day.

\*name\* will look at the object of reference 4/5 times when an adult shows it to them at a transition everyday

\*name\* will look at the object of reference and follow the transition with some adult support 3/6 times everyday

\*name\* will select the correct item from a group of 4 2/4 times when asked by an adult twice every day.

\*name\* will point to 6 named body parts on themselves correctly when asked by an adult twice every day.

\*name\* will independently follow the transition 4/6 times when the adult gains his/her attention and shows him/her the photo of the transition everyday

\*name\* will go and get his/her coat on request 2/4 times when the adult gains his/her attention and points to the coat every day.

\*name\* will select the correct item from a group of 6 using 2 key words 4/6 times when asked by an adult twice every day.

**Long term outcome**

By the end of nursery \*name\* will be able to be able to understand and follow simple spoken instructions containing a range of vocabulary and concepts, given by a familiar adult with minimal visual support. **(22-36 months)**

**Will support EYFS areas**

Communication and Language (8-20 16-26 months)

Personal Social and Emotional (8-20 16-26 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will copy by doing the action to a familiar phrase when modelled by an adult 3/5 times every day

\*name\* will point to 4 body parts on request by an adult three times a day.

\*name\* will show anticipation for ‘go’ 3/5 times by looking at the adult when they say ready steady go during a highly motivating activity twice a day.

\*name\* will give the correct object 3/4 times out of a group of 5 familiar objects twice everyday

\*name\* will correctly follow a two key word request when the objects are placed in front of him/her 3/6 times three times a day.

\*name\* will correctly follow a three key word request when the objects are placed in front of him/her 4/6 times three times a day.

\*name\* will follow the transition and take part in the activity 6/6 times when an adult shows the visual card everyday

\*name\* correctly identify the action in a picture card 3/8 times during a small group activity once every day.

\*name\* will correctly do the action requested by an adult 4/8 times without visual support during a small group activity twice everyday

**Long term outcome**

By the end of nursery \*name\* will be able to engage and take part in an adult let activity that he/she enjoys for 5 minutes. **(22-36 months)**

**Will support EYFS areas**

Personal Social and Emotional (8-20 16-26 months)

Communication and Language (8-20 16-26 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will briefly look towards adult 2/5 times when an adult copies his/her play three times a day.

\*name\* will look at 3/5 toy in an attention bucket 1:1 with an adult for 1 minute twice every day.

\*name\* will look at 4/5 toy in an attention bucket with an adult and a peer for 2 minutes twice every day.

\*name\* will show anticipation for ‘go’ 3/5 times by looking at the adult when they say ready steady go during a highly motivating activity twice a day.

\*name\* will take 2/5 turns to place a brick onto a tower 1:1 with an adult twice every day.

\*name\* will sit for 3 minutes for a rhyme session with an adult and peer and attempt to do some of the actions once every day.

\*name\* will sit for a simple short story when props are used with a peer once every day.

\*name\* will look at 4/6 animals in a what’s in the box activity 1:1 with an adult twice a day.

\*name\* will post 4 shapes into a simple shape sorted 2/4 times twice every day.

**Long term outcome**

By the end of nursery \*name\* will be able to complete simple structured games and activities with a small group of peers (2-3) without adult support. **(30-50 months)**

**Will support EYFS areas**

Personal Social and Emotional (8-20 16-26 22-36 months)

Communication and Language (8-20 16-26 22-36 months)

Physical (8-20 16-26 22-36 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will briefly look towards adult 2/5 times when an adult copies his/her play three times a day.

\*name\* will show anticipation for ‘go’ 3/5 times by looking at the adult when they say ready steady go during a highly motivating activity twice a day.

\*name\* will look at 4/5 toy in an attention bucket with an adult for 2 minutes twice every day.

\*name\* will place 3/5 pieces into a simple insert puzzle when adult prompts him/her once every day.

\*name\* will place 3/6 shapes into a simple shape sorter without adult support once every day.

\*name\* will take 4/6 turns to place a brick onto a tower 1:1 with an adult twice every day.

\*name\* will take 3/6 turns to place a brick on to a tower with and adult and peer once every day.

\*name\* will take 5/8 turns during a social interaction group with 2 peers once every day.

**Long term outcome**

By the end of nursery \*name\* will be able to show an understanding of the daily routine within the setting and be able to independently follow the settings routine when visual supports are used, partaking in the activity for a sustained length of time. **(30-50 months)**

**Will support EYFS areas**

Personal Social and Emotional (0-11 8-20 16-26 22-36 months)

Communication and Language (0-11 8-20 16-26 22-36 months)

Physical (0-11 8-20 16-26 22-36 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will stop and look in the direction of the tambourine being shook as part of a transition 2/4 times every day.

\*name\* will look at the object of reference 4/5 times when an adult shows it to him/her at a transition every day.

\*name\* will look at the object of reference 4/5 times when an adult shows it to him/her and follow with adult support staying at the activity for a few seconds at a transition every day.

\*name\* will look at the object of reference and follow the transition with some adult support 3/6 times every day.

\*name\* will look at the photo and follow the transition with some adult support 3/6 times everyday

\*name\* will put 4 toys away in the box when an adult shows him/her the tidy up photo twice every day.

\*name\* will go to the snack table and sit down with some adult support when the adult shows him/her the photo of snack time once every day.

\*name\* will look at the symbol card 4/5 times when an adult shows it to him/her and will follow it with some support staying at the activity for 1 minute at a transition everyday

\*name\* will look at the symbol card 4/6 times when an adult shows it to him/her and follow it with minimal adult support partaking in the activity for 2 minutes at a transition everyday

\*name\* will look at the symbol card and follow the transition independently 3/6 times every day.

**Long term outcome**

By the end of nursery \*name\* will be able to walk with support from his/her hand held or with his/her walking aid with increased efficiency and stamina to participate in a range of learning and social opportunities. **(8-20 months)**

**Will support EYFS areas**

Physical (0-11 months)

Personal Social and Emotional (0-11 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will move from a sitting position to hands and knees 2/4 times when supported by and adult twice every day.

\*name\* will crawl forwards a few paces to reach a highly motivating toy 3/4 times when encouraged by an adult twice every day.

\*name\* will crawl through a short tunnel when encouraged by an adult 2/3 times twice every day.

\*name\* will pull to stand when supported by an adult 2/5 times twice every day.

\*name\* will sit from a standing position when supported by an adult 3/5 times twice every day.

\*name\* will pull to stand at a table to reach a highly motivating toy 3/4 times twice every day.

\*name\* will stand at a highly motivating tabletop activity for 2 minutes unsupported three times every day.

\*name\* will take 4 steps when holding an adult’s hands four times a day.

\*name\* will take 6 steps when holding on to his/her walking aid with adult support 3 times a day.

\*name\* will take 8 steps when holding on to his/her walking aid 5 times a day.

**Long term outcome**

By the end of nursery \*name\* will be able to take turns in a simple adult led activity within a small group with minimal adult support. **(16-26 months)**

**Will support EYFS areas**

Personal Social and Emotional (0-11 8-20 months)

Communication and Language (0-11 8-20 months)

Physical (0-11 8-20 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will look at 2/3 toys in an attention bucket for 1 minute 1:1 with an adult twice a day.

\*name\* will show anticipation for ‘go’ 3/5 times by looking at the adult when they say ready steady go during a highly motivating activity twice a day.

\*name\* will take 3/4 turns to build a small tower of bricks with an adult twice every day.

\*name\* will take 4/6 turns to build a small tower with bricks with an adult and peer twice every day.

\*name\* will sit for 2 minutes at carpet times when props are used twice every day.

\*name\* will stay at an activity that they find highly motivating for 3 minutes with adult support twice every day.

\*name\* will stay at an activity that they find highly motivating for 4 minutes without adult support twice everyday

\*name\* will take part in a simple social interaction group with a peer and adult support once every day.

\*name\* will take part in a simple social interaction group with two peers without adult support once every day.

**Long term outcome**

By the end of nursery \*name\* will have developed his/her awareness of danger so that he/she is more able to keep himself/herself safe. **(22-36 months)**

**Will support EYFS areas**

Physical (8-20 16-26 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will respond by looking to his/her name being called by an adult 2/4 times during snack once every day.

\*name\* will watch for a 5 seconds 3/6 times when an adult copies what he/she is doing three times a day.

\*name\* will look at 2/5 toy in an attention bucket 1:1 with an adult for 1 minute twice every day.

\*name\* will make eye contact with an adult 3/6 times during a peek a boo game twice a day

\*name\* will respond by stopping and looking at an adult 3/5 times when the adult uses the sign for stop when he/she is doing something that is dangerous.

\*name\* will respond by stopping and looking at an adult 3/6 times when he/she sees the visual sign for stop- placed at ‘danger’ points around the nursery.

\*name\* will respond by stopping and moving away from danger visuals around the nursery 3/5 times every day.

**Long term outcome**

By the end of nursery \*name\* will be able to direct and maintain his/her attention at adult led activities (particularly those not of his/her choosing) for 10 minutes. **(30-50 months)**

**Will support EYFS areas**

Communication and Language (8-20 16-26 22-36 months)

Personal Social and Emotional (8-20 16-26 22-36 months)

Physical (8-20 16-26 22-36 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will sit on the carpet for 30 seconds with adult support at circle time twice every day.

\*name\* will sit on a spot for 1 minute for circle time with minimal adult support twice a day.

\*name\* will stay on his/her spot for his/her name in the hello song when they are sung first waving to the adult with support once every day.

\*name\* will stay on his/her spot for his/her name in the hello song when they are the third child to be sung to and will wave to the adult once every day.

\*name\* will sit for 3 minutes for a rhyme session when props are use with 2 peers twice every day.

\*name\* will sit for a simple short story when props are used with a peer once every day.

\*name\* will look at 2/5 toys in an attention bucket 1:1 with an adult for 1 minute twice every day.

\*name\* will look at 4/6 animals in a what’s in the box activity 1:1 with an adult twice a day.

\*name\* will post 4 shapes into a simple shape sorted 2/4 times twice every day.

\*name\* will complete 2 simple activities at a workstation with adult encouragement twice a day.

**Long term outcome**

By the end of nursery \*name\* will have develop his/her social skills so that he/she is able to take turns with a peer during a game and engage in collaborative play. **(30-50 months)**

**Will support EYFS areas**

Personal Social and Emotional (8-20 16-26 22-36 months)

Communication and Language (8-20 16-26 22-36 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will make eye contact with an adult 3/6 times during a peek a boo game twice a day.

\*name\* will look at 2/5 toys in an attention bucket 1:1 with an adult for 1 minute twice everyday \*name\* will

\*name\* will look at 2/5 toys in an attention bucket with an adult and peer for 2 minute twice everyday

\*name\* will take 5/8 turns rolling a ball to an adult three times a day.

\*name\* will take 4/10 turns rolling a ball to and adult and peer twice a day.

\*name\* will take part in a 5-minute social interaction group with two peers by waiting for his/her turn without adult support once every day.

\*name\* will pass a toy to a peer on the request of an adult 3/6 times when playing in the home corner twice every day.

\*name\* will accept a toy from a peer 5/6 times with minimal adult support when playing in the small world area once every day.

**Long term outcome**

By the end of nursery \*name\* will be at a more age-appropriate level with his/her independence and self-help skills.

**Will support EYFS areas**

Physical (0-11 8-20 16-26 22-36 months)

Personal Social and Emotional (0-11 8-20 16-26 22-36 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will drink from a cup with spills when an adult places his/her hands on the cup and the adult holds and directs the cup, when it is on the table in front of him/her 4 times every day.

\*name\* will drink from a cup with minimal spilling, placing his/her own hands on the cup and the adult places their hand on his/her, when it is on the cup in front of him/her 4 times every day.

\*name\* will drink with minimal spills, picking the cup up and guiding it to his/her mouth on his/her own when the cup is in front of him/her and an adult prompt verbally 4 times every day.

\*name\* will feed himself/herself with a spoon, placing his/her own hand on the spoon and the adult helps him/her to scoop and direct it to his/her mouth every mealtime.

\*name\* will feed himself/herself with a spoon, placing his/her own hand on the spoon, scooping the food and directing it to his/her mouth when the adult prompts verbally every mealtime.

\*name\* will feed himself/herself with a spoon, placing his/her own hand on the spoon, scooping the food and directing it to his/her own mouth for 25% of the meal when an adult uses a verbal prompt every mealtime.

\*name\* will pull the zip up on his/her coat once an adult has started it three times every day.

\*name\* will place his/her arms in to his/her coat when an adult holds it for them three times every day.

\*name\* will independently place his/her arms in his/her coat when prompted by an adult three times a day.

*Toilet training has not been used as an SEN next step (target) as it should be part of a settings everyday routine and only done when a child is showing awareness of being ready to start.*

**Long term outcome**

By the end of nursery \*name\* will be showing an interest and awareness of his/her peers and will demonstrate this through watching/ playing alongside or with others. **(16-26 months)**

**Will support EYFS areas**

Personal Social and Emotional (0-11 8-20 months)

Communication and Language (0-11 8-20 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will look at an adult 2/6 times when an adult copies what he/she is doing twice a day.

\*name\* will watch for a 5 seconds 3/6 times when an adult copies what he/she is doing three times a day.

\*name\* will look at an adult and willingly allow them to take his/her hands to do row row you boat 2/3 times once every day.

\*name\* will take an adult’s hands 2/4 times to do row row your boat when the adult holds out their hands and starts to sing twice every day.

\*name\* will look at 2/5 toys in an attention bucket 1:1 with an adult for 1 minute twice everyday \*name\* will

\*name\* will look at 2/5 toys in an attention bucket with an adult and peer for 2 minute twice everyday

\*name\* will take 3/4 turns to build a small tower of bricks with an adult twice every day.

\*name\* will take 4/6 turns to build a small tower with bricks with an adult and peer when supported by an adult twice every day.

**Long term outcome**

By the end of nursery \*name\* will have developed his/her gross motor skills so that he/she is able to use a range of early years outdoor physical play equipment independently. **(30-50 months)**

**Will support EYFS areas**

Physical (16-26 22-36 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will sit on a ride along bike and use his/her feet to push the bike forwards a short distance when encouraged by an adult twice every day.

\*name\* will walk into ‘to kick’ a large ball when supported by an adult 2/5 times twice every day.

\*name\* will walk up the 5 steps to the slide with adult support 3/6 times twice every day.

\*name\* will walk up the steps to the slide independently 4/5 times when encouraged by an adult twice every day.

\*name\* will jump down for a height of 10cm independently when encouraged by an adult 5/8 times three times a day.

\*name\* will be able to jump, crawl, hop and spin when modelled by an adult during a small group game once every day.

\*name\* will walk across a path of large bricks with support from an adult 3/6 twice every day.

\*name\* will jump in and out of a hoop that is on the ground 6/8 times when encouraged by an adult 3 times a day.

\*name\* will run in and out of 6 cones when modelled by an adult four times a day.

\*name\* will pedal a trike a short distance in a straight line when encouraged by an adult twice every day.

**Long term outcome**

By the end of nursery \*name\* will have developed his/her fine motor skills so that he/she is able to use art materials to independently make marks/ early representational drawings developing a dominate hand. **(22-36 months)**

**Will support EYFS areas**

Physical (8-20 16-26 months)

Communication and Language (8-20 16-26 months)

**Next steps (targets) to achieve long term outcome**

\*name\* will clap his/her hand in imitation of an adult 1/3 times twice every day.

\*name\* will attempt to do an action to a familiar rhyme 3/4 times when an adult sings the familiar rhyme once every day.

\*name\* will knock a tower built by an adult down when prompted by an adult 2/3 times once every day.

\*name\* will build a tower of 3 bricks with adult support 2/4 times twice every day

\*name\* will build a tower of 6 bricks without adult support 4/5 times once everyday

\*name\* will post 5 small balls into a large tube 3/6 times twice everyday

\*name\* will post 4 shapes into a simple shape sorted 2/4 times twice every day.

\*name\* will make marks with his/her fingers in cornflour when prompted by an adult once every day.

\*name\* will make a few marks on a large piece of paper on the floor with chunky crayons when an adult prompts him/her twice everyday

\*name\* will copy up, down and circular movements with paintbrushes when modelled and encouraged by an adult 3/8 times twice a day.