

Guidance for Completing the Individual Support Plan in an Early Years Setting

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Overview of the Early Years Individual Support Plan (EYISP)

The EYISP gathers all the templates that are currently used by early years providers to support the needs of individual children within their setting as well as providing some additional resources to support settings monitor the support and progress for a child with SEND.

The aim of the EYISP is to provide an overview of the support provided to an individual child and the progress that they have made with that support over time. The compiled document will support settings to share information with parent/carer(s) so they can input into planning and review as well as gaining an insight into the support provided for their child and the progress made in the setting. The document will also inform other professionals who are involved in supporting the child and will include their recommendations. It will be particularly important to use this document at points of transition (i.e., starting school or changing setting) and to support a request for formal assessment, including an Education, Health and Care Needs Assessment (EHCNA).

We recommend that the EYISP documentation is completed by the child's Key Person with support from the setting's SENCO.

Within West Sussex, we expect a child's Key Person to speak to a child's parents as soon as they identify any delay in a child's learning and development. Together, they should plan to carry out actions to support the child and review their progress. If the child's progress continues to be limited, the Key Person should speak to the setting SENCO to discuss additional support that may be needed. Practitioners may decide to start an Individual Plan at this point and begin to pull together the records held elsewhere into an EYISP as the child's additional needs emerge.

For children with more complex or high level needs, settings may decide to start completing an EYISP as part of the transition planning for a child before they start at their setting.

It is likely to be appropriate to refer a child with SEND to [SEND Under 5s](#), if they have not been previously referred by another professional. The SEND Under 5s meetings are a multi-agency professional meeting used to discuss children's needs and next steps as they move through the early years and into school. Your Early Years and Childcare Adviser (EYCA) will share information at the meeting on your behalf and update you on the outcome of discussions for you to share with parent/carers.

An EYISP can be used to support the decision making at SEND Under 5s.

Completing the Early Years Individual Support Plan

The EYISP should be completed over time to provide a record of the support that has been put into place and the difference it has made to the child.

It can be completed on a needs-led basis.

As the recorded information accumulates, the EYISP should become part of the child's education records and accompany them as they progress through early years provision and into school. When appropriately completed, the information will build a clear picture of the child's strengths and needs and enable the child's needs to be met effectively. If appropriate, the EYISP could be used to inform a EHCNA and support the successful transition to school.

The template documents within the EYISP provide formats to gather information about a child and to support the planning of additional support to enable the child to be successfully included and make progress in their learning and development.

Over time this document should demonstrate a growing understanding of the child's needs and clearly document the setting of appropriate targets, a clear record of additional intervention and the impact that this has made. Parent/carer(s) and the child should be active participants in all stages of this process.

This information is likely to form part of the evidence trail if seeking support from outside agencies. The information captured should be shared when making support requests and referrals to external services. For example, this could include consultations with Early Years and Childcare Advisors, Speech and Language Therapists, Physiotherapy, Occupational Health and other services such as Early Help, if there is a holistic family support need.

The templates included in the EYISP can be completed online or printed and written on. Practitioners may use some of the pages several times during the time that they are supporting a child. It is important to keep copies of previous documents to give an overview of progress.

Should a higher level of support be needed over a longer period, the information gathered in the EYISP may also be used to support an EHCNA request.

Quality First Teaching

“Quality First Teaching” is a term used in schools, but it can also apply to high quality early years practice in a pre-school setting. Quality First Teaching (QFT) is a style of teaching that emphasises high quality, inclusive teaching for all children. QFT includes differentiated learning, strategies to support children with SEND, on-going formative assessment and many others. QFT strategies can meet the individual needs of many children.

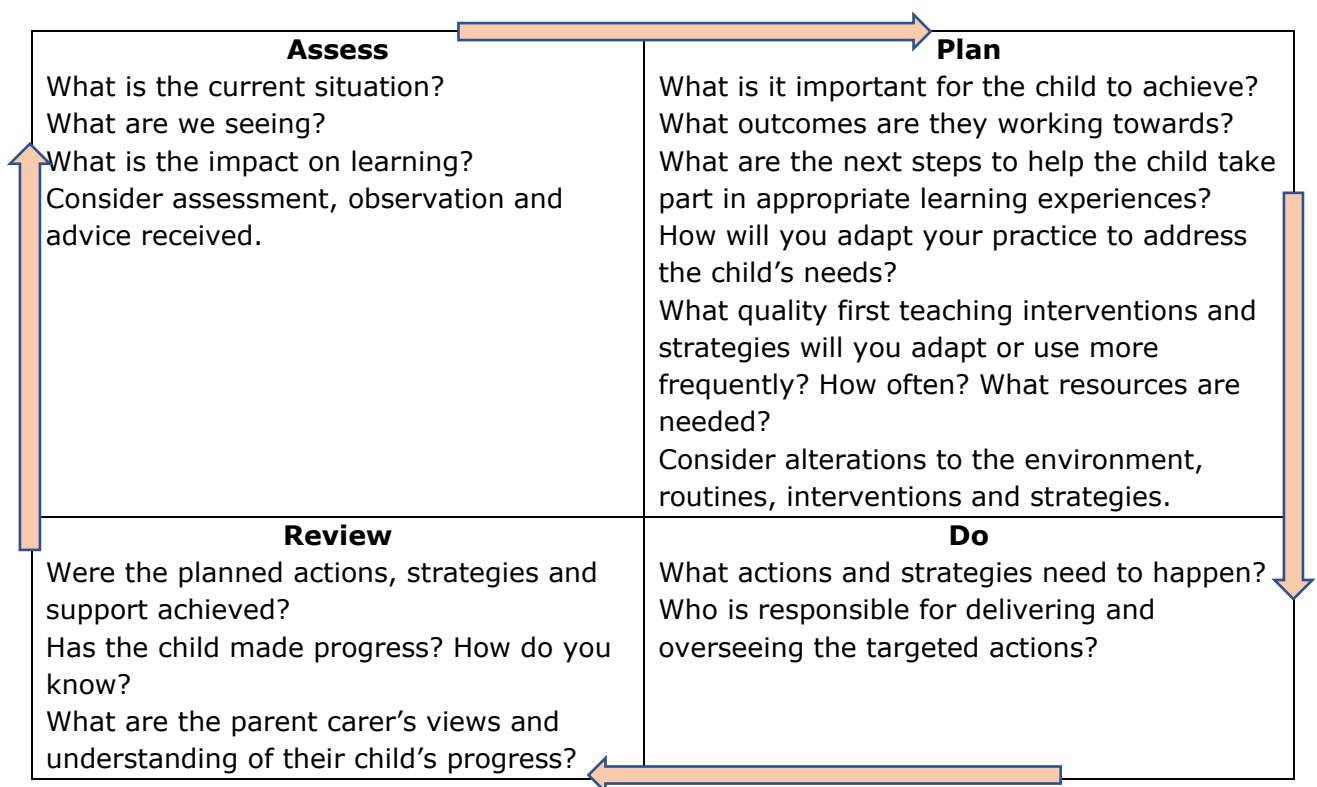
As a starting point, it may be useful to consider whether the child needs a higher frequency of specific strategies (such as use of visual prompts, planned input to support learning through play or additional support with certain tasks) at key times or a more frequent use of strategies which have already been observed to be helpful. Taking this approach supports learners in building upon their developing skills and promoting their learning independence in the longer term.

To support you in this process, a QFT document (please see ‘Ordinarily Available Inclusive Practice’ or [OAIP](#) early years annex) guide has been co-developed with schools and settings for your use. This is a practical grab pack for all teaching and learning staff, which includes useful information and prompts on best practice teaching. There is also further information on the [SEND Toolkit Section](#) of Tools for Schools and Settings.

The 'Assess, Plan, Do, Review' Cycle

The graduated response is about meeting the needs of children in a measured and meaningful way. This process begins in the learning environment, the key steps are known as the Assess, Plan, Do, Review (or APDR) Cycle. It is helpful to record each stage of this cycle on the "Support Overview – Graduated Approach" template. This will provide a useful tool for the setting's SENCO to review the support that is being provided for children with SEND, the progress they are making, and any additional support needed.

The review stage is a fundamentally important part of the graduated response process. For this reason, we have provided a separate summary table for reviewing the impact of additional support.



Review phase: problem solving

Reviewing is a fundamentally important part of the graduated response process.

In addition to evaluating impact of interventions and identifying potential areas for development, a key principle that underpins the review phase of the graduated approach cycle is developing a greater understanding of the child you are working with. The following questions are designed to help you to think about the children that you work with, within their context.

Developing a holistic view of the child:

- How did the child respond to the additional support which was put into place?

- How has your understanding of the child, in terms of their strengths and needs, increased as a result of the actions that have been implemented?
- Are there any other areas which need to be considered or explored further?
- What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were?
- Have you kept this person-centred and sought to gain the views of the child and parent/carers at every opportunity?

If little or no progress has been made, consider whether the assessment tool used was appropriate to capture the changes.

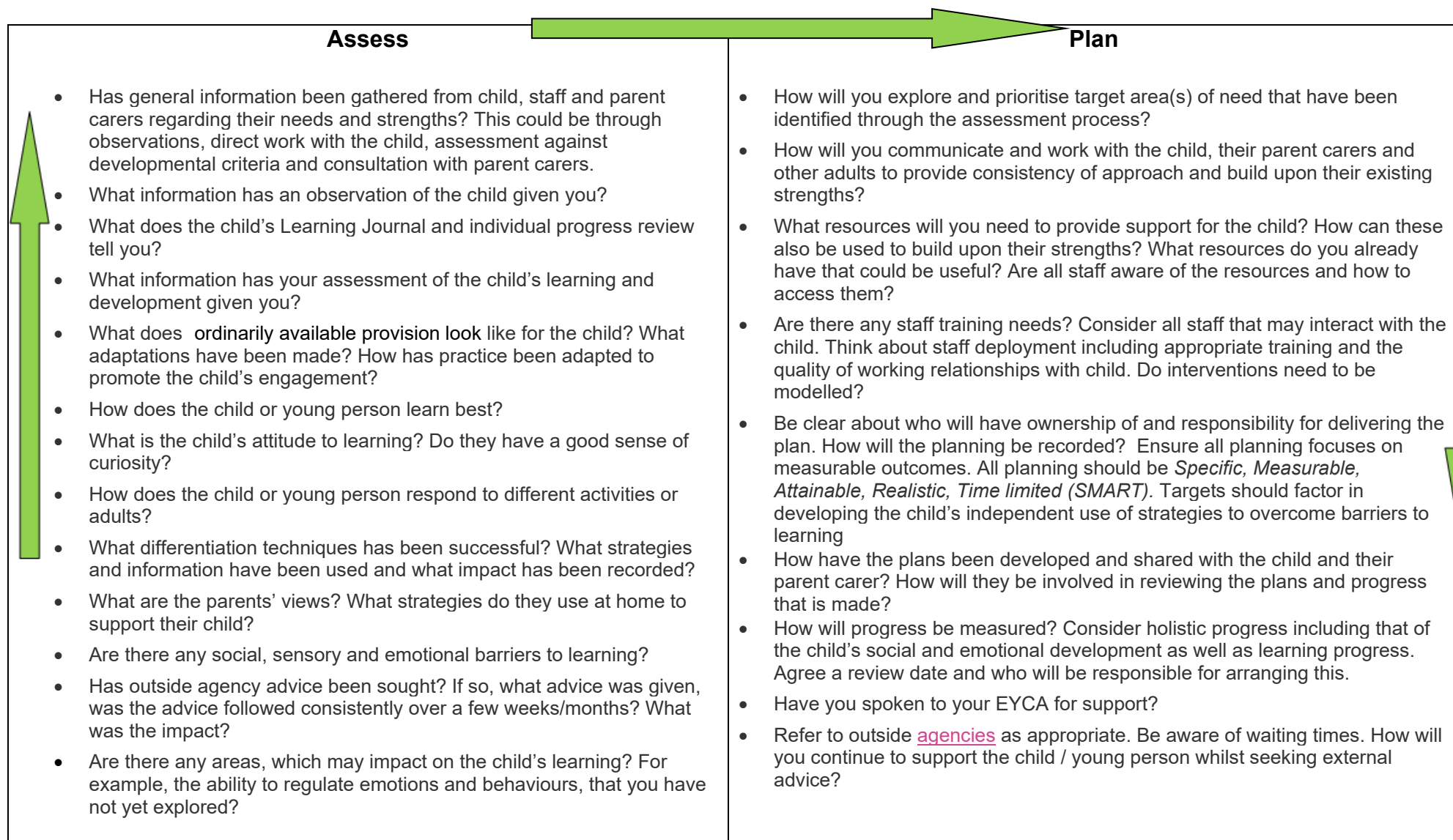
- Did any implementation issues influence the child's ability to access interventions and support?
- Are there any other factors which may be impacting on the child's ability to co-regulate and learn?
- Consider whether there will need to be a change of intervention or delivery. Adapt the plan or delivery accordingly.
- Meet with parents to share progress and agree new targets.
- If further support is needed, begin the next phase of the APDR cycle and talk to your SENCO, as appropriate.

If, following the implementation of planned strategies, the child is not making sufficient progress, the child's Key Person may wish to consider discussing the needs of the child with the SENCO to determine if he or she needs further support. Please see OAIP for guidance.

At this point the SENCO may consider placing the child person on their SEN register at SEN Support. The SENCO may also wish to request further support and guidance from their Early Years and Childcare Advisor via a Targeted Settings Support request. For some children, this may happen before they start in an early years setting as their needs have been identified already.


For more information about the graduated approach, please see the information available on the Tools For Schools and Settings website at [Overview of the 'Assess, Plan, Do, Review' cycle](#).

The Assess, Plan, Do Review Cycle: prompts for SENCOs





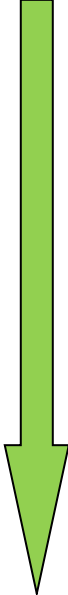
Review

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- Has the child made progress?
 - Build on strengths: What went well? What made a difference? Consider the strategies, teaching, scaffolding and quality of interactions between key adults and the child.
 - Reflect: Was the support agreed implemented effectively and consistently?
 - How has your understanding of the child in terms of their strengths and needs, increased as a result of the actions that have been implemented?
 - Are there any other areas which you need to explore further?
 - What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were?
 - Have you evaluated the measures agreed at the planning stage?
 - Consider repeating the initial assessment so provide data to measure progress.

If little or no progress has been made, consider:

- Was the assessment tool used to capture changes appropriate?
- Did any implementation issues have an effect on the child's ability to access interventions and support?
- Are there any other factors which may be impacting on the child's ability to self or co-regulate and learn?
- Build up a richer picture: What further assessment would be helpful? Consider recording information on the [Interactive Factors Framework](#) to develop a comprehensive understanding of the child or young person.
- Consider whether there will need to be a change of intervention or delivery. Adapt the plan or delivery accordingly.
- Consider whether referral to outside agencies would be useful.
- Consider your knowledge of the child. What would be meaningful for the child to work on next?
- What support will they need to make progress in their learning, including thinking about any transitions ahead?
- Meet with child and parents to share progress and agree new targets.
- If further support is needed, begin the next phase of the '[Assess, plan, do, review](#)' cycle.

Do

- 
- How will you ensure that the key people involved in implementing the **agreed** action plan will do so? Can you check in on progress one week on after the plan was agreed and at regular intervals?
 - Who will take responsibility for implementing the plan as agreed?
 - How will you ensure that the person who takes responsibility has the ability to monitor the quality and effectiveness of interventions?
 - Can you provide any templates or frameworks that can be used to gather information or evidence in relation to the agreed plan outcomes?
 - Are you able to schedule time for practitioners to come and talk to you/seek advice when needed? Are they aware that they can do this?
 - How can you work together to ensure the child and their parent carer understands the plan and has an active role in its implementation throughout?
 - Can you enable them to observe sessions or interventions and provide feedback to ensure agreed strategies are implemented effectively, sensitively and confidently?
 - How will you ensure all staff are aware of the agree plan and are adhering to any changes or implications for practice?
 - How will the skills learnt in any group or individual experiences be transferred into other learning and real-life situations?
 - Have you planned in opportunities to enable the child to practice and establish skills throughout the day?
 - What advice has recently been offered by outside agencies? How has this been used to inform provision?

Section 1: Information for Key Person and SENCO

The information contained in Section 1 is likely to be collected by early years providers as they work with families. The information would be added to the child's EYISP at the point when the information is being collated to be shared with other professionals, although some settings may wish to develop an EYISP for all children with SEND in their setting. The EYISP will document the support that a child needs which is over and above ordinarily available provision ([EYFS OAIP](#)) and different from their peers. The EYISP will show the progress the child makes over time with this additional support and will be a record of their changing needs over time.

An EYISP should be created for children in receipt of Inclusion Funding as a tool to monitor the impact of the additional funding on the progress the child is making in the setting.

Where a child attends more than one setting, best practice would be to develop an EYISP together to build a full picture of the child and their needs as well as having a consistent approach to support.

Front Page

This page provides a cover for the documentation. Including a picture of the child helps those looking at the documentation be able to hold the child in mind when reviewing the information and supports a child centred approach.

Child Details

This is a key document of the EYISP to pull together all the information about the child and the support they are currently receiving. Having all this information at the start of the EYISP will enable those using it to gain a brief overview and context for the other information within the EYISP. It will also provide them with details of identified professionals who may need to be involved in future planning and assessment, so it is important to keep this information up to date.

Parent/Carer Views

Parent/carers should play an active part in planning and reviewing the support for their child. It is important to include the child and parent views at all stages of the child's time within an early years setting.

It may be helpful to prompt parents about information that would be helpful for you to know in the setting that they might not think of telling you – for example, any sensory needs they have, such as an aversion to loud noises or bright lights, or a love of running water.

Although it may seem early, talking to parents about their hopes and dreams for their child now, through school and into adulthood can help you to understand their wishes

and support their child now as well as relieving any anxiety they might have about the future for their child.

This form can be used to record the parent views at any point, but an up to date parent/carer views record must be included when the EYISP is being collated and shared with other professionals.

Key Person/SENCO Notes

This template should be used by the Key Person and the SENCO to keep a brief log of conversations with parent/carers and other professionals about this child. This can be a helpful record to refer back to in future and provides evidence of any actions agreed and recommendations made during ongoing engagement to support a child.

Support Overview – Graduated Approach

It is recommended that the child's Key Person moves through the assess, plan, do review cycle at least on a termly basis to monitor the child's progress. It is important that parent/carers are made aware of any needs the child is presenting with and that they have a clear understanding of how these needs are being addressed and how they can support their child at home.

The EYISP includes a format for recording the cycles of the graduated approach to provide an overview of the support offered and the impact for the child.

Section 2: Universal Records

This section contains information that is part of the universal observation, planning and assessment cycle for all children. For more information, please see the [Learning Journal Guidance](#). This information can be recorded within the EYISP document to provide a complete picture of the planning and support for a child.

Settings may use different recording templates which can be included in the EYISP as an alternative to the West Sussex templates. Whatever format is used, previous and current documents should be included in the EYISP.

The Two Year Old Review should be completed for all children accessing early years provision at the age of 2. If the setting has completed this review, this should be included in the EYISP alongside other progress monitoring and planning tools.

For more information on the Two Year Review please see the government guidance at [Progress check at age 2](#).

Section 3: Individual Planning

This section contains the templates to support individual planning that should be used by all settings as they support children with SEND. For more information on completing these documents please see the [Person Centred Planning Pack](#) and [Guidance for Completing an Action Plan for Inclusion](#).

The EYFS places an emphasis on practitioners spending time interacting with children, rather than spending lots of time assessing, tracking and recording information about children. However, it is crucial that settings are confident to identify delay early and put in place support to enable children to make progress in their learning and development.

For children with SEND, there is a need to use additional tools to understand the delays in a child's learning and to plan appropriate support so that they can make progress in their learning and development. Practitioners should use assessment tools appropriate to the individual child and the setting, but may wish to use some of the tools below:

Communication and Interaction

- West Sussex Speech and Language Monitoring Tool
- Universally Speaking
- Early Support Developmental Journal – page 108-144, Can Do cards for Communication
- The Communication Trust Progression Tools Page 8 of 8 (29 June 2021)

Cognition and Learning

- Early Support Developmental Journal page 190-232, Can Do cards for thinking

Social, Emotional and Mental Health

- Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument (aka the Leuven Scale)
- Early Support Developmental Journal – page 69-107, Can Do cards for Personal, Social and Emotional Development
- Solihull Approach - Developmental and Emotional Milestones

Physical and Sensory

- Early Support Developmental Journal – page 145-189, Can Do cards for Physical Development.
- For sensory needs you may want to select appropriate Can Do cards from other sections

Whatever additional assessment tools you use, these should be included within the EYISP so that professionals reviewing the evidence can see the progress made and how this links to the support the setting have provided over time.

Section 4: Specialist Planning

This section contains specialist planning tools which may be needed for some children to support them to be safely included and supported with their early years setting.

The Healthcare Plan is a proforma to record information about a child's health needs, for example, to notify staff about procedures to follow, strategies to use etc. It is intended to be used to record health information shared by the parent/carer with the setting. Settings should ask the parent/carer to ask a health professional (who knows the child), to verify and sign the plan. This will help parent/carers to feel confident that consistent practices will be used in the setting, as well as reassuring the setting that they have the correct plans in place, to support the child's medical needs.

The Risk Management Plan supports practitioners to manage a discussion with parents/carers to minimise or eradicate risks for the child or others within the setting environment

Additional information and examples of completed documents can be found in the [Supported Transition Guidance](#) and [Supported Transition Plan - Useful Documents](#).

Where completed, these and any additional planning and assessment tools should be added to the EYISP.

Section 5: Transition Planning

If a child who is transition within or to another setting, the EYISP should be used to inform the planning for that transition. An up to date EYISP will support the new practitioners working with the child to build on current practice and support the child through a time of change.

Transition planning should involve the current setting (if the child is already accessing provision), the new setting, the parent/carers and other professionals involved in supporting the child. Any professionals who are unable to attend the meeting, should send relevant information prior to the meeting. The meeting should be solution-focussed and enable the new setting to gain an understanding the child's strengths as well as their support needs. The planning should focus on what needs to happen to support the child to make a successful start in their new setting.

Additional information and examples of completed documents can be found in the [Early Years Transition Guidance](#) and the [Early Years Universal Transition pack](#) document.

Sections 6: Evidence Gathering

This section should be completed at the point that the EYISP is being prepared to be passed on to a new setting, school or to inform and assessment.

The checklist should be used to support the setting SENCO to ensure that all the relevant information is up to date and collated into the EYISP before this is shared with others.

If the EYISP is being created to support an EHCNA, then the EHCNA Request Form should be completed. This should not be completed or submitted before speaking and agreeing the next steps with the allocated EYCA. In most cases, the evidence will be gathered and reviewed before being submitted to the SEN Assessment Team (SENAT). This will mean that an EHCNA request is made once there is sufficient information to enable an appropriate decision to be made by the panel. The Key Person or SENCO should talk to the parents to explain that you are gathering evidence to consider if there is sufficient information to progress to EHCNA, but support parent to understand that it is important to submit the request at a point when the evidence is available for the panel to make an appropriate decision.

Before submitting the EYISP to SENAT, the medical questionnaire and EHCNA Request form must be completed and signed by parents and the setting SENCO.

It is helpful to include the parent plans for school provision, if known, at this point. If the parents are considering specialist provision for their child, please make sure this is recorded.

Before you submit your EYISP, please share and discuss the paperwork with your EYCA.

- EHCNA requests for pupils with an EYISP can be made via email instead of the online form. Please send them to:
SENAT.RNRSouth@westsussex.gov.uk – for all children living in the southern areas in West Sussex including Chichester, Bognor Regis, Midhurst, Petworth, Worthing, Steyning, Littlehampton, Angmering, Shoreham, Portslade and Hove.
SENAT.RnRNNorth@westsussex.gov.uk – for all children living in the northern areas in West Sussex including Crawley, Horsham, Burgess Hill, Cuckfield, East Grinstead and Haywards Heath.
- The email must be titled "EHCNA Request - EYISP".
- Please password protect all documents, we recommend the pupil's date of birth as a 6-figure number i.e. 1st March 2019 would be 010319. Please call 03302222722 to confirm the password (a voicemail is fine if you reach voicemail as phone calls and messages are currently being supported remotely).
- The request must contain the following information:
 - The EYISP - fully completed
 - Any other relevant evidence/reports (CDC, Speech and Language, Early Help).

Credits

We would like to thank the practitioners from the following settings who took part in the pilot and provided such valuable comments and feedback to help shape this document.

Emma Berry	Scamps Pre-School, Worthing
Sharon Bennett	Laugh and Learn Pre-School, Worthing
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Penny Grant	Kamelia Kids Day Nursery and Beach School, Worthing
Sarah Shaw	Kamelia Kids Day Nursery and Beach School, Worthing
Gemma Littlejohn	Early Explorers Nursery, Northbrook
Phoebe Leonard	Early Explorers Nursery, Worthing
Nichola Rea	St Margaret's Nursery, Crawley
Sam Ashton	The Wittering's Village Pre-School, East Wittering

Feedback from Practitioners

"It is a great resource in pulling all the information together - child's journey, agencies, what's important to/for them, intervention, next steps - clear and precise information."

"Good to have everything in one place. Easy to see what been done and what needs to be done."

"Staff like it more as they can see the whole picture."

"Less repetition."

"The guidance is useful for all the team, giving an overview of whole process."

"I'm currently working on my first ISP and think it's great that it's all in one document. It makes the process of information gathering easier. I like the document as a whole."

"The document continues to work really well from my perspective. It's really good to just have everything in one place and not be duplicating information unnecessarily! ... I'm still quite early on with the child I am using this with as he only started with us in February but I imagine over time, it's going to be really easy to see how far he's come and the support he has in place."