

Setting Name:

Child's Name

Date of Birth

Date of Plan

## Assess, Plan, Do, Review Cycle

**Assess:** Refer to parents and your own assessments and knowledge of the child and the medical, health and educational information given from involved professionals. Think about and agree with parents the expected longer term learning outcomes, for example, about a year ahead or at the point of the next transition, then plan for the next terms targets and the review date. At the review, consider progress towards the planned targets and look at the learning outcomes before planning the next lot of targets.

**Primary Area of Need - PAN:** Note here the child's main difficulties

### Example for Molly

#### Communication and Interaction - Social, Emotional and Mental Health

Molly has communication difficulties, limited spoken language using a few single words and she has developmental delay in her social and emotional skills. She relies on an adult to guide her to activities and is overwhelmed when there are too many choices offered to her. She is able to choose an activity from two offered when they are shown in object form and she is learning to associate an object with its corresponding photograph.

**Plan:** Think about the learning outcomes you expect the child to achieve within a given timescale, such as upon transition into school or into the next nursery unit, or for the child to be working on some elements within the next developmental skill scale shown in her assessment profile.

### Example for Molly

#### Example of Long Term Outcomes for Molly when She Moves into the Preschool Unit in September 2015

For Molly to be able to select her choice of activities from the range available in preschool and independently move to, and engage in, those chosen activities.

For Molly to use picture representation to help her to communicate her needs and preferences when she finds talking too difficult.

For Molly to develop her vocabulary to twenty plus everyday words to enable her to state her needs and choices and for her to start linking two words together.



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Set achievable targets such as termly/three monthly reviews to build on the child's skills aiming towards the expected learning outcomes. Record the child's responses as you go along. Use weekly target recording sheets to evidence this and use the evidence when you come to review the targets so you can see if the child is working well towards expected outcomes.

### **Target Plan Step by Step Example:**

Each target plan would be reviewed and the follow-on plan would reflect the child's progress or any adjustments to be made to help the child to meet the targets.

Below is an example of how a plan may develop throughout the process to meet the longer term learning outcomes.

### **Target Plan - September 2014 to December 2014**

Target 1 - Molly will make a choice of activity when two are offered together in object format, for example, by reaching for, or pointing to, or making a sound associated with object choice.

Target 2 - Molly will start to associate an object by its representing picture.

Target 3 - Molly will build on her vocabulary to be able to name her choice of activity.

### **Target Plan January 2015 to March 2015**

Target 1 - Molly will indicate her activity preference from two choices offered in picture format which will be presented on a 'choose board'. She will make her choice by pointing to, naming the picture, or by taking the picture of her favoured activity off the 'choose board'.

Target 2 - Molly will accompany the adult to the chosen activity when it is located in a different area and will engage in the activity for two to five minutes minimum.

Target 3 - Molly will be consistent in naming her choice of activity.

### **Target Plan April 2015 to August 2015**

Target 1 - Molly will make her choice of activity from the 'choose board', locate its whereabouts and independently move to it and engage in it.

Target 2 - Molly will link two words together to be more specific in naming her choices such as 'big ball' or 'blue boat'.

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**Do:** Make sure you have all the resources you need in readiness to help the child to practice the targeted skills and make sure all staff involved are clear about what they need to do to support the child using recommended strategies and techniques. Adults need to be consistent in their approaches and responses - note these in the Target Plan sheet.

**Review:** Arrange a review meeting date with parents and any other relevant professionals. Refer to weekly target recorded evidence sheets and the child's updated development assessment profile to track and determine the child's progress and to plan the next targets towards the expected longer term learning outcomes.

### **Review the Success of Long Term Outcomes at the End of Agreed Period**

Invite the new key worker to join the review meeting if the present keyworker is expected to change and invite other professionals involved.

Review long term outcomes - have they been achieved?

Set new long term outcomes or re-adjust unmet outcomes. Set date for next review.

It is to be expected that a change to routine and environment will probably have some effect on the fluency of a child's newly acquired skills, so it is important to try to maintain some level of familiarity during a transition period, whether this is when moving into a different room or building or changing key worker.

In Molly's case, when she moves into the preschool unit, support systems would need to be in place in readiness for her to successfully continue developing her skills. Molly's existing keyworker and expected new key worker would need to share information and prepare a good transition plan in agreement with parents beforehand. It would be expected that Molly would have regular visits to the preschool unit well in advance of her moving there. The 'choose board' activity could be introduced in the unit during Molly's transition period to enable her to get familiar with the activities that are available and their location, with her existing keyworker guiding her through this and her new keyworker gradually starting to become involved with the implementation of Molly's new target plans.