

## SEND Target Plan - Example

<b>Child's Name:</b>	<b>Date of Birth:</b>	<b>Year Group:</b> 2-3 unit/FS1
<b>Setting Name:</b>	<b>Academic Year:</b>	
<p><b>Primary Area of Need - PAN:</b> It is important to make sure you have a clear target for the child's Primary Area of Need. Sometimes there will be targets for other areas also. There will usually be two or three targets altogether with a maximum of four.</p> <p>Communication/interaction, Cognitive and Learning, Social, Emotional and Mental Health, Sensory and or Physical needs are the areas of need mentioned in the SEN Code of Practice 2014.</p>		
<p><b>Key background information:</b> You may want to note here; any diagnosis. The child's preferred learning style for example, visual, auditory, and kinaesthetic or any adaptations needed to the environment or teaching methods to aid and support their learning, communication or physical needs, such as signing, visual aids or hand over hand support to manage a task. Also include any concerns that staff need to be aware of and what has been working well for child.</p>		
<p><b>Professionals involved:</b> Any professional who contributes recommendations to the target setting such as a Speech Therapist – include name and job title</p>		
<p><b>People who wrote this Target Plan</b></p> <p><b>Autumn Term</b> Name, Job Title for example Key worker, SENCO, Manager</p> <p><b>Spring Term</b></p> <p><b>Summer Term</b></p>		

**Long Term Outcomes:** These will be the aims you are working toward when setting the Targets; refer to Assess, Plan, Do, Review and Outcomes document in Target Setting section on the Portal for guidance

From your Assessments, note their current skill level:		
<b>Communication/Interaction:</b> 18-24 months	<b>Personal, Social and Emotional:</b>	<b>Physical:</b>
<b>Plan:</b> Target - smart	<b>Do:</b> Intervention/Support Plan	<b>Review:</b>
<p><b>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 longer term outcomes (what you hope to achieve a year ahead). Consider which areas to target and agree a review date.</b></p> <p>Be <b>Specific</b> about what you are wanting the child to achieve and the level of expected success.</p> <p>Make dated observational records so that you can show in <b>Measurable</b> terms how the child is progressing towards the outcomes.</p> <p>Ensure the child has planned regular opportunities to practice the targets in an <b>Achievable</b> time frame. Be <b>Realistic</b> in your expectations; relate the target to the child's learning ability. Review and adapt if the task has been set too high or too low. Reviews should be <b>Timed</b> with some flexibility to allow for illness or other factors that may interrupt the programme.</p>	<p>Think about what resources you will need. Consider how the child's physical and instructional environments may need to be changed to support her, such as; where you will work or how the child may need to be positioned.</p> <p>You will need to consider the best way for you to communicate with the child - remember to use clear simple language if communicating verbally and give the child time to respond. You may need to use visual aids such as objects of reference, photos, pictures or gesture/sign when you communicate with the child.</p> <p>Think about how you will present and carry out the task. Note in this section details of how to adapt or break down the task into small steps for the child to learn and achieve the target. Explain clearly how frequently the child needs the opportunity to practice the task - several times a day, once a day, three times a week, after breakfast/ lunch. You might want to consider using the headings in the sections below:</p>	<p>Date here when the review takes place, a guideline is for around 3 months after targets have been set or sooner if the targets have been achieved.</p> <p>Note how the child has responded to the targets and how you intend to adjust them if they have not achieved the expected skills.</p> <p>If a target has been achieved with the child able to consistently apply and generalise the skill, for example in different situations with different people in different environments, plan a new target to work towards the longer term outcomes.</p> <p>Setting and reviewing targets should involve input from parents and any people who are directly working on the programme with the child</p>

<p><b>Target Example:</b></p> <p>PAN - Communication</p> <p>Molly will indicate her activity preference from 2 choices offered to her at the same time. The choices will be offered in picture format which will be presented on a 'choose board'. Molly will indicate her choice by pointing to, naming the picture, or by taking the picture of her favoured activity off the 'choose board'.</p> <p><b>Success rate – 4 out of 5 times</b></p> <p>When considering the success rate, remember that no one can achieve 100% all of the time. Plan a success rate that is close to what the child can achieve now.</p>	<p><b>Intervention and Support plan Example:</b></p> <p><b>Environmental</b> The play session to be carried out in a quiet area twice a day am/pm after free play. Molly to be seated at a table with the adult sitting opposite her.</p> <p><b>Teaching/Learning Skills</b> Place 2 pictures which represent the activity choices onto the choose board. When showing them to Molly, point to each picture, name it and say 'Molly choose' ... or...' for example gluing or drawing. Demonstrate what you expect her to do - for example; to point, to name or to take the picture off. Repeat the task with different picture options. Build up to 3-4 choice options together as Molly becomes successful. Encourage her to post the picture into a finish box to signify the activity has ended. Work towards encouraging Molly to approach the board and to moving to her activity choices independently.</p> <p><b>Reward Strategies;</b> praise with feedback and positive body language in response to the task no matter how small the achievement. For example say 'Molly good choosing'. Link a reward to the child's interests such as giving stickers or their choice of a follow-on activity.</p>	<p><b>Target Review Example: Jan 2015</b></p> <p>Molly is able to successfully indicate her choice of activity from up to four options offered to her when they are presented together as pictures on a 'choose board'.</p> <p>She will take the picture of the activity she wants off the board and hold it out to the adult. She will try very hard to say the name of the activity she has chosen and is often successful.</p> <p><b>Target achieved</b></p> <p><b>Next steps towards longer term outcome:</b></p> <p>Molly to independently move to where the activity is located after she has selected the activity from her 'choose board'.</p>
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**Additional support;** may be needed, for example, you may need to guide Molly towards the activity she has chosen to do or if Molly finds it difficult to choose, make the choice options a favourite activity versus a less favoured one to make choosing easier. You can then extend onto showing two activity choices of equal desirability and then onto showing a range of activity choices.

**Child's comments:**

If the child is not able to voice an opinion, note here what the child enjoys/finds difficulty with, how she shows her preferences, how she communicates her emotions, what motivates her involvement in play (relate to the targets she is working on). For example you could say Molly enjoys her one to one activity sessions with her key worker, she shows this by talking hold of the keyworkers hand and leading her to the quiet area and sitting at the table in readiness. Or, Molly likes to have her drink and snack before she engages in the activity session.