

# Guidance for Completing the Surrey Support Plan



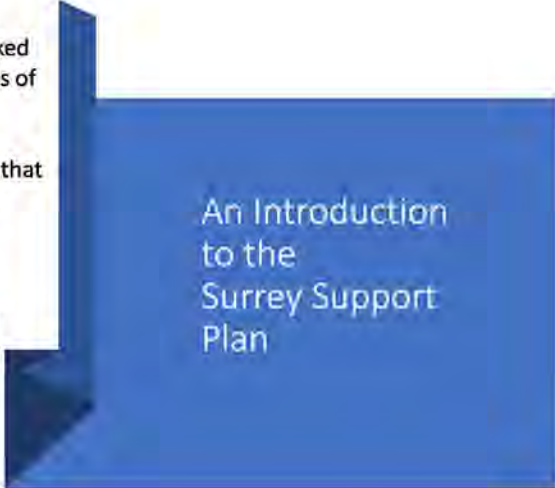
This guidance refers to the revised Surrey Support Plan, updated in August 2022.

The Surrey Support Plan brings together a record of all the support for a child in one place. It should be used in conjunction with the Surrey Graduated Response document, which you can find on the Local Offer website.

It includes a summary of needs, and outcomes and targets linked to assessments, so there is no need to complete other versions of an Individual Support Plan.

You should start a Surrey Support Plan as soon as you identify that a child may need additional support. It has been designed to support you to follow a Graduated Response, and provides a record of your cycles of Assess, Plan, Do and Review.

The plan is a working document that will evolve over a period of time. It is the document you will need if you wish to apply for Early Intervention Funding, and if you need to request an Education, Health and Care Needs Assessment, so it is important to keep it updated as you go along.



## An Introduction to the Surrey Support Plan



The plan refers to four levels of needs which are detailed in the Early Years Graduated Response Document:

**Universal-** The Universal offer includes everything provided in an early years setting for **all** children. The Universal section of the SSP includes the:

- Summary of the Child and Family Information
- One Page Profile
- Developmental Tracker

**Setting Support-** Some children may need an increased level of support and more targeted interventions, identified by the setting. This may include differentiating your curriculum or approach, making reasonable adjustments or applying for Early Intervention Funding (EIF). For a child at Setting Support level, in addition to the universal sections, you will need to complete:

- Summary of Strengths and Needs page
- Outcomes and Targets page(s)

**Specialist Support-** Where a child continues to make less than expected progress, despite support and interventions highlighted in the Setting Support section, you should consider making referrals and seeking specialist support from multi-agency professionals. This may also include an application for Early Intervention Funding (EIF). Completion of the document will include:

- UPDATED One Page Profile, Tracker, Summary of Strengths & Needs, Outcomes & Targets
- Details of referrals made
- Details of professional working with the child and family
- Early Intervention Funding

**Statutory Assessment-** Where a child has not made expected progress, despite relevant and purposeful action and the involvement of multi-agency professionals, the setting, parents and professionals may agree that a statutory assessment request is appropriate. Completion of the section includes the:

- Person-Centred Summary- My History
- Statutory Assessment- Summary of Strengths and Needs

The following sections of the SSP will also need updating:

- Developmental Tracker
- Current Outcomes and Targets
- Review of Early Intervention Funding.

Other supporting evidence such as health and education reports should also be submitted when making a request for a Statutory Assessment.

**An SSP should always be completed in partnership with the parents. This document should be completed with reference to the Early Years Graduated Response document**

## How to use this guidance:

- You will see a screenshot of each page of the Surrey Support Plan (SSP), followed by some notes about how to complete that page.
- Some of the SSP page screenshots will also have some 'prompt questions' (written in blue) to help you.

It may be useful to have a blank template of the SSP and a copy of the Surrey Early Years Graduated Response document to hand when looking through this guidance for the first time. Both can be found on the Local Offer website.

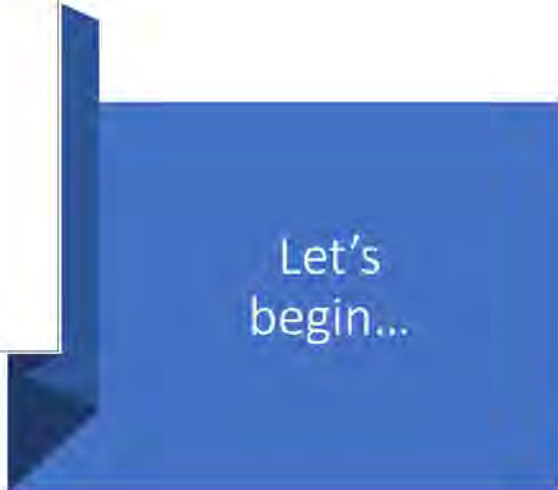


**Surrey Support Plan**  
(Revised August 2022)

Child's Name:

Date of Birth:

Date Plan Started:



On Page 1, you will need to complete the Child's name, date of birth and the date the you have started the plan, (this is the date that you agreed to implement some additional or targeted support for the child which has been agreed in consultation with parents).

# Child and Family Information

Universal Support  
Family and Child Details

Child's Information	
Child's name	Setting Name
Date of birth	Contact Person
Date child started at setting	Address
Home Address	Telephone/Email
Telephone/Email	
First/Home Language	Year Group (please tick)
Interpreter Required? (Please state language)	-3 -2 -1 0 Reception
Ethnic Origin	Are Early Help (Level 2 or 3 services) involved?
Religion	Yes/No
GP name and address (NHS Number if known)	Is this a child who is looked after?
	Yes/No
	Child in Need?
	Yes/No
	Child Protection Plan?
	Yes/No
	Is child in receipt of Disability Living Allowance (DLA)?
	Yes/No
Parent/carer name/s with parental responsibility	Parent/Carer Signature



This is the page detailing the basic personal info for the child and family.

Make sure that you complete the child's GP address, as the location can have an impact on where you make future health referrals.

When indicating the child's year group, 0 refers to reception, -1 to the child's Preschool year, and -2 & -3 to the years before that.

Please make sure you complete the questions about Early Help and Children Services with a Yes or No

# The One Page Profile

## Photo

(Include a photo of child to personalise the plan)

## What people like about me and what I like about myself.

What do family and friends say about me?  
What do they love and admire about me?

## What is important to me?

Record what really matters to the child. The following prompts may help:

Who are the people I like with?  
Who is important to me (friends, relatives/family, other carers, pet(s) etc.)?  
What are my favourite activities, possessions, places, games?  
How do I spend my day?  
Where do I usually do?  
What do I always do?  
Things that make a good day and things that make a bad day (summer/when I am out about the early years provision, home and wider community/environment?)  
Comments: What would I most like to be different?

## How best to support and communicate with me

Describe the support the child might need from others to stay safe and healthy. The following prompts may help.

What are the routines that support me? (Mealtimes, sleeping etc.)  
What are the ultimate care routines that I need to use the toilet independently?  
What will I need to help me be happy at nursery? (Activities, special toys, comforters, stretch sessions, quiet spaces, sensory resources)  
Where do I learn best? (outdoors/inside)  
What do I need to feel safe and secure? (support for new routines, social prompts and support for personal preferences)  
What makes me feel better when I am anxious or unhappy?  
What do I find difficult? What will help me?  
How do I communicate with others? (pointing, single words, leading, gestures)  
What support do I need to communicate? (e.g. classes, gesture, visual supports, reference)  
Mobility, medication, diagnosis and how best to support me?



A 'One Page Profile' is a simple summary of what is important to a child and how they want to be supported. It can help adults to provide the child with person-centred support. **It should be written in the child's voice.** The blue font shows some prompt questions you can consider. The most informative One Page Profiles are co-written with the parents.

**Photo-** please try to upload a photo, as it make it more personal.

### What people like about me and what I like about myself

This section lists the positive characteristics, qualities and talents that the child has. It reflects what others value and appreciate about the child. For example 'I am funny and creative'. It could also be what the child likes about themselves.

### What is important to me

This section details what really matters to the child. It needs to have enough detail so that someone who does not know the child can understand who they are. It includes the important people in a child's life and when and how they spend time together, interests and hobbies, and when, where and how often these take place. Also include possessions and routines that are important to the child.

### How best to support and communicate with me

This is a list ( using bullet points) explaining how best to support the child. It must be specific enough that if you were suddenly in a position where you needed to help the child, you would know the **most** important things to do. It can include both what is helpful and what is not.

# Developmental Tracker

**Progress Tracker for Billy Preston**

Date of birth	26 March 2020	Admission date	04 April 2022	Date of progress check at age two	July 2022
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**KEY:**

Colour									
Date of assessment:	April 22	July 22							
Age (months)	24 Months	27 Months							

Completing the tracker below:

- Only colour in the whole rectangle for an age band (i.e. all four quarters) if the child consistently demonstrates secure knowledge, skills and understanding in that area.
- If the child is emerging and still requires support to consolidate learning, then you need to make a judgement by colouring 1, 2 or 3 of the smaller rectangles within an age-band to reflect their level of skill and development.
- Please refer to the **OBSERVATION CHECKPOINTS** within Development Matters, to help you make a judgement on the child's development.
- Your knowledge of child development and the observation checkpoints will help you notice whether a child is at risk of falling behind in their development.

Area of Learning and Development	0-1 year (0-12mths)	1-2 years (12-24mths)	2-3 years (24-36mths)	3-4 years (36-48mths)	4-5 years (48-60mths)
Personal, Social, and Emotional Development	3/4	1/4			
Communication and Language Development	3/4	1/4			
Physical Development	4/4	4/4			

**PLEASE NOTE:** If the child's tracker indicates that their progress is less than expected, additional assessment tools, such as those below, will help you assess and monitor a child's progress more closely. Please add a summary of any assessment outcomes to the 'Summary of Strengths and Needs' on the next page.

- [Teaching Talking Early Years profile](#)
- [An Early Language Monitoring tool](#)
- [Templates from The Promoting Positive Behaviour Pack \(including Positive Behaviour Support Plan\)](#)

This example of a partially completed development tracker demonstrates how it should be completed. The name of the child is fictitious and is taken from the case study used in the Early Years Role of the SENCO training.

The developmental tracker focuses on the three prime areas, as these underpin everything in early years. These are:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

If a child has a mixed profile within one of these areas, your tracker should reflect the particular area in which the child needs most support.

Within the non-statutory guidance, Development Matters: “sets out a pathway of development in broad ages and stages. However the actual learning of children is not so neat and orderly. The main purpose of these pathways is therefore to help you assess each child’s level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next” (p.4 Development Matters)

The guidance goes on to state practitioners need to ‘use their professional knowledge’. You can use the Tracker to help you do this.

- **Colour the whole age-band box** (e.g. 0-1 year) if the child demonstrates secure knowledge, skills and understanding in the development pathway
- **Partially colour the box** (quarter, half or three-quarters, by filling in the smaller boxes) if the child



is emerging and still requires support to consolidate learning

- In the example, at July 2022 Billy is just starting to work within the 1-2 age-band in PSED, and is not yet quite secure in the 0-1 age-band in Communication & Language.

You should choose a different colour for each assessment and make sure you complete the Key at the same time.

**To colour the boxes you will need to right click in the box you want to colour, go to the shading icon, select your colour and it will fill automatically. You can highlight several boxes at once before right clicking to colour multiple boxes.**

Additional assessment tools are hyperlinked on this page. These should be used if a child is not at the expected level or progress is less than anticipated, as they can help to further unpick areas of need and monitor progress more closely.



**Summary of Strengths and Needs:**  
 To be updated as the child's needs change or relevant information is received. Each entry MUST be clearly dated and a different coloured ink used to show each update.

**What are the child's strengths?**

- April 2022:**
- Loves to be carried, very physically active and fun.
  - Can entertain himself with toys, cars and canals and other toys for long periods.
  - Can sometimes be calmed with a cuddle or a glass of 'juice'.

- June 2022:**
- He will put adults to what he wants and sometimes use gestures, but not consistently.
  - Can use some simple words when asked questions on the spot.
  - Just received Early Identification Funding to enhance the staff ratio in order to deliver more developmentally appropriate

**Summary of child's needs:**

- April 2022:**
- Limited attention spans of whatever nature or type (interest).
  - Only tends to be around the pool and not really game to anything for a good length of time. Limited trials or care are not.
  - Finds group times difficult.
  - Needs to move out the physically active frequently.
  - Limited interactions with peers.
  - Doesn't follow him, due to limited skills.
  - Only does not live in safety of children, parents in his play all contain activities and get away from it before touch his toys.

- June 2022:**
- The Teaching Talking assessment shows that Lily is emerging in 15-18 months for Listening/Understanding and Receptive Skills.
  - The Early Language Monitoring Tool shows that Lily is understanding at 18-20 months for all areas apart from Social Communication where he is working at 0-11 months.
  - Limited expressive language skills.
  - Free: Excessive at times.

**What level of support is being provided?** Please indicate the level of support by adding the date that this level was started or reviewed:

	Universal	Setting Support	Specialist support	Statutory Assessment
Communication and interaction		14/04/2022		
Cognition and learning		14/04/2022		
Social, Emotional and Mental Health Needs		14/04/2022		
Physical and Sensory Needs (including Hearing Impairment, Visual Impairment and Multi-Sensory Impairment)		14/04/2022		

What have you put in place to support the child?

# Summary of Strengths and Needs



The Summary of Strengths and Needs page captures the levels of support you have provided, and continue to provide, as the child moves through the Graduated Response. Refer to the Graduated Response document every time you complete this page.

You should first complete this page when starting the SSP, and then review it when there are significant changes for the child, such as moving to a different room, input from a specialist, a major change at home, or a diagnosis.

You don't need to update the page every time you review a child's targets, but it's likely it will be reviewed a few times a year.

**Each entry MUST be dated** and a different coloured ink used to show each update, as seen in the example above.

Please use bullet points to complete each section.

**Child's Strengths:** consider the prime areas and the characteristics of effective learning within the EYFS.

**Summary of child's needs:** (Please refer to the Profiles of Need within the Early Years Graduated Response document).

- Add details of the stage of development from any assessment tools, such as Teaching Talking Audit or Early language Monitoring Tool.
- Add summary of assessment/diagnosis from Health Professionals (Paediatrician/SLT/OT/Physiotherapist reports etc) as and when you receive them.
- Please detail if there any concerns at home which impact on the child's learning and well-being (refer to the 'Effective Family Resilience in Surrey Document' on Surrey's website)

**Level of support:** When the support for the child shifts from one level to another (e.g. if the child moves from 'setting support to 'specialist support' in communication and interaction, due to input from a Speech and Language Therapist) make sure you date when the shift happened. A child may already be at the 'Specialist support' level when they join your setting.

**What have you put in place to support the child?** Bullet point the strategies and interventions you have implemented. (Please refer to Intervention and Support section in the Early Years Graduated Response document)

**What do you plan to do/try next?** (Please refer to 'assessment and planning' and 'intervention and support' sections in the Early Years Graduated Response document). List the strategies and actions you are going to implement. Is there any support you feel would help the parent/carer in supporting the child?

**Setting Support:** If little or no progress is being made at Setting Support, refer to health, education or other professionals. List the referrals made below:

Name of agency referred to: Speech and Language Therapy Date of referral: 05 June 2022  
 Referred by: Setting, GP, Health Visitor, Paediatrician, Therapist (please highlight). One Stop reference number if applicable: XY2323



**Specialist Support:** At Specialist Support, other professionals will be working with the child and family. List the professionals' details who are involved with the child:

Agency/Professional	Professional's Name	Contact details	Report received (date)
SEES Team (Portage/LEAP etc)			
Early Years SEND Team	Penelope Pittstop	penelope.pittstop@surreycc.gov.uk	01 June 2022
STEPS			

## Setting Support and Specialist Support

These example shows how referrals are recorded on the SSP

If little or no progress is being made at Setting Support, you may need to refer to health, education or other professionals. List the referrals you have made including the agency you have referred to, the date of the referral, and One Stop reference number if applicable. Other professionals may also make a referral for a child, for example following a 27 month check. Please also include these details.

As and when other professionals become involved with the child, make sure you add the professionals' details to the Specialist Support section. This includes support from education, health and family services.

# Outcomes and Targets

## Outcomes and Targets:

Please **highlight** the relevant level of support: **Setting Support** / Specialist Support / EHCP

Start date: \_\_\_\_\_ Cycle   1  

Outcome	Steps in place to support the outcome	Review date	Progress Review (highlight if a target has been achieved/partially achieved/not achieved?) bullet point what has gone well and barriers to further progress
	SMART Target/s:  Other actions and strategies:		Achieved/partially achieved/not achieved  Parents comments:
Outcome	Steps in place to support the outcome	Review date	Progress Review (highlight if a target has been achieved/partially achieved/not achieved?) bullet point what has gone well and barriers to further progress
	SMART Target/s:  Other actions and strategies:		Achieved/partially achieved/not achieved  Parents comments:
Outcome	Steps in place to support the outcome	Review date	Progress Review (highlight if a target has been achieved/partially achieved/not achieved?) bullet point what has gone well and barriers to further progress
	SMART Target/s:  Other actions and strategies:		Achieved/partially achieved/not achieved  Parents comments:

The outcomes and targets pages are where you can record the details of all the support strategies and interventions as part of the assess, plan, do, review cycle.

Always add the start date of each cycle of the outcomes and targets.  
Identify each page as a new cycle, starting with cycle 1.

Each time you complete a new set of targets remember to highlight the relevant **level of support** at the top of the page. If a child has a mixed profile of need, highlight the level that reflects the highest need. For example, a child may be at Universal Support in cognition and learning, but at Specialist Support for communication, so you would highlight specialist support.

Start with the outcome first, to reflect on what success will look like for the child in the longer term. Then think about the small steps that will help the child get there, which will form your targets.

**Outcomes** are person-centred long-term goals. It should be achievable within 6 months to a year.

**Targets** are person-centred short-term steps planned for the child to achieve the long-term outcome (These should be SMART; Specific, Measurable, Achievable, Realistic and Time-bound).

**Actions** and **Strategies** are what the adult needs to do, or changes to the environment to support the child to achieve the targets.

**Review date** – it is good practice to put a review date in for about 6-8 weeks down the line.

**Progress Review** – when you come to review the targets, please highlight whether they have been achieved or not, before giving a brief description of why/why not. Ideally, targets should be reviewed with parents, and their comments can also be recorded here.

# Early Intervention Funding and Review



**Early Intervention Funding**      **Date of Application:**

For Early Intervention Funding, you must be a child with a Special Educational Needs Statement or Education Health Care Plan. This funding is available for children with Special Educational Needs who are aged 2 to 5 years. It is intended to support the child's learning and development in a mainstream setting. It is not intended to cover the cost of a one-to-one practitioner.

**What is the purpose of this funding?**

What is the purpose of this funding?	What is the purpose of this funding?	What is the purpose of this funding?	What is the purpose of this funding?
Describe the reason that will be given for the award. (e.g. to support the child's learning and development in a mainstream setting.)	Describe the resources that will be provided. (e.g. additional staff, equipment, etc.)	Describe the staff that will be provided. (e.g. additional staff, etc.)	Describe the staff that will be provided. (e.g. additional staff, etc.)

**Review of Early Intervention Funding**      **Review Date:**

Review of Early Intervention Funding	Review Date:
Describe the reason that will be given for the award. (e.g. to support the child's learning and development in a mainstream setting.)	Describe the reason that will be given for the award. (e.g. to support the child's learning and development in a mainstream setting.)



There is an expectation that all settings will allocate resources and staff to support inclusion. When a child has more complex or persistent needs, settings can apply for EIF to further enhance the staffing ratio, but it is **not** intended to cover the cost of a one-to-one practitioner.

EIF is only available for those children who have Funded Early Education (FEE) or Funded Early Education for Two year olds (FEET).

To apply for EIF, you will need to complete the application page in the SSP, as well as an EIF Application Form which you can find on the Local Offer website. The awards are considered by a multi-agency panel, which meets monthly.

Applications need to be submitted two weeks before the panel date. Submission and panel dates are on the EIF application form.

The level of EIF is awarded according to the child's needs, so you need to make sure the level of provision is detailed in the Surrey Support Plan.

You can apply for funding to support:

- **Enhanced Ratio:** Providing smaller groups/higher staff ratios at certain times or for certain activities, determined by the level of additional needs within the group. It is recognised that a child does not need an adult following them around for the entire duration of the session. Instead it is important to plan when enhancing the adult ratio will benefit the child.
- **Appropriate resources:** these should be resources/equipment identified by another professional to meet the child's needs. They should be beyond universal resources. If a report states 'objects and pictures in a bag', these would not be considered specialist resources. However in the past

EIF has funded wobble cushions, portable screening, pop up tents etc.

- **Appropriate Training:** This might be Makaton training, Positive Touch training, etc. You **MUST** give details of the training course, provider and the cost. EIF can be used to fund training provided by Surrey Early Years.
- **Interventions:** These should be recommended by or discussed with your SEND Advisor and cover interventions such as REMA first language assessments, STEPS, AANT, etc.

Reviews:

**EIF Terms and Conditions:** 'When the offer letter indicates a review date, the provider will submit an updated SSP, including the tracker, targets and review page a month before the given date, to describe the progress that has been made and how the resources and/or training provided has impacted and benefitted the child.' Please submit this information directly to your EY SEND Advisor. Your SEND Advisor will usually be in touch near the review date to discuss the review with you.

**EIF Review:** You will only need to complete the review section if a review date is stated on your offer letter or you are requesting a change in the level of funding.

## Early Intervention Funding to support Transitions



### Early Intervention Funding to Support Transitions

**Date of application:**

(Transition funding can be requested to support a child moving into your setting, or into school or another setting)

Describe the support that will be given by an adult (enhanced ratio) to support transition.  Provide costings (eg, hourly rate, number of hours needed etc.)	Provide details of the resources or equipment that will support the child's transition.  Include the cost, supplier, who recommended the purchase and why.	Provide details of any training identified to support the child's transition, including cost and the provider.  Describe how it will support the child.	Provide details of specific interventions identified to support the child's transition, including cost and the provider.  Describe how it will support the child
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A transition refers to any important move a child makes, for example from being at home to starting at an early years setting, from one setting to another, or from an early years setting into school. Transitions can be challenging for children with SEND and therefore funded support can be applied for, to help the transition go smoothly.

Transition Funding can be requested to support a child with complex needs who is moving into your setting, or moving onto school or another early years provider.

Transition Funding can only be paid to the setting claiming the Funded Early Education for the child.

When applying for Transition Funding you will need to provide a detailed breakdown of costs eg: hourly rate of staffing if claiming for enhanced ratio. Examples of previous transition funding awarded include for staff cover to allow for a child's Key Person to do some extra individual visits to school, and duplicates of particular resources the child depends upon for consistency.



**Person-Centred Summary for Statutory Assessment:**

**My History** (to include family situation, who is at home, play, health, schooling, independence, friendships, education and future plans).  
 This section **MUST** be completed when applying for a Statutory Assessment. Please consult with parents.

**Child's History** – home, play, health, early years care and education, friends and relationships.

**Family's Situation** – This could be 'as above' if no more information to add, or may include information about who is at home, family/siblings etc.

**How has the family been supported and by whom?** (for example, Early Support Service, Family Centre, Family Support Worker, CHES, Social Worker)

**Family and Child's views and aspirations for the future, including education**

**How [Child's Name] and his/her family have taken part in this plan**

**Person-centred Summary for Statutory Assessment - My History**

If you reach the stage at which you feel a child needs a Statutory Assessment, the Surrey Support Plan is a key document on which a decision to assess is made.

**This section MUST be completed when applying for a Statutory Assessment**

**This section should be completed in collaboration with parents.**

**Child's History:** You should include family situation, who is at home, play, health, schooling, independence, friendships, education and future plans. This will detail the journey so far for the child, including pre-school provision, significant events, background to diagnosis or difficulties.

**Family Situation:** What is the current situation for the child and their family? You may not need to add to this if you have already covered this in detail in Child's History.

**How has the family been supported?** Please detail the professionals working with the family. This means the wider family support, for example: Family Support Worker, Early Support Services, CHES, Social Worker.

**Family and Child's views, and aspirations for the future, including education:** What do the family want for their child's future, what will this look like?

**How the child and their family have taken part in this plan:** Give a brief summary of how you have involved the parents.



Surrey Support Plan

**Statutory Assessment - Summary of Strengths and Needs**  
 The summary **MUST** be completed when applying for a Statutory Assessment

- Has the setting been awarded Early Intervention Funding for this child? Yes/No
- Has an Early Years Inclusion Pathway Planning (EYIPP) Meeting been held? Yes/No

The Summary should be completed by the Early Years Provider. Please consult with parents.

**Person Centred Summary**

**1. Communication and Interaction**

Please refer to the prompt questions in the Guidance document, the Graduated Response Profile of Need and any professional reports, to help identify the **or** additional needs. Please include any health needs and/or diagnosis.

**Describe my strengths and achievements:**

- 

**Describe my identified needs relating to Communication and Interaction:**

- 

**2. Cognition and Learning**

Please refer to the prompt questions in the Guidance document, the Graduated Response Profile of Need and any professional reports, to help identify the **or** additional needs. Please include any health needs and/or diagnosis.

**Describe my strengths and achievements:**

- 

## Statutory Assessment – Summary of Strengths and Needs



Please highlight yes/no to indicate if the child has received EIF.

Also highlight yes/no to indicate if an Early Years Inclusion Pathway Planning (EYIPP) meeting has been held.

# Statutory Assessment. Communication and Interaction

The person Centred Summary should be completed by the early years provision. Please consult with parents.

## Person Centred Summary

### 1. Communication and Interaction

Please refer to the prompt questions below, the Graduated Response Profile of Need and any professional reports, to help identify the child's strengths and additional needs. Please include any health needs and/or diagnosis.

- Do I give eye contact often, sometimes, or never?
- Do I use words and/or gestures to approach adults to get my needs met (give examples)?
- Do I use single words, two words together or simple sentences? (give examples)
- Is my talk relevant to the situation or do I repeat learnt words or phrases? (give examples)
- Do I use jargon or make unusual or repetitive sounds or vocalisations?
- Do I have an unusual tone or intonation to my voice or way of speaking? For example, do I use unusually formal language in the way that I communicate?
- Can my speech be understood by unfamiliar adults?
- Am I able to share attention with an adult?
- Do I seek out peers and initiate social interaction (either through copying, gesture, eye contact, smiling or laughing and/or words)?
- Can I turn take with adults and/or peers? Is this in a structured game? How many peers are involved in the activity? Can I use these skills independently?
- Do I look anxiously at faces and gestures when people are talking
- Do I tend to follow everyone else rather than respond to the words when instructions are given, for example, at transition times?
- Do I copy the words you say to me rather than answering? eg; Adult "What's your name?" Child "name?"
- What do parents say about my communication and language skills?



Describe the child's strengths and achievement along with their identified needs relating to Communication and Interaction. The questions written in blue font will help you bullet point a summary.

# Statutory Assessment. Cognition & Learning

## **2. Cognition and Learning:**

Please refer to the prompt questions below, the Graduated Response Profile of Need and any professional reports, to help identify the child's strengths and additional needs. Please include any health needs and/or diagnosis.

- Which toys and activities am I particularly interested in? What do I enjoy doing?
- How long do I concentrate for on an activity? (Self-chosen and/or adult directed?)
- Am I a "fitter"? Do I find it hard to attend to anything for any length of time?
- How do I participate in group times and adult led activities?
- Do I access all areas of learning and am I willing to have a go? |
- Are there some areas of the nursery or activities that I never participate in?
- Do I use creative ways to solve problems and adapt my approach to get the job done?
- Am I confident to ask adults for help if I need it?
- Do I need lots of repetition or adult support to learn a new skill?
- Is my play age appropriate? (Do I mouth objects? Is my play mostly movement based or cause and effect? Is there a pattern to my play?)
- If I am in the home corner or playing with small world toys, how do I play imaginatively? Am I able to recreate previous experiences?
- Do I play repetitively, or can I use experiences to extend my play?
- Am I preoccupied or fixated on a certain toy, activity, or special interest?



Describe the child's strengths and achievement along with their identified needs relating to Cognition and Learning. The questions written in blue font will help you bullet point a summary.

# Statutory Assessment. Social, Emotional & Mental Health

SURREY  
COUNCIL

### 3. **Social, Emotional and Mental Health:**

Please refer to the prompt questions below, the Graduated Response Profile of Need and any professional reports, to help identify the child's strengths and additional needs. Please include any health needs and /or diagnosis. Are there any social care needs?

- Describe how I leave my parents in the morning. What support do I need to transition into nursery each session?
- Do I have a comfort object or safe place that I like to use in nursery? How do I use this?
- Do I move independently around the nursery and choose my own play and activities?
- Do I try new ideas to complete a **task** or do I usually copy what others are doing?
- Do I use persistence to complete tricky tasks/activities or give up easily and move on?
- Do I work better on tasks alone, or prefer to work as part of a group?
- Do I take pride in showing other people when I have completed an activity or task?
- Do I seek out familiar adults for comfort or as a play mate, or do I only seek out adults to get my needs met or request something?
- Do I show interest in others? Do I give appropriate eye contact and use gesture and/or words with peers?
- Do I prefer to play alone? Is this age appropriate? Who do I choose to play with (younger/older children or a particular child)?
- Am I happy to share my play space with other children? Can I share resources? Is this age appropriate?
- Do I initiate play and/or do I usually just join a group of children and copy their ideas?
- How do I join in others play? Do I always follow other's instructions, or can I lead and influence others in play? Am I happy to accept other children's ideas in play?
- Am I aware of and able to follow everyday routines and boundaries? How do I deal with changes to my routine?
- Do I respond or notice when other people are upset?
- What do parents say about my social skills at home? Do I enjoy going out and about with parents (meeting extended family, soft play, swimming etc.)?
- Is there anything happening at home that could affect my emotional wellbeing or my ability to learn (new baby, new home, divorce, bereavement)?
- How do I cope with aspects of my home life, (transitions, going shopping, being left with relatives)?



Describe the child's strengths and achievement along with their identified needs relating to Social, Emotional and Mental Health. The questions written in blue font will help you bullet point a summary.

# Statutory Assessment Sensory & Physical

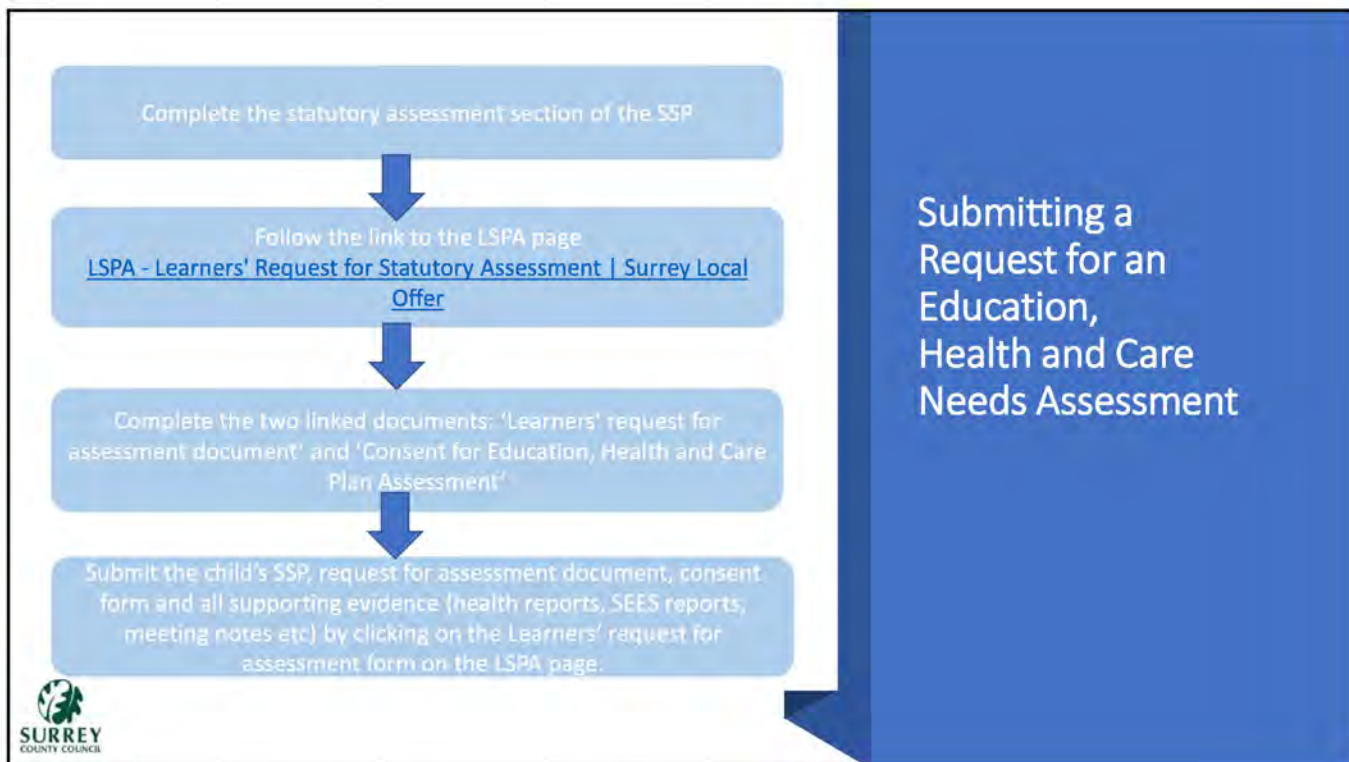
## **4. Sensory and Physical (including visual impairment, hearing impairment and multi-sensory impairment):**

Please refer to the prompt questions below, the Graduated Response Profile of Need and any professional reports, to help identify the child's strengths and additional needs. Please include any health needs and/or diagnosis.

- Are my fine motor skills age appropriate? (Comment on the child's ability or interest in threading, mark making, using puzzles, peg boards, playdough, posting toys, picking up small objects using a pincer grip, pouring, zips, bricks etc.)
- Are my gross motor skills age appropriate? (Comment on the child's ability to crawl, sit, walk, run, jump, climb, ride a wheeled toy, walk up and down steps, throw, kick and catch a ball.) Am I unduly clumsy?
- Can I dress myself independently or am I starting to help the adults dress me?
- Am I still in nappies? Am I starting to indicate if I am doing a wee or poo? Do I empty my bowels regularly?
- Can I feed myself or do I need adult help? Am I using a fork and/or spoon? Can I drink from an open cup?
- Can I wash my hands independently? Do I need consistent support (such as individual verbal and visual instructions or hand over hand support)?
- Do I let you know if I am thirsty or hungry? Do I eat and drink enough during the day?
- Am I a fussy eater? Do I eat a varied diet or do I need to eat the same foods all the time? What are these foods?
- Do I have unusual responses to sensory aspects of the environment, such as apparent indifference to pain/heat/cold, adverse responses to specific sounds or textures, excessive smelling, licking or touching of objects, fascination with lights or spinning objects?
- Do I need to be on the move most of the time? Does this make it difficult for me to remain at activities?
- Am I a healthy child? Or do I suffer with recurrent illnesses? Constant runny noses?
- Am I on any medication that could affect my ability to learn?
- Do I have enough sleep every night? What is my bedtime routine?
- Are there any indications that I may need a hearing or sight test? Or have I had one and what was the outcome?
- What do parents say about my physical skills? Did I meet my physical development milestones at age appropriate times?



Describe the child's strengths and achievement along with their identified needs relating to Physical and Sensory. The questions written in blue font will help you bullet point a summary.



If applying for an EHC Needs Assessment, you will need to gather:

- the completed SSP
- a Consent for Education Health and Care Plan Assessment document (on the Local Offer)
- a Learners Request for Assessment document (on the Local Offer)
- any relevant health and education professional reports

You will then need to go to the online **Learners Request for Assessment form** on the Surrey LSPA page, where you complete the online application and upload all of these documents.