Section 6: IEP Template

Child's Name:	Stan Lee	Date of Birth:	06/05/2020	Date of Plan:	November 2024	Review:	January 2025

What are my Strengths?	What do I need support with?
I am an excellent climber and am very active. I can show that I am enjoying something by jumping, smiling, laughing and flapping my hands. I persevere with high interest play, even when things challenge me. I can make a choice from 2 using a reach towards items.	I do not like having my nappy changed. I get upset at transition times and do not like changes to my routine. I do not like coming inside after outside play. My play is limited to a few high interest toys and activities. I move away when others get too close to where I am playing.

My learning outcomes	Strategies	Advised By	Provision in place to support identified need	Staff member ratio Length of time Frequency	Review
I will feel comfortable with a trusted adult in the same space as me when I play with favoured toys.	Relationship mapping to work out who I naturally gravitate towards. Trust/ connections built through consistent sensory support. Intensive Interactions introduced in a quiet space with my trusted adult.	Specialist teacher	A quiet space and 1:1 time	Key adult 1:1 5 x 3 mins for connection building sensory support 5 x 1 or 2 mins per session intensive interaction	Connection built with K who has been offering sensory and self-care support consistently. Connections made through brief interactions during high interest play with some interest in what K is doing in her play alongside or in imitation.
I will recognise objects of reference and understand that when I see that item that activity/task will happen next.	4 objects of reference will be presented consistently at the time of the activity/task for association to be built. Processing time will be given.	Speech and Language therapist	Objects of reference available at time of transition consistently used by trusted adult Refer to SaLT plan	Key adult 1:1 10 x 2 mins per session	Really good progress with understanding nappy, plate, coat and ball as objects of reference. Have started to follow now and next approach when shown objects at transition times. Needs an OoR for sensory sessions to entice in from outside play.

My learning outcomes	Strategies	Advised By	Provision in place to support identified need	Staff member ratio Length of time Frequency	Review
I will explore sensory activities and resources identified in my sensory plan	Refer to sensory plan for identified planned and responsive activities/resources Use DCC Sensory processing toolkit materials for additional activities. Trusted adult to offer sensory support in bid to build connections.	Specialist teacher	Sensory plan used to inform whole group provision and 1:1 sensory sessions. Quiet space available for 1:1 sessions.	Key adult 1:1 5 x 3mins per session	Peanut ball, trampoline and deep pressure activities consistently regulating. Anticipation of and engagement with planned sensory activities demonstrated.
I will start to explore my high interest items in new ways in nursery.	The importance of high interest play/activities will be explored so that adults can identify what is being enjoyed and how this can be replicated. The Curiosity programme will be introduced.	Specialist teacher	Curiosity programme resources and quiet space to engage.	Trusted adult 1:1 3 x 3 mins per session	Interest and engagement with Curiosity programme sessions improving. Exploration in new ways is emerging but not yet confidently generalising in the wider nursery spaces.
I will follow a simple toilet routine when adults use objects of reference to support.	Nappy to be introduced as object of reference and shown when it is time to prepare to go to the bathroom.	Specialist teacher/Health visitor	Environmental audit within bathroom area Nappy as object of reference consistently used.	Trusted adult adult 1:1 2 x 10 mins per session	Less dysregulation around nappy changes as anticipation increased following use of OoR. Not always happy to follow routine but demonstrating understanding. Happier when transitional item is taken from play to bathroom.