Being Kept in Mind

My Nurture Care Plan

My Name:

My Date of Birth:

Date Nurture Care Plan Started:

Date Nurture Care Plan Reviewed:

Completed By:

Supporting children with their social, emotional and/or behavioural needs

Keeping Me in Mind

**People that are important to me:**

 **I Like to be called:**

**I am good at:**

**My Favourite things and food are:**

**I enjoy playing/doing this with my friends and adults:**

**I like to play with:**

**My favourite places:**

**I do not like:**

 **Resilience checklist**

 (Adapted from document issued by Gloucestershire Educational Psychology Service)

|  |  |  |
| --- | --- | --- |
| **Factors** | **Resilience factors** | **Risk factors** |
| **Child** | * Good health
* Good language skills
* Achiever
* Good self-esteem
* Good social/interaction skills
* Easy temperament
* Good problem solver
* High resilience – keeps trying and challenging self.
 | * Poor health
* Physical/mental health disability
* Sensory disability
* Language difficulties/differences
* Learning difficulties/differences
* Low self-esteem
* Difficulties/differences in social skills
* Behaviour needs
* Poor problem solving
* Difficulties understanding the needs of others
* High levels of emotional needs
* Impulsivity
 |
| **Family** | * Supportive family
* Close extended family
* Supportive informal network
* Family coherence
* Positive parental guidance/supervision
* No obvious family stressors e.g. finance
* Good communication skills
 | * Ill-health or disability of parents
* Abuse and/or neglect
* Family violence
* Parent in prison
* Poor parental guidance/supervision
* Family distress e.g. financial difficulties, out of work
* Drug/alcohol dependency
* Divorce/separation
* Death of a family member or close friend
* New baby or step family
 |
| **Significant life events** | * Meeting a significant person
* A positive move to a new area
 | * Homelessness
* Refugees
* Moving house/country
 |
| **Early years setting/school** | * Positive ethos
* Positive peer group
* Achievement
* Friends
* Sense of belonging
* Opportunities for success
* Opportunities for initiative
* Opportunities for positive recognition
* Close/cohesive staff
* Staff who listen
 | * Delayed setting transitions
* Moving settings
* Changing key person/teacher
* Exclusion
* Learning difficulties
* Lack of achievement
* Poor network of friends
* Peer rejections
* Prefers to play alone
* Poor attachment to staff
* Prefers adults or much younger children to socialise with.
 |
| **Community** | * Informal networks
* Good role models
* Participation in community
* Access to support/services
* Acceptance of cultural diversity
* Strong identity
 | * Neighbourhood violence/crime
* Lack of support services
* Social/cultural discrimination
* Antisocial community norms
 |

**What adults have noticed about my social, emotional and behavioural needs.**

|  |  |
| --- | --- |
| **What I could be experiencing**  | **What adults notice about me** **(continue onto a new page if needed)** |
| High levels of anxiety. |  |
| A strong need to feel in control of situations or to control the people around them. |  |
| Delays in emotional development where their skills and abilities are similar to those of a much younger child.  |  |
| Difficulties in regulating their emotions, often needing an adult to help them when dysregulated.  |  |
| Inappropriate behaviour in certain situations e.g. biting, hitting, scratching, inappropriate language. |  |
| Withdrawal from certain situations through being quiet and not engaging with activities, other children, or adults.  |  |
| Difficulties interacting appropriately with other children due to poor social skills.  |  |
| Difficulties focusing on an activity or interaction for an appropriate amount of time in comparison to their peers.  |  |
| Hypervigilance, constantly looking around at what is going on in the setting without being able to properly settle to an activity.  |  |
| Impulsive behaviours.  |  |
| A poor sense of self, not feeling positive about themselves or their achievements.  |  |
| Other |  |

 **MY NURTURE PROGRESS STAR**

Completed by: Key adult:

Start date: Review date:



 **My Picture**

My Nurture Care Plan – The Four A’s



**Strategies for creating a safe place and AREAS:**

**Strategies to meet the need for ATTENTION:**

**Strategies to reduce levels of ANXIETY:**

**Strategies for key ADULTS:**

**My Nurture Care Transition Plan**

**Child’s name……………………………………………….DOB………………………….**

**Early Years Setting………………………......Key adult……………………………….**

**School………………………………………….Intended key adult……………………**

**Date…………………………………………….**

|  |
| --- |
| **A description of the child’s needs** – See Identifying and Noticing My Needs Information |

|  |
| --- |
| **Protective and risk factors** – See Resilience Checklist |

|  |
| --- |
| **Successful strategies which;*** Reduce levels of anxiety
* Meet the child’s need for attention
* Are used by and support the key person (‘safe person’)
* Create a safe place and safe areas
 |

 **Transition to school - Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities for……………………………………………….** | **Who** | **What** | **By when** |
| A transition planning meeting between parents/carers, early years setting staff and school staff. The purpose of the meeting would be to share information about the child, including their strengths and interests, and plan specific activities to ensure a smooth transition. |  |  |  |
| A member of school staff to visit the early years setting to observe the child in a familiar environment. Ideally this would be the child’s ‘safe person’ in school.  |  |  |  |
| A member of school staff to work alongside early years setting staff in the early years setting to develop a relationship with the child and support activities aimed at ensuring a smooth transition. |  |  |  |
| The child to visit the school on several occasions with their key person from the early years setting. The purpose would be to become familiar with the environment and school staff. The child would benefit from having opportunities to walk around the school, with an adult, and take photographs of specific areas and people e.g. toilets, playground, dining hall, classroom, teaching and non-teaching staff. |  |  |  |
| The child to be supported in making a photo book of his/her new school. |  |  |  |
| A transitional object to be identified that the child can bring into school to enhance feelings of security.  |  |  |  |
| The child to be supported by their key person to make a box of calming/favourite activities to be used in school.  |  |  |  |
| School staff to identify, with advice from parents/carers and early years setting staff, a ‘safe place’ for the child in school. This could be an area within the classroom or in a different area of the school depending on the child’s needs.  |  |  |  |
| School staff to identify support mechanisms for the child’s ‘safe person’ to allow opportunities to talk about their work, ensure containment of feelings and allow opportunities to explore next steps. This is likely to include support from the Attachment Lead person in the school.  |  |  |  |
| A member or members of school staff to meet with parents/carers on a regular basis to share information, talk about worries, ask questions and develop a relationship, forming a solid foundation for future partnership working. |  |  |  |
| Other e.g. support over the summer holiday |  |  |  |

Parents Comments:

**Parent/Carer name:**

**Parent/Carer signature:**

**Key Person name:**

**Key Person signature:**

**Setting SENCo/Manager name:**

**Setting SENCo/Manager signature**

**Reception teacher/School SENCo name:**

**Reception teacher/School SENCo signature:**