**GUIDANCE Early Years Setting: INDIVIDUAL LEARNING & DEVELOPMENT PLAN (ILDP)**

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| **Name: Date of Birth: Age: Key person: SENCO:**  **ILDP Start Date: Review Date:** You MUST state a review date **Signed: Signed:** | | | | | | | |
| **Child’s motivations and interests:**  Activities that the child enjoys and sustains their interest | | | | **Long Term Goal:**  The long-term goals may be areas of learning and development that practitioners want the child to achieve but are not specific e.g. Bobby will be able to play with his peers | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Communication  and Language** | | **Personal, Social and Emotional Development** | | **Physical  Development** | | | **Developing well** | **Emerging** | **Developing well** | **Emerging** | **Developing well** | **Emerging** | | | | | | | | |
| **Parent’s views/aspirations:**  Please state what the parent’s/carer’s long-term wishes are for the child. These may be wishes for the near future and general in nature. They may be about the child’s strengths or needs, or about the child’s experiences e.g. We know Bobby likes to be active, we would like Bobby to attend his local gym club.  Also prompt the parents/carers to think of long-term goals. These are goals linked to the child’s learning and development but not specific in nature. E.g. ‘We would like Bobby to be able to tell us what he wants’ but the parents/carers don’t need to say how Bobby will tell them, that detail can be developed in the SMART targets. | | | | | | | |
| **Targets**  **What the Child is expected to do – clear not cloudy.** | | **How Are We Going to Support?**  **The conditions: prompts, materials, instructions, context.** | | | | **Success Criteria**  **Time to complete**  **Duration of activity**  **Number of tries** | **Evaluation/ Future Action** |
| **Area of learning**  **In EYFS**  Eg  C & L  PSED  PD | What the child **will do**  This begins with the child’s name or can be written in first person e.g. ‘Bobby will…’ or ‘I will….’  The **do** is the action(s) that we are expecting the child to do. We can see or hear them doing these actions and they are not ‘cloudy’.  e.g. I will count….  I will point to….  I will copy…  I will sign…. | State here what conditions are needed for the child to achieve the action. The conditions may need to be differentiated to meet the individual child’s needs.  Start your phrases with ‘**When**……’ Think about the following:    1.What are the small steps involved in achieving the action, so that the child is practising just one of those small steps as the target.  2.You may want to choose one of the easiest small steps for the child, leading to the hardest small step to achieve the complete action e.g. picking up a cup as part of being able to drink from an open cup  3. You may want the child to complete an activity by doing the last step (backward chaining) e.g. putting their boots in the box  4.You may need to think about the play materials used are they graded? Can the child realistically achieve the action using the toys or objects available?  5.You may need to choose the prompts you will need to give: physical, gestural or verbal or all three?  6. You will need to decide how you communicate: object cues; pictures, drawings, photos; Makaton signing; simple words  7.Consider when and where the support will take place and who is involved | | | | State here how long or how many times you expect to see the action being practised by the child.  **To what degree of success**   * Time – for task completion e.g. when shown a countdown strip 0-5 * Duration – length of time the task lasts e.g. for up to 2 minutes or each snack time * Frequency - number of tries e.g. up to 3 turns | **Evaluating the targets**  How has it gone? Where were the difficulties and what is working well?  Can the target be generalised in other places or with other people?  Can you use the strategy that is working to support the child in other areas of learning? |
| **Parent/Carer Involvement**:  You must state here what the parents/carers are going to do at home to enhance the child’s play, communication and other developmental skills. Their involvement may be specifically linked to the agreed targets or more general, involving engaging in a child-centred experience both at home or outside the home. | | | | | | | |
| State below what is happening for the child that may support the stated targets above. These things have usually been discussed at the ILDP review meeting with the parents/carers | | | | | | | |
| **Agreed priorities or next steps** | | | **Actions** | | **When will this happen?** | | |
| e.g. hearing test | | | e.g Contact the community nursing team 0-19 service at the Torquay base to ask for this to happen | | e.g. Parent will do this when next at the Family Hub | | |
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**NB Guidance on how to write a SMART targets with examples, can be found here** [**SMART Targets - Family Hub**](https://torbayfamilyhub.org.uk/topic/smart-targets/)