

GRADUATED RESPONSE MINUTES OF MEETING



Name: xxxxxxxx

DoB: xxxxxxxx

Address: xxxxxxxx

Review Date: xx/xx/xx

Present: Parents; xxxxxxxx

Discussion O.T. xxxxxx; Paed xxxxxx: HV xxxxxx

At his previous nursery xxxxxx didn't really play or use his language. Now Mum and Dad shared he is engaging in pretend play e.g. he was 'teacher' pretending to do GMT. Has a wonderful sense of humour Mum and Dad shared that when injured or upset needs support to express/explain what's happened. This is mirrored in nursery.

Nursery has clear routine supported by a visual time line. Xxxxxx copes well with instructions and questions within setting. He will choose a friend to do something with. He has a special friend and will talk to peers. He is engaging in role-play with them. In group activities – likes having a 'job' and controls the music. Has learned to share with adult offering simple explanation of need to share.

When going to the toilet he will ask an adult and will take self at times. He has wonderful memory so adults need to keep their promises! He responds to praise

At home xxxxxx has a large extended family and he does take turns with his cousins

In nursery xxxxxx is very kind, he will stroke children if they're sad. He offers good eye contact with peers.

The initial home visit made by xxxxxx was important; it aided a smooth transition.

Routines are quickly established in xxxxx's mind so we need to establish routines that are acceptable.

Has learned peers names in family group. Using signs frequently. At snack time – munches through apple. Within nursery he is

- Offered different snacks
- ***** would like to explore different textures such as rice/lentils

At home he likes things to be placed in the same place on the table surface and doesn't like food to touch on his plate. His diet is very limited and his H.V. is requesting referral to Dietician

Loves playing in mud but will avoid other soft textures. xxxxxx has also been referred to the sleep clinic he often wakes in the night and will be awake for some time. xxxxx loves being outside, and has learned to ride a bike.

Both at home and in nursery xxxxxx gets very involved in an activity and can struggle to end it/move away

Going to footy tots and football camp have helped him to deal with sharing and turn taking. He really loves these. However he has experienced a meltdown when punched at football, needed great deal of reassurance. He is unable to cope with unexpected events

Parental school choice – xxxxxxxx

Actions

1. To place xxxxx on a Graduated Response
2. To develop an additional support plan that outlines the SEND provision made and identifies key skills to target (dealing with transition; developing skill of sharing and turn taking
3. Developing imaginative play; sensory processing activities targeting increased tolerance of textures through fun with food style activities.
4. Transition meeting in November to talk about support needs within school. Head Teacher from xxxxx to be invited

Date of next meeting: Transition meeting xxxxxxxxx