**My SEN Support Plan**

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| --- | --- | --- | --- | --- | --- |
| Primary area of need: | *Use the language that the CYP/family prefer*  *e.g. Deaf and hard of hearing (DHOH) as opposed to Hearing Impaired (HI)* | SEN Support (K) | | EHCP (E) **☐** | Attendance % |
| Other plans: | Child has a Personal Education Plan (PEP) | | Child has an Individual Health Care Plan (IHCP) | | |
| Social Care Status: | Universal | | Early Help Assessment | | |
| Child In Need | | Child Protection | | |
| Plan start date: |  | | Plan no. |  | |
| Planned review date: | *You may want to decide upon the date of review in this meeting.* | | Actual review date: |  | |

**My Name:**

**Class/Form:**

***Insert picture of special interest(s)***

**One Page Profile / Child/Young Person Voice:** Insert your setting’s One Page Profile or complete the LA template provided.

Child’s ***current*** name/photo/ favourite character etc to be added

**My aspirations**

A CYP’s aspirations should be the starting point for discussions around outcomes. Once you know a CYP’s aspirations, you can identify the barriers currently preventing them from achieving their aspirations. The provision therefore needs to support the child to achieve the outcomes which act as stepping-stones towards their long-term goals. These will be updated over time.

**What’s important to CYP** This section should have enough detail that someone who does not know the CYP could understand what matters to them from their perspective. It is detailed and specific If their name was taken away from the OPP the CYP would still be easily identified.

|  |  |
| --- | --- |
| **Instead of this** | **Try this** |
| Loves break time | Playing games, usually involving running, with their close friends at break time |
| Being organised | Having all items packed and ready the night before in CYPs schoolbag and making sure the tray in my classroom is organised. It is important that people do not take things from my pencil case. |
| Having friends | Sitting with the same friends in each lesson and lining up and sitting with AB&C at lunchtimes |

**How to support CYP when at school, what is important for the CYP** This section includes how to support the CYP in school, and what is helpful and what is not. It can include any specific ‘buttons’ that get pushed and how to avoid or handle them. The information in this section includes what people need to know and what people need to do.

|  |  |
| --- | --- |
| **Instead of this** | **Try this** |
| Be patient | X will chew their jumper if unsure of a task. Ask X if they have any questions about the activity (avoid asking if they understand what to do) – allow processing time of up to 1 minute |
| Needs help with friendships | Allow X opportunities to spend time sitting with different X at the beginning of a new term. X appreciates one-to-one time to discuss friendships, a circle of friends approach has supported in the past. |
| Has timeout card | X needs the opportunity for regular sensory breaks (e.g. walk around the classroom or the opportunity to attend the nurture space) to support regulation. |

**My strengths (and what people like and admire about me)**

This section focuses on the strengths that the CYP, parents, carers, teachers, and all adults involved with the CYP identify. This section needs to be a positive ‘proud’ list of the qualities, strengths and talents of the CYP. Try to avoid words like ‘usually or ‘sometimes’ or anything that sounds like faint praise. Consider linking to the Preparation for Adulthood skills to ensure a holistic approach. If done well, the CYP needs should be clear.

*E.g. I am able to understand and control my emotions in new and unfamiliar environments, with the support of social stories and a trusted adult*

*I can use my Easy Grip fork to eat my lunch and I am trying to cut up my own food with my Easy Grip knife.*

**What’s important to me**

This section should have enough detail so that someone who does not know the CYP well understands what matters to them from their perspective. It should be detailed and specific so if their name was removed from the OPP the CYP would still be easily identified.

E.g. *Sitting with the same friends in each lesson and lining up and sitting with AB&C at lunchtimes*

*My Mum, Step-Dad and baby brother.*

**How people who know me well best understand my needs at the moment**

This section includes a summary of the shared understanding of a CYP’s underlying needs. This is sometimes referred to as a ‘formulation’. It is expected that this will be developed over time as people around the CYP learn more about them through a process of assessment through intervention over time. For some CYP specialist support services will help with this. This section should be reviewed regularly and will help inform what is identified as the CYP’s primary SEND need.

E.g. Although my attainment in English and Maths is delayed, this is related to my language and attention difficulties rather than a specific difficulty with English or Maths.

**What people need to know about how best to support me at school**

This section includes how to support the CYP in school, and what is helpful and what is not. It can include any specific ‘buttons’ that get pushed and how to avoid or respond to them. The information in this section includes what people need to know and what people need to do.

E.g. *Let me spend time sitting with different children at the beginning of a new term. It helps when I can chat to an adult about friendships, going to ‘Circle of Friends’ helps.*

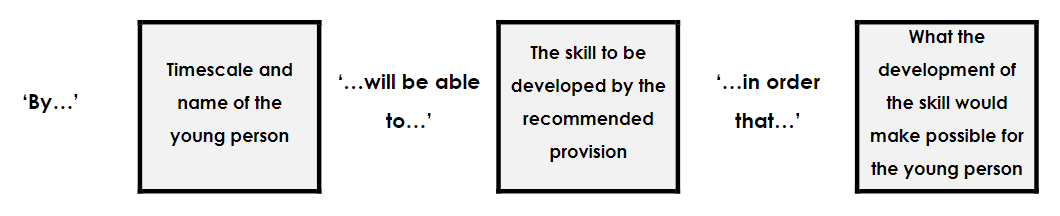
*I need regular sensory breaks (e.g. walk around the classroom or let me go to the nurture space) to support regulation.*

**Parent/Carer Voice:**

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| --- |
| **Journey so far**: (Include information around medical diagnoses, when concerns were first raised etc.) |
| E.g.  *Concerns first raised about delayed speech in Year 1.*  *Involvement from SALT and therapy package delivered in Y1 and Y2.*  *Discharged from SALT end of Y2.* |
| **What are your hopes, dreams and aspirations for your child’s future**? (These have been divided into the four areas of Preparation for Adulthood – PfA) |
| Learning and Employment: |
| E.g.  *I would really like it if they were able to have a full-time job and earn their own money when they grow up.* |
| Living as independently as possible: |
| E.g.  *I want him to be able to go on the school residential with the rest of their class.* |
| Health and wellbeing: |
| E.g.  *It would be so great if they started eating a greater variety of food, so we can go out for dinner as a family.* |
| Friendships, relationships and community: |
| E.g.  *I would love it if they could join a local club and be part of a team.* |

**My Targets:**

*To ensure targets are holistic, consider the skills that a child or young person will need to support preparation for adulthood alongside skills to support academic progress*



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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rating: | 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 |  |
|  |  | B |  | |  |  |  |  | | T/A |  |  |  |
| **T -** Target (Where would we realistically expect to be with this target by the next review?)  *Joe will complete a short writing task independently, with appropriate scaffolding and the support of visuals, in 4/5 lessons where appropriate, so that he can engage in learning with increasing independence.*  **B** - Baseline (Where is the CYP now with this target?):  *Joe struggles to maintain his focus for longer than a few minutes in most lessons, especially with writing tasks. He will often become disruptive, shouting out and getting out of his seat. Joe rarely asks for help.*  **A -** Achieved (Review - How much progress have they made towards target?):  *April 2023 - Joe has shown that he is able to complete a short, written task independently with appropriate scaffolding and the support of visuals, in the subjects that he enjoys (History and English). Although this is not yet consistent across all areas of the curriculum Joe has made great progress. Joe still benefits from a member of staff discussing his visual prompts at the start of each lesson but is becoming less reliant on this and is able to remain in his seat for longer periods of time until the task is completed.* | | | | | | | | | | | | | |
| Provision to support outcomes: (This should link with the current whole school/class provision map (or for some CYP their individual costed provision map) | | | | | | | | | | | | | |
| Support | | | | How often | | | | | Delivered by | | | | |
| Word web pre-tutoring to support understanding of new, unfamiliar topics and to model task | | | | As appropriate | | | | | All teachers | | | | |
| Trial use of Clicker of 8 using word banks created by teacher and teacher to record instructions to promote independence (use headphones) | | | | In all lessons where appropriate | | | | | All teachers where appropriate | | | | |
| Visuals to support instructions and use of a task board and timer | | | | In all lessons | | | | | All teachers | | | | |

**Target 2**

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| Rating: | 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 |  |
|  |  | B |  | |  |  | T/A |  | |  |  |  |  |
| **T -** Target (Where would we realistically expect to be with this target by the next review?)  *Joe will begin to identify when he is overwhelmed in a lesson and will use strategies to help him to manage his emotions in class in order that he can remain engaged in the teaching and learning, 60% of the time.*  B - Baseline (Where is the CYP now with this target?):  *Joe shares that he finds himself getting stressed in most lessons and he can’t help it when he shouts out or gets out of his seat. He likes talking to the Learning Mentor but knows she is busy most of the time. He says he would like help with how to manage his emotions to stop this happening.*  **A -** Achieved (Review - How much progress have they made towards target?):  *(April 2023) Joe is beginning to communicate his feelings with some staff using the Zones of Regulation visuals to share; however, he still appears very self-conscious about using the visuals in certain classes. When Joe starts to feel overwhelmed/’stressed’ he sometimes puts his visual request on the table to ask for Time Out to see the Learning Mentor.* | | | | | | | | | | | | | |
| Provision to support outcomes: (This should link with the current whole school/class provision map (or for some CYP their individual costed provision map) | | | | | | | | | | | | | |
| Support | | | | How often | | | | | Delivered by | | | | |
| Zones of Regulation | | | | Regular prompts and reminders throughout the day. | | | | | All staff | | | | |
| Use of visuals to support labelling and identifying emotions | | | | As and when appropriate | | | | | All staff | | | | |
| Talkabout | | | | 1 session per week with LM | | | | | LM | | | | |
| Emotion coaching strategies | | | | Used by LM as situations arise throughout day | | | | | LM | | | | |
| Personalised visual timetable | | | | Used by LM during check ins | | | | | All staff | | | | |

**Target 3**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rating: | 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 |  |
|  | B |  |  | |  | A | T |  | |  |  |  |  |
| **T -** Target (Where would we realistically expect to be with this target by the next review?)  *Joe will engage positively with his peers during unstructured times by attending a football club at lunch on 4/5 occasions, in order to develop his relationship with his peers.*  B - Baseline (Where is the CYP now with this target?):  *Joe says that he does not have any friends in school, and he prefers to keep to himself. He has shared however that he would like to play football at break or lunch but is worried they will say no or laugh at him.*  **T -** Target (Where would we realistically expect to be with this target by the next review?)  *April 2023 - Joe has joined the majority of the lunch sessions when they have been out on the field but he is less keen to join the fantasy football club that takes place on a Tuesday which is in the classroom. Joe says it is easier for him to play football as he does not always have to talk to the others if he does not feel like it whereas he feels under pressure to talk when inside. Mr P feels that Joe is growing more confident around the other pupils and has seen him play football with a couple of the boys at break time whilst he is on duty.* | | | | | | | | | | | | | |
| Provision to support outcomes: (This should link with the current whole school/class provision map (or for some CYP their individual costed provision map) | | | | | | | | | | | | | |
| Support | | | | How often | | | | | Delivered by | | | | |
| Structured lunchtime activities with peers e.g. Fantasy Football club, football on field etc. | | | | Every lunchtime | | | | | Mr P | | | | |

**Review:**

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| --- | --- | --- |
| Comments: (Consider, *what have we tried, what has worked well, what has not worked and what is the learning that can inform the next steps? Please use information gathered during the review to update the ‘How people who know me well best understand my needs at the moment’ section and the new targets*) | | |
| Parent/carer | Child/Young person | Teacher |
| *We are pleased that Joe seems happier and does not get as angry so easily. He has started mentioning the names of some other boys that he plays football with. There can still be times at home when he gets very angry and this can sometimes be directed towards his little sister.* | *I really like using Clicker 8 as it gives me the important words to include and wearing the headphones means I can listen to the instructions over and over without getting distracted and people won’t laugh like if I had to ask the teacher*.  *The Zones of Regulation stuff is helping a bit – it makes it easier to know how I am feeling so I can try calm myself down if I am getting in the yellow zone or I can go see Miss C (LM).* | *Joe has responded well to the support this term and we are really pleased with his progress.*  *Using the technology has helped him to access the teaching and learning in many subjects but Joe still has a negative attitude towards writing in some subjects.* |
| Signature: | Signature: | Signature: |
|  |  |  |

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| --- |
| **Details of any other specialist support professionals who are actively involved:** |
| Name/Role/Recommendations  *No specialist services involved currently.* |

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| **Actions agreed** *(this is to capture actions coming from any wider discussions about the child and family’s needs that are not captured in the previous sections and the agreed provision linked to the new targets)* | | |
| **Action** | **Who is responsible** | **By when** |
| *Early Help Assessment to be completed to identify support for family and reduce impact of Joe’s behaviour on his younger sister* | *SENCo to complete with parents* | *Before next send review, date TBC* |
| *Parents to be provided with information about HAF programme for summer holiday period* | *SENCo* | *Before end of next week* |
| *Parents to be given information about how to access the Educational Psychology Service parent/carer telephone consultation service for support over the summer holidays if needed.* | *SENCo* | *Before end of term* |