



My SEND Support Plan

One Planning For Education, Health and Care



My name is :

I go to:
(setting)

I was born on the:
(date)

I am in:
(year group)

This plan started on:

Stage 1 Stage 2 EHCP (please indicate)

Hints and Tips: Insert an image (photo, picture or drawing) in the orange box if desired; delete it, if not. Add personal details to the blue box, including the name of the early years setting, school or college attended and current year group.

Hello and welcome!

This SEND Support Plan is a tool to help us work together to think about the future. It might look quite long but don't worry; you won't be filling it in all in one go. Each page is for something different and can be used to help you keep a record of the different conversations you have with people as you work on your plan. Use electronically or print off each page if and when you need it.

At the beginning of the plan the pages are for finding out about you; what you're good at, what you like, what and who is important to you, what makes a 'good' day and what you might like for your future. Next there is a page to think about the things that may make it more difficult for you to get to where you want to be. There is also a page to think about 'next steps' (called outcomes in the plan). Deciding on 'next steps' will be something that is done with others so everyone can think together about what might help and how this can be done. Finally, there are pages to review how things are going and a space to think about changes to your plan, if that is what is needed.

Sometimes it will be important to share your SEND Support Plan with new people. These will be people that you and your parents/carers think may be able to help. Sharing your plan could help everybody to think about your needs differently. This could lead to new ways of working to achieve your outcomes. There are pages at the end of your plan to record information about the people you work with; their names and contact details, what they said and when you met them.

At the end of the plan there is a space to sign to show that you agree with the things that are in it. Your parents or carers can sign for you; they must sign too if you are under 16.

In the box opposite are some websites that you and the adults in your life can use to find more tools for working successfully together so you can all make the most of your SEND Support Plan.

Remember, your plan is unique and personal to you and the pages should be used in a way that suits you. Add to them and change them as you need to and don't be shy about sharing your views. That way, everyone can be confident that they are helping you in a way that is useful and makes sense to you.

Useful websites

<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>

<http://www.helensandersonassociates.co.uk/>

<http://trainingpack.personcentredplanning.eu/index.php/en/person-centred-thinking-tools/important-to-for>

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/involving-cyp-with-slc-toolkit/form/>

<http://www.communicationmatters.org.uk/page/communication-passports>

<http://inclusive-solutions.com>

<http://www.talkingmats.com/>

<http://www.widgit.com>

<http://www.makaton.org>

My One Page Profile

Hints and Tips: Check out the 'Useful websites' to find different ways to make One Page Profiles. Replace this page with something more suitable if you want.

What people like and admire about me

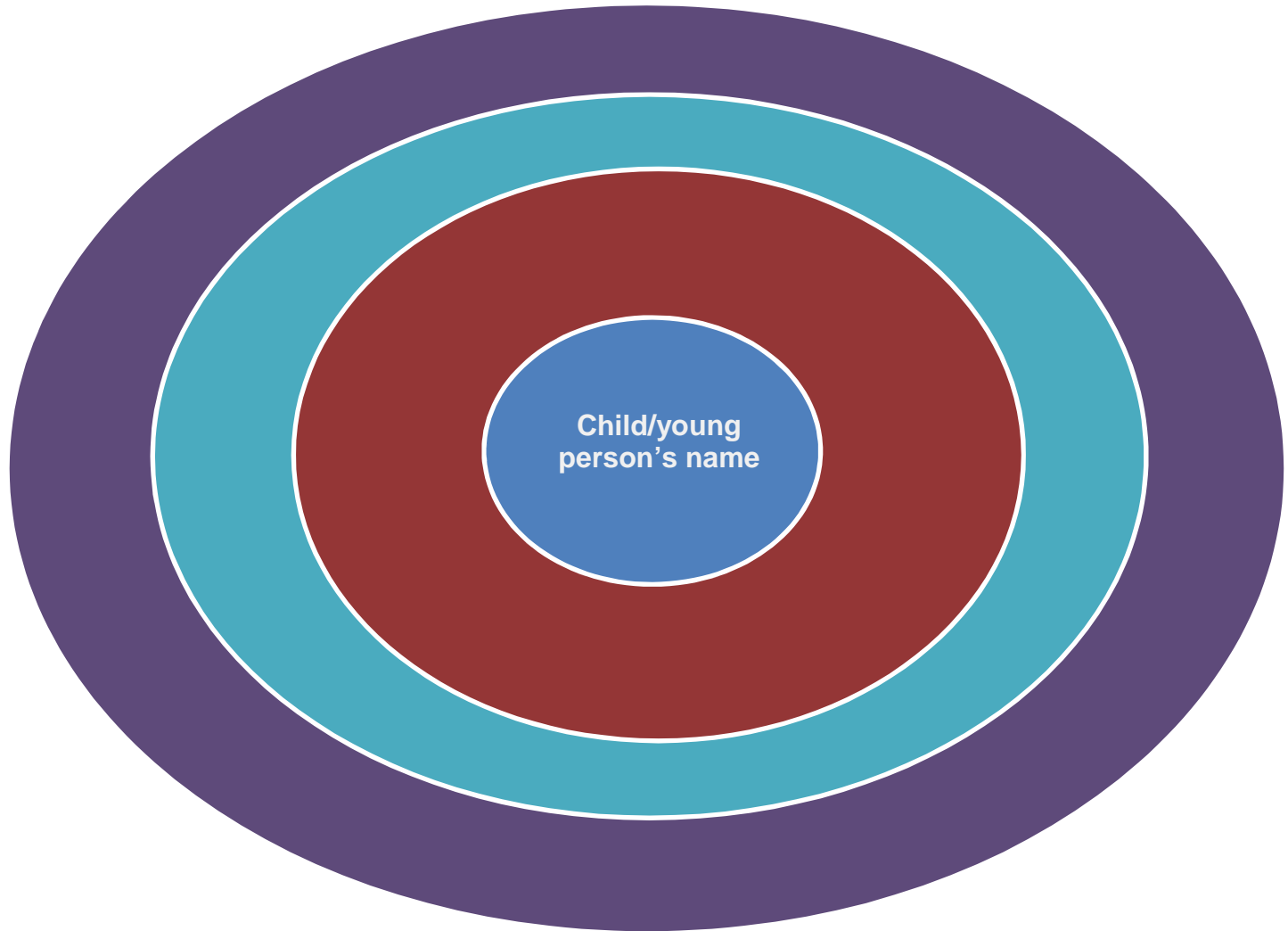
How best to support and communicate with me

What's important to me

My Circle of Support


Who is important to you?
Why?

Hints and Tips: Fill, click and drag boxes onto the circle of support. Delete boxes you don't use. Copy and paste to make more.



Hints and Tips: You might like to use this page to share information about your 'good days', the things that lead to 'bad days' and the support that could help you move to more good days than bad days.

Good day/bad day

 **Good day**

[Empty space for writing about good days]

 **Bad day**

[Empty space for writing about bad days]

What will it take to make more good days and less bad days?

[Large arrow-shaped area for writing a response]

Hints and Tips: Include information about family, relevant history and any medical or social needs that impact on learning.

My Journey

Other things I would like to share:

Hopes for my future

I hope:

My parents/ carers hope:

Other's hope:

Hints and Tips: Include child or young person's views, information from parents and setting assessment information collected over time. If an outside professional has been involved, include information about their work here, such as what they did, when and the key points from their involvement.

Planning to meet my needs

My strengths and skills

Things that are of concern	Outline of concerns
My concerns:	
Concerns that my parents/carers have:	
Concerns that others have (e.g. my teachers, doctors, therapist, social workers)	

Hints and Tips: Reproduce this page, if helpful.
Delete/copy and paste the boxes for short-term outcomes, as needed.

My outcomes

As discussed and agreed with me, my parents/carers and supporting professionals on:

(Date)

Long-term outcome(s)

Jargon Buster

Outcome: A skill that you will have at some point in the future.

Long-term outcome: A skill you will have when you have finished in your current year group, or perhaps a little longer (the next 2-4 years).

Short-term outcome: The 'next step' to get you closer to your long-term outcome.

Find out more about outcomes at:

<https://councilfordisabledchildren.org.uk/help-resources/resources/ehc-outcomes-pyramid>

Short-term outcome (the next step towards meeting the long-term outcome)	What we will do	Who will do it?	By when?

Hints and Tips: Both long and short term outcomes can be reviewed using the next few pages. Review outcomes according to the needs of the child/ young person and at least 3 times a year (6-8 week intervals in Early Years). Remember to date all these pages; they form an important record of your progress.

Reviewing my outcomes

Date:

<p>Outcome:</p> <p>Short Term <input type="checkbox"/> Long Term <input type="checkbox"/> (please indicate)</p>	<p>Has the outcome been met? (please indicate)</p> <p><input type="checkbox"/> Achieved – set new outcome? <input type="checkbox"/> Partly achieved - needs further review (use page below) <input type="checkbox"/> Not achieved – needs further review (use page below)</p>
<p>Outcome:</p> <p>Short Term <input type="checkbox"/> Long Term <input type="checkbox"/> (please indicate)</p>	<p>Has the outcome been met? (please indicate)</p> <p><input type="checkbox"/> Achieved – set new outcome? <input type="checkbox"/> Partly achieved - needs further review (use page below) <input type="checkbox"/> Not achieved – needs further review (use page below)</p>
<p>Outcome:</p> <p>Short Term <input type="checkbox"/> Long Term <input type="checkbox"/> (please indicate)</p>	<p>Has the outcome been met? (please indicate)</p> <p><input type="checkbox"/> Achieved – set new outcome? <input type="checkbox"/> Partly achieved - needs further review (use page below) <input type="checkbox"/> Not achieved – needs further review (use page below)</p>
<p>Outcome:</p> <p>Short Term <input type="checkbox"/> Long Term <input type="checkbox"/> (please indicate)</p>	<p>Has the outcome been met? (please indicate)</p> <p><input type="checkbox"/> Achieved – set new outcome? <input type="checkbox"/> Partly achieved - needs further review (use page below) <input type="checkbox"/> Not achieved – needs further review (use page below)</p>

*Hints and Tips: Reproduce this page, as needed.
Don't forget to make a note of the date.*

Record of my review

Date:



What will we do next?	What's working?
What needs to change?	What's not working?

Recommendations from my review held on:

In line with the SEND Code of Practice (2015) and the CBC Graduated Approach for SEND (www.centralbedfordshire.gov.uk/Images/send-5-16_tcm3-15032.pdf) the child or young person:	Please indicate	Dates
1. Requires no additional support.	<input type="checkbox"/>	Closure date:
2. Has needs that can currently be met at SEND Support Stage 1 – set new outcomes and plan.	<input type="checkbox"/>	Date of next review:
3. Has needs that can currently be met at SEND Support Stage 2 – set new outcomes and plan.	<input type="checkbox"/>	Date of next review:
4. Has needs that require additional advice or support. If so, from whom?	<input type="checkbox"/>	Date referral discussed/made:
5. Requires a request for an EHC needs assessment as evidenced through at least 2 cycles of assess-plan-do-review.	<input type="checkbox"/>	Date request submitted:

Hints and Tips:

Next steps

Using the information from the review, go back to page 8 (My outcomes) and discuss and agreed outcomes for the next cycle of assess, plan, do, review. You can continue with this plan or start a new one if you prefer. Make sure that you number each plan if there is more than one.

Remember the 'Golden Thread'



Hints and Tips: Include everyone here that has helped to make this plan. They might have attended meetings or shared their ideas in a letter or report.

People who helped to make my plan

	Name	Address	Role	Contact numbers and email
Family and friends:				
People in the early years setting, school or college:				
Other people I have met about my learning, health and well-being:				

Signatures and agreements

	Child or young person		Parent/Carer of child or young person					
I understand why the SEND Support Plan is being completed and my role within it.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I understand that all paper copies of the plan will be stored in a secure place and electronic copies will be held on a secure computer.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I have had the reasons for information sharing and information storage explained to me and I agree to the sharing of information with Children's Services practitioners and the services discussed.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Signature:	Date:
Name:	
(Young Person)	

Signature:	Date:
Name:	
(Parent/Carer)	

Signature:	Date:
Name & Role:	
(Person co-ordinating the plan)	

Timeline of meetings and communications

Hints and Tips: This page could be used to keep track of all the meetings that take place. Only use it if it is helpful. Add more rows to the table, if needed.

Date	Purpose of meeting/conversation	Who was involved	What was agreed

Hints and Tips: This page may help with sharing information in settings and could be used as a stand alone document. If more appropriate, replace with settings own paperwork.

Example of a pupil passport for practitioners

Name:	Year group:	Category of SEND (indicate) <input type="checkbox"/> Cognition and learning <input type="checkbox"/> Social, emotional and mental health <input type="checkbox"/> Communication and interaction <input type="checkbox"/> Physical and sensory	
Strengths, skills and attributes: 		Recommended Strategies	
		Quality first teaching: 	
Needs: 		Targeted support (individual or group): 	
		Personalised support: 	
Desired outcomes	Progress towards outcomes	Notes	