{Child’s name} and {DOB}

SEN support plan

Date of initial plan: {date here}

{picture of interest}

This document is designed to be a support plan for an individual child. It can be built on as the child moves through the academic year, with a new document being built for each new academic year. Specialist teachers can have input directly into the document with other services providing input as their report system allows. The document remains a school document, with school using it as an opportunity to record the plan for individual children. It will be used to begin initial conversations with Specialist teachers with any CREHCP and funding requests being based on the use of this form. Part of the initial conversations with parents will confirm that they are happy for the information to be shared with all relevant parties, with them signing below to agree consent for the SEND team’s involvement, if required.

**This template has been produced by Milton Keynes Council Inclusion Specialist Teaching Team, ownership of the document remains with parents/carers and the child/ young persons school.**

Child’s views – please include your school document here that shows the child’s views. This can be the ‘One page profile’ that you use in school.

This should include areas such as:

• The things they would want us to know

• How best to communicate with them

• What people like about them and what they feel they are good at

• What is important to them/their aspirations for the future

• Things that they feel are going well for them

• Things that they feel are hard for them

\*(Please indicate when completed by the young person or if the information is from observations and/or interviews)

Parent/carer views - ‘Tell Your Story Once’

* This document should be completed by setting staff and parents, as part of a conversation. It can be shared across professionals to enable them to input into the child’s support. It can only be shared with parental permission

**Chronology of important/significant events in your child’s life**

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| **Date** | **Event** |
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**Family Details**

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**Health**

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**Child’s education history**

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| **School or setting name** | **Date (From/To)** | **Additional support?** |
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**Previous professional involvement**

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| *Has your child had previous involvement from an EP or other health/educational professional e.g. Speech and Language Therapist, Specialist Teacher (including Teacher of the Deaf, Qualified Teacher for Vision Impairment, Teacher for Multi-Sensory Impairment), Paediatrician, Occupational Therapist, Physiotherapist, Social Worker, CFP, CAMHS, other organisations etc.? What was the outcome/impact of involvement? Is anyone currently involved?* |

**Any other relevant information – please state below**

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**Signed by parent/carer: Date:**

**Name of person completing form: Date:**

**Name of editor: Date:**

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| **Summary of Needs** |

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| **Background and summary of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Special Educational, Health and Social Care needs**  *Any diagnosis given*  *Under any investigations?*  *Any Social Care involvement?*  *Summarise main area of need / difficulties*  *When did needs become evident?*  *Home / school presentation* |

It may not be appropriate or relevant to set an outcome for each area, however it prompts a review of each area and the opportunity to acknowledge relevant information. A detailed timetable may be attached to show provision.

Please remember that as a school you are responsible for **the first 12.85 hours or £6,000** for each child’s additional needs. This level of support should be shown below through the help needed and also within the attached timetable.

Please detail the reasonable adjustments to enable access, FACT cycles, Ordinarily Available Provision (QFT) implemented, targeted work programmes implemented and their outcomes.

Any funding decisions will be recorded here to show amount, dates of award and what it is to be used for. This would include any funding for equipment or training. School remains responsible for the checking that any money has been received and for the purchasing of equipment.

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| **Funding decisions** |

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| **Communication and Interaction (EYFS: Communication and Language)** |

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| **What can I do well and what have I achieved so far?** *Consider the reasons behind this and plan to build on it?*     * Social Communication * Relationships/interaction with others * Flexibility of thought * Routines * Repetitive behaviours * Receptive language (Understanding) * Spoken language/verbal communication * Processing time * Learning curriculum specific vocabulary * Expressive language * Special interests * Pre-verbal use of non-verbal communication   Use FACT+ document, observations, and other assessments |

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| **What do I find difficult?** *Consider the reasons behind this and plan to overcome it.*  *Be specific about what the challenges are*  *You can add observations/comments by professionals here too*  Use FACT+ document, observations, and other assessments |

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| **What help do I need to support my communication and interaction skills?** *(including provision, strategies and resources. Please refer to the supporting document detailing environmental, quality 1st teaching, targeted and personalised provision to support)*  *Consider whether support is a booster, pre/post tutoring or a specific intervention?*  *Are any interventions well researched and proven? Do they have assessment before they begin? Are they completed at least 3 x a week?*  Are the adults carrying out the intervention experienced and trained? |

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| **Short term outcomes for Communication and Interaction**  (include date set, professional who set, review and next steps)  *School SENCO should support the Class Teacher in setting outcomes in addition to those set by outside agencies.*  **S** Smart *What do you want the child to be able to do, is it related to their needs, interests, skills and stage*  *in the learning process?*  **M** Measurable *How will you know the child has achieved the outcome, can it be observed, can you give a yes/no response to ‘have they achieved the outcome?’*  **A** Achievable *Can the expected outcome be achieved given the child’s difficulties?*  *Does it need breaking down into smaller steps?*  **R** Realistic *Is the outcome at the right level for the child, is it feasible and manageable within the timeframe?*  **R** Realistic *Is the outcome at the right level for the child, is it feasible and manageable within the timeframe?*  *Has the SALT set any outcomes?*  *Could the outcomes come from the FACT/FACT+?*  *If the outcome is not achieved within the timeframe then it will need adapting not just repeating*  *An Outcome:*   * *Is a description of what a child or young person could be doing at a specific point of time in the future* * *Involves the child/young person and family as much as possible* * *Must be personalised* * *Is not about the intentions/needs of the professional* * *Uses action verbs so that it is performance-orientated* * *Is typically written in the future tense*   ***Does not start with ‘To develop’ (not SMART)*** Outcome: Set by:  Date set:  Help needed: specific support and intervention relating to this outcome  Date of Review:  ***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.***  this should not just be a number, but detail around the impact of the support |

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| **Short term outcomes for Communication and Interaction** Outcome: Set by:  Date set:  Help needed:  Date of Review:  ***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.*** |

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| **Cognition and Learning/Play (EYFS- Literacy, Maths, KUW, EAD)** |

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| **What can I do well and what have I achieved?** *Consider the reasons behind this and plan to build on it?*   * Attention, concentration, listening, memory, processing speed, motivation * English – listening (attention, understanding, responding), speaking (confidence,  vocabulary, grammar, on topic), reading (phonics, sight word recognition, fluency, comprehension, retention, reading for pleasure); writing – SPAG, content, vocabulary, handwriting/word-processing * Maths – All areas of curriculum, not just number. * Science * All areas of the curriculum – especially considering strengths * Homework * Support available at home * Be very specific – what can the child do/and not do independently? * Are resources/equipment used? * Diagnostic, formative and summative assessments – inc. teacher assessment * Consider special interests/areas of learning * Do they do something outside of school which they are good at? * What do they enjoy learning at school? * What support (including equipment) has worked well for them? |

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| **What do I find difficult?** *Consider the reasons behind this and plan to overcome it.*  *Be specific about what the challenges are, and what they need support to do*  *You can add comments/observations by professionals here, too.*   * Be very specific – what can they not do? * What do they need support to do? * What support (including equipment) did not work well for them? |

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| **What help do I need to support my cognition and learning?**  *(including provision, strategies and resources. Please refer to the supporting document detailing environmental, quality 1st teaching, targeted and personalised provision to support)* |

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| **Short term outcomes for Cognition and Learning:** **Outcome:**  Set by:  Date set:  Help needed:  Date of Review:  ***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.*** |

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| **Short term outcomes for Cognition and Learning:** Outcome: Set by:  Date set:  Help needed:  Date of Review:  ***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.*** |

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| **Social, Emotional and Mental Health** |

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| **What can I do well and what have I achieved?** *Consider the reasons behind this and plan to build on it?*   * Anxiety * Depression * Self-esteem and self-image * ADHD * Attachment * Behaviours that concern/challenge * Anger * Trauma * Grief * Abuse/neglect * Relationships * Emotional understanding and regulation * Frustrating * Unmet needs * LAC * Boxall * EP involvement * Positive Behaviour support   When is child successful in school and at home? |

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| **What do I find difficult?** *Consider the reasons behind this and plan to overcome it.*   * Use data – use of ABCD chart * Consider specific times, lessons, people |

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| *(including provision, strategies and resources. Please refer to the supporting document detailing environmental, quality 1st teaching, targeted and personalised provision to support)* |

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| **Short term outcomes for Social, Emotional and Mental Health** Outcome: Set by:  Date set:  Help needed:  Date of Review:  ***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.*** |

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| **Short term outcomes for Social, Emotional and Mental Health** Outcome: Set by:  Date set:  Help needed:  Date of Review:  ***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.*** |

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| **Sensory and / or Physical** |

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| **What can I do well and what have I achieved?** *Consider the reasons behind this and plan to build on it?*   * Sensory sensitivities, e.g. auditory (covering ears), visual, tactile (either likes to touch or avoids it), gustatory (taste, e.g. picky eater), olfactory (comments on smells that others might not notice), vestibular (balance), proprioceptive (body awareness, e.g. a little clumsy * Use of own sensory feedback to cope (e.g. rocking/squeezing/deep pressure activities, tapping on a desk) * Sensory hypo-/hyper-sensitivities and their impact on daily life * Fine and gross motor skills * Organisation * Handwriting * Self-help skills * Independence skills * Impairments – physical, hearing, sight * Age when hearing and vision last checked   Consider outside of school too – hobbies (swimming, horse riding, BMX etc) |

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| **What do I find difficult?** *Consider the reasons behind this and plan to overcome it.*  Be specific  Which aids support |

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| **What help do I need to support my sensory/physical development?**  *(including provision, strategies and resources. Please refer to the supporting document detailing environmental, quality 1st teaching, targeted and personalised provision to support)* |

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| **Short term outcomes for Sensory/physical** Outcome: Set by:  Date set:  Help needed:  Date of Review:  ***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.*** |

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| **Short term outcomes for Sensory/physical** Outcome: Set by:  Date set:  Help needed:  Date of Review:  ***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary*** |

Pupil Assessment and Tracking – please add school data. Use school tracking system (target tracker, EYFS document etc.). Please provide an explanation of descriptors to allow comparison against year group expectations.

**School explanation of descriptors**

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| If below age expected expectations – how many months and years below? |

**Additional Information**

**Detailed timetable** – what happens when and why?

**ABCD behaviour log** – what has happened as a result of the behaviour – use these to look at what has happened, explore the reasons why and adjust provision as a result. The ABCD log is a short term provision and would only be used – typically this would be no more than 6 weeks and no less than 2 weeks

**PBS documents** – if staff are trained/using these

**One page profile** - must be included

**When did the SENCo last observe the child and what happened as a result of this?**

**Have you had a consultation with an outside agency? How have the strategies impacted on the child?**

**Have you contacted the SEND Support line? What was the outcome of any recommendations?**

**If an academy chain** – what support has been given by the specialists already available to you? How has this impacted?

**FACT documents** – if not appropriate please explain why and if strategies from the document have been used to support

**SALT support** – if not accessed please explain how any potential communication difficulties have been explored

**High Needs Top-Up Funding**

Any funding will be based on the information contained within an individual’s SEN support plan. Specialist teachers will discuss with the school if funding is recommended and bring their recommendations back to a weekly discussion amongst the members of I&A, SEMH, Sensory – ICT, SEND and Finance teams. You would then be informed if funding has been agreed and for how long.

Any equipment funding will also be via the use of this support plan for children without an EHCP; the specialist teacher report can be attached detailing the equipment being requested.

The decision will take into account the schools **notional budget** and **trigger point** of EHC plans that should be reached before which additional funding will be discussed.

It is only in exceptional circumstances funding would be awarded if the trigger point is not reached. This includes funding for equipment. Funding is awarded based on school circumstances and the child’s level of need; funding does not automatically transfer if a child moves school.

Any funding awarded may form part of wider group funding across the school. It is widely recognised that full time 1-1 support is often not the best way to support a child as it can result in dependence on the adult, rather than support independence. Funding may be awarded to support training, or to purchase resources for school.

The use of any funding will be audited through the support process; it can be removed if not used to support the child as detailed.

Funding is awarded as a short term intervention and cannot be relied upon to support staffing needs.

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| **Please note anything shown on this page is for the use of the SEND teams and school and will not be shared with parents.** |

Please note anything shown on this page is for the use of the SEND teams and school and will not be shared with parents.

**School name:**

**SEN Notional budget and trigger point:** *(Please note this runs in line with the financial year)*

**Number of EHCP’s in school:**

Summer Term:

Autumn term:

Spring Term:

Please include the names of any children that are being included in a group funding application. *(Permission for the sharing of names would be given as parents would have agreed to our involvement)*

**Child’s name: DOB:**

**Child’s name: DOB**

**Parent/Carer consent for SEND Services Involvement**

Milton Keynes SEND Services aim to provide effective support to children and young people in the right way and at the right time. For this to happen, informed consent to become involved with the support of any child/young person until they are 16 years old is legally required.

*This consent must come from the person(s) with legal parental responsibility for the child/young person.*

After their 16th birthday, young people, in conjunction with their parent/carers, need to give their permission for SEND Services to work with them.

This consent form is designed to give all teams within Milton Keynes SEND Services parent/carer permission to:

* Work with your child/young person
* Collect, store, discuss and share their information as appropriate in line with General Data Protection Regulations (GDPR)

If your child has had their 16th birthday, both you and they need to sign this form giving consent to involvement from SEND Services.

As part of our processes, SEND Services reports and/or records of involvement are shared with school/setting and parent/carer (and young person if over 16 years old).

If you would like to discuss any issues about our involvement before completing this consent form, please do not hesitate to contact us ([SENDsupport@milton-keynes.gov.uk](mailto:SENDsupport@milton-keynes.gov.uk) or 01908 657825).

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| **D Date of request:** |
| **Name of child/young person:** |
| **DOB:**  **Year Group:** |
| **School / Setting:** |
| **Main school contact/SENCo:** |
| **School/Setting Contact telephone number:** |
| **School/Setting Contact email:** |

**For parents/carers:**

* I give permission for the involvement from SEND Teams to work with my child/young person.
* I give permission for information to be collected, stored, discussed and shared with relevant partners to enable SEND Teams to support the work they do with me and my child/young person. This means that my information may be shared with: Health Services including CAMHS; Social Services including Children and Family Practices, Social Care and/or YOT; SEND Services including Children with Disabilities Team; Inclusion Specialist Teaching Team; EHC Specialist Teaching Team; and Educational Psychology Service; Children’s Centre/Setting/School and/or other relevant parties as appropriate.
* I understand that I may withdraw my consent for SEND Teams to work with my child/young person at any time.
* I understand that my consent is assumed to be ongoing unless I indicate in writing that I am withdrawing my consent for involvement from SEND Services.
* I understand that information from these discussions will be stored on the MKC SEND Team secure database for future reference and that this information is available to me upon request.

**Parent/Carer Signature:** ………………………………………………. **Date:** ……………………………

**Parent/Carer name (print):** …………………………………………………………………………………..………………….

**Relationship to child/young person:** ………………………………………………………………………………………..

**Parent/Carer phone number:** …………………………………………………………………………………………………..

**Parent/Carer email:** ………………………………………………………………………………………………………………….

*(Please advise SEND Services if parental responsibility changes)*

**For young people over 16 years old:**

* I give permission for SEND Teams to work with me.
* I give permission for information to be collected, stored, discussed and shared with relevant partners to enable SEND Teams to support the work they do with me. This means that my information may be shared with: Health Services including CAMHS; Children and Adult Social Services including Children and Family Practices, Social Care and/or YOT; SEND Services including Children with Disabilities Team; Inclusion
* Specialist Teaching Team; EHC Specialist Teaching Team and Educational Psychology Service; Setting/School and/or other relevant parties as appropriate.
* I understand that I may withdraw my consent for SEND Teams to work with me at any time.
* I understand that my consent is assumed to be ongoing unless I indicate in writing that I am withdrawing my consent for involvement from SEND Services.
* I understand that information from these discussions will be stored on the MKC SEND Team secure database for future reference and that this information is available to me upon request.

**Young Person Signature:**  **Date:**

**Young Person name:**

**Young Person phone number:**

**Young Person email:**