

THE SEND SUPPORT PLAN



Special Educational Needs & Disability
Information, Advice & Support Service

An Introduction to 'One Planning'

The SEND Support Plan was created in response to feedback from parents/carers, SENDCO and services working with children and young people.

One Planning is based on the principle that:

A consistent approach should be used for all children and young people 0-25 who have SEND:

The child, young person and their parent/carer should be at the centre of all decisions that affect their life and their circumstances;

The child, young person and their parent/carer should only have to tell their story once; and

Information should be easily accessible to all the relevant professionals in their life.

One Planning is not simply a paper exercise. It is meant as an active process involving the child, young person and their parent/carer in all decisions relating to their SEND, right from the start.

The plan should be co-produced between the child/young person and their parent/carer, key people in their lives and relevant professionals.

It is not something that is 'done to', 'imposed', or 'consulted on'.

The plan should be facilitated by a key person trained in person centred approaches and the skill to adapt the language of the plan to be meaningful and relevant to the child or young person.

Initiating the 'One Planning' Process

The Process of 'One Planning' is beneficial for all children and young people across the 0 to 25 age range identified with additional needs which impact on their education.

It is **highly recommended** that the SEND Support Plan is completed for all children and young people at Stage 1 of Central Bedfordshire's Graduated Approach to SEND; when an additional need over and above usual classroom differentiation has been identified

It is **expected** that all children and young people who are identified as being at Stage 2 of Central Bedfordshire's Graduated Approach to SEND would have a SEND Support Plan.

All requests for an EHC Needs Assessment **must** be accompanied by a SEND Support Plan with supporting evidence in order to be considered for an EHC Plan by the Local Authority.

The **SEND Support Plan** is designed to be completed electronically. It is best practice that the plan is created following a thorough structured conversation with the child or young person and their parent/carer.

The plan is based on hopes and aspirations and outlines the support that will be best placed to achieve the best outcomes in the short and long term.

What does the plan look like and include?

The plan is separated into the following sections:

- Personal Information
- My One Page Profile
- My Circle of Support
- Good day/bad day
- My Journey
- Planning to meet my needs
- My outcomes
- Reviewing my outcomes
- Record of my review
- Recommendations from my review held on...
- People who helped to make my plan
- Signatures and agreements
- Timeline of meetings and communications
- Example of a pupil passport for practitioners

The Front Cover

The child or young person is invited to include an image if they wish to do so. This can be a photograph of themselves or an image of their choice such as the family pet. The front cover also includes personal information which some may like to complete independently – others will need help or someone to complete it on their behalf.

For children under 16 years of age, permission must be sought from the parent or carer before using a photograph.

My One Page Profile

This tells people what the child feels people like about them, what is important to them and how best to support and communicate with them. Children may not be able to give their own views, but should be sought, if appropriate.

My Circle of Support

This shows who is important to the child or young person from their prospective.

Good day/bad day

There is an opportunity for the child or young person to say what makes a good day for them and what makes a bad day. They can also say what could make days better for them.

My Journey

Here the child or young person can say anything else they would like people to know about them. There is also a section where the parent/carer of the child or young person can say what their hopes for the future are. These hopes can relate to any aspect of their life, not just educational.

Planning to meet my needs

The child or young person's strengths and skills can be entered in this section along with any other concerns that they may have.

Parents/carers and professionals can also express any concerns they may have.

My outcomes

The information should be appropriate to the age of the child or young person, and their age and stage of development and circumstances.

Long term outcomes should be based on what is meaningful and relevant in the context of the child or young person's life.

Short term outcomes should reflect the smaller steps needed to achieve the long-term outcomes.

Reviewing my outcomes

This is a record sheet showing when outcomes have been reviewed and whether or not the outcome has been met. How often the SEND Support Plan is reviewed will depend upon the needs of the child or young person and the nature of the agreed outcomes. Sometimes outcomes take time to achieve.

Record of my review

This table shows what is working, what isn't, what needs to change and what will be done next.

Recommendations from my review

This section shows how things should move forward as far as support is concerned following the review.

People who helped to make my plan

The following people are included in this section of the SEND support plan:

Those who have agreed to work to the next steps and provide the support outlined in the plan.

Those who have contributed to the plan either via discussion or report.

Those who have been sent the plan at the request of the child or young person or the parent or carer.

Signatures and agreements

This part outlines the level of information of information that the child or young person and the parent or carer are willing to be shared with others. It also provides information about how the information will be stored once the SEND Support Plan has been completed.

Timeline of meetings and communications

This section allows for a chronology to be recorded and an outline of things discussed so that everything can be kept in one place

Further Information

Central Bedfordshire's Graduated Approach to SEND refers to three documents that outline additional needs requiring SEND support in the four broad areas of need:

Cognition & Learning

Communication & Interaction

Social, Emotional & Mental Health Sensory and/or Physical

Each document outlines the minimum provision that should be in place in all educational settings to meet needs in these four areas.

These three documents are arranged in age groups as Early Years 5-16 Years 16-25 Years, and can be located at:

www.centralbedfordshire.gov.uk/learning/local-offer

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Use this page for notes

Further Information

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www.centralbedfordshire.gov.uk/parentpartnership



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