

My SEN Support Plan

What you need to know about me

This sheet would be shared with anyone working with the child. It's essentially a one page profile that should be completed and only updated as needed and made available to teaching and support staff. It aims to ensure that the voice of the child is clearly articulated for all.

This box should be a very short summary about the child that enables anyone working with them to have an immediate picture of who they are, what they're good at and where they need support.

What is important to me

This and other boxes should have short bullet pointed information, designed to give quick reference for those supporting the child

This is me

My name is
I was born on

What am I good at

Who is important to me

Insert school details / logo

Resources and equipment I need

What is the best way to communicate with me?

What is the best way to support me?

What does not work for me?

You will need to open the footnotes on the document to update the initial and current dates of this plan

This version date:

First completed:

Updated dates:

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The team around me and my family

This sheet would only be in the overall plan and would be reviewed at each review for any amendments

Name and role	Contact details	Summary of involvement including links to any reports or advice	Date involvement started	Date involvement ceased (if applicable)
	This should be phone and email	This should be short, naming documents or length of intervention / episode of care		Over time this would create a list of prior involved services

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Assess – What I’m good at and what I need help with

This sheet is for evidence gathering when deciding on support to be in place. It would be coordinated by the SENCO as part of their graduated approach. Whilst helpful for teaching and support staff to have, it is to aid their understanding of the child. It should be considered at each review to establish if anything has changed so that appropriate support can be gathered.

Date first completed:		Dates amended:		Update with any changes
Area of need	Strengths / What I’m good at	Needs / What I need help with	What I want to be different	
Cognition and learning		If there are no needs in a particular area leave this blank		
Communication and interaction				
Social, emotional and mental health				
Physical and sensory (hearing and visual)				
Planning for my future (PfA)				

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Plan – What outcomes do we want to achieve and what support will be put in place?

Perhaps the most important sheet, this is the one that teaching and support staff need to have most knowledge of as it should detail how they should support the child.

The SENCO should co-ordinate and it should be reviewed for any changes at each review point.

Date first completed:		Dates amended:		Update each time changed
Outcomes	<p>1. Include all outcomes here - Outcomes should be SMART and there should not be too many. Likely the most would be 5 to be realistic for any child. They should be focused on the year or key stage - at review points for transition they should consider what outcomes will need to be included in the next key stage.</p> <p>2.</p>			
Steps towards outcomes	<p>1. Include short term targets here – short term targets should also be SMART and should link to / support the outcomes. They would likely be half termly / termly with an aim to complete by the next review</p> <p>2.</p>			
Specific interventions or curriculum adaptations and support in place		Who will deliver the support?	How and when will it be delivered?	When will it be reviewed?
This is the specific interventions in place that contribute to the outcomes and steps towards. They may be delivered by school or other services.				
Details of adaptations and adjustments around the environment and general support in place				
More generic overall adaptations either in class or across school should be included here				

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Review – What difference is the provision making?

When reviewing progress, all appropriate additional documentation should be shared eg. Reports, attendance, progress measures

The review section should be compiled through communication with the young person, family and teaching and support staff. It should focus on what's working, not working and needs to change - what is the impact of the provision in place.

A new copy should be completed at each review point

Date of this review:		Proposed date of next review:	
How has this review been completed and who been involved:	Include who has contributed and how – it may be that additional reports have been provided		
What is working well and what is the impact of this? How do we know?			
What is not working or not yet working well? How do we know?			
What needs to change for the child to be successful?			
What progress has / has not been made towards outcomes / targets?			
Are there any outcomes that are complete, need to be amended or added?			
What will we do next to follow a graduated approach?			

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