

**My Support Plan**

(Insert School Logo)

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| **Child / young person details** | | | | | | | | | | |
| **Name of child / young person** | | | **Date of Birth** | | | | **Address** | | | |
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| **Gender** | **First Language** | | **Religion** | | **Ethnicity** | | | **NHS Number** | | **EHA / CIN / CP** |
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| **Family Contacts** | | | | | | | | | | |
| **Full name** | | **Telephone number** | | **Relationship to child / young person** | | **Parental responsibility** | | | **Address if different from above** | |
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| **Agencies involved currently** | | |
| **Name** | **Agency** | **Contact details** |
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| **Attendance** | | |
| **2 years prior** | **Previous year** | **Current** |
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| **Chronology of Support Plan / Reviews** | | |
| **Review cycle** | **Date** | **List of those who attended the meeting** |
| **First MSP meeting** |  |  |
| **1st Review** |  |  |
| **2nd Review** |  |  |
| **3rd Review** |  |  |
| **4th Review** |  |  |
| **5th Review** |  |  |
| **Cont…** |  |  |

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| **Assessment Data** |
| ***N.B.*** *EYFS and EYDJ levels* ***must******not*** *to be used beyond term 1 of year 1. If using EYFS data, please amend the table below as appropriate. Any assessment data which is recorded must be able to be interpreted and rationalized by a range of professionals. Please ensure that this can be accurately understood in all circumstances.* |

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| **EYFS / EYDJ** | **Previous Year** | **Au 1** | **Au 2** | **Spr 1** | **Spr 2** | **Sum 1** | **EoY** | **End of Phase** |
| **PSED** |  |  |  |  |  |  |  |  |
| **C&I** |  |  |  |  |  |  |  |  |
| **Thinking** |  |  |  |  |  |  |  |  |
| **Physical** |  |  |  |  |  |  |  |  |

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| **KS1 & 2** | **Previous Year** | **Au 1** | **Au 2** | **Spr 1** | **Spr 2** | **Sum 1** | **EoY** | **End of KS1/2** |
| **Reading** |  |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |  |
| **SPaG** |  |  |  |  |  |  |  |  |
| **Maths - Arith** |  |  |  |  |  |  |  |  |
| **Maths – Re & PS** |  |  |  |  |  |  |  |  |

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| **KS 3 & 4** | **Previous Year** | **Au 1** | **Au 2** | **Spr 1** | **Spr 2** | **Sum 1** | **EoY** | **End of KS2/3** |
| **English Lang** |  |  |  |  |  |  |  |  |
| **English Lit** |  |  |  |  |  |  |  |  |
| **Maths** |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |
| **Other** |  |  |  |  |  |  |  |  |

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| **Key Stage 5 and further education**  Provide information regarding the young person’s current course attainment and progress over time |
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| **Parent / Carer views** | | | |
| **What are your child / young person’s strengths? What do you like and admire about them?** | | | |
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| **What’s important to and for your child / young person?** | | | |
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| **What’s working well?** | | | |
|  | | | |
| **What’s not working well?** | | | |
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| **What outcomes, aspirations and hopes do you want / have for your child / young person?** | | | |
| What would you like your child / young person to achieve over the next 2 - 4 years? |  | What would you like your child / young person to achieve in later life? |  |

**Child / young person’s views**

**What helps you learn?**

**Insert your / a picture here**

**What do people like and admire the most about you?**

**What do you find difficult?**

**What do you like doing? What makes you happy?**

**What do you feel you are good at?**

**What would like to do when you are older?**

**What keeps you healthy?**

**Who has helped you complete this?**

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| **Summary of strengths, emerging skills and barriers to learning** |

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| **Summary of SEND** | |  |
| **Communication and Interaction** | **Strengths:** |  |
| **Emerging skills and barriers** |  |
| **Cognition and Learning** | **Strengths:** |  |
| **Emerging skills and barriers** |  |
| **Social, Emotional and Mental Health** | **Strengths:** |  |
| **Emerging skills and barriers** |  |
| **Physical and Sensory** | **Strengths:** |  |
| **Emerging skills and barriers** |  |

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| **Outcome 1: Cognition and Learning / Communication & Interaction / SEMH / Sensory and Physical** | | | |
| **Long term outcome (2 year time scale or end of key stage):** By the end of… | | | |
| **Medium term outcome (1 year time scale):** By the following… | | | |
| **Short Term outcomes (termly to be produced by the setting) - steps towards the Medium and Long term outcomes - which must show improvements and progression.** | | | |
| By the next… | | | |
| **What specific interventions, bespoke strategies (**which are different from and in addition to QFT**) as well as equipment and resources will be in place?** | **What is the frequency and duration of the intervention?** | **Who will deliver this provision and what is the ratio? E.g. 1:2, 1:4** | **What assessment tools will be used to measure and quantify progress?** |
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| **What difference is the provision making?** Detail your reflective conversations from your MSP review meetings below around these outcomes and provision | | | |
| **Date** | **What provision is working well?** | **What’s not working well?** | **Next steps / actions** |
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| **Outcome 2: Cognition and Learning / Communication & Interaction / SEMH / Sensory and Physical** | | | |
| **Long term outcome (2 year time scale or end of key stage):** By the end of… | | | |
| **Medium term outcome (1 year time scale):** By the following… | | | |
| **Short Term outcomes (termly to be produced by the setting) - steps towards the Medium and Long term outcomes - which must show improvements and progression.** | | | |
| By the next… | | | |
| **What specific interventions, bespoke strategies (**which are different from and in addition to QFT**) as well as equipment and resources will be in place?** | **What is the frequency and duration of the intervention?** | **Who will deliver this provision and what is the ratio? E.g. 1:2, 1:4** | **What assessment tools will be used to measure and quantify progress?** |
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| **Outcome 3: Cognition and Learning / Communication & Interaction / SEMH / Sensory and Physical** | | | |
| **Long term outcome (2 year time scale or end of key stage):** By the end of… | | | |
| **Medium term outcome (1 year time scale):** By the following… | | | |
| **Short Term outcomes (termly to be produced by the setting) - steps towards the Medium and Long term outcomes - which must show improvements and progression.** | | | |
| By the next… | | | |
| **What specific interventions, bespoke strategies (**which are different from and in addition to QFT**) as well as equipment and resources will be in place?** | **What is the frequency and duration of the intervention?** | **Who will deliver this provision and what is the ratio? E.g. 1:2, 1:4** | **What assessment tools will be used to measure and quantify progress?** |
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| **Outcome 4: Cognition and Learning / Communication & Interaction / SEMH / Sensory and Physical** | | | |
| **Long term outcome (2 year time scale or end of key stage):** By the end of… | | | |
| **Medium term outcome (1 year time scale):** By the following… | | | |
| **Short Term outcomes (termly to be produced by the setting) - steps towards the Medium and Long term outcomes - which must show improvements and progression.** | | | |
| By the next… | | | |
| **What specific interventions, bespoke strategies (**which are different from and in addition to QFT**) as well as equipment and resources will be in place?** | **What is the frequency and duration of the intervention?** | **Who will deliver this provision and what is the ratio? E.g. 1:2, 1:4** | **What assessment tools will be used to measure and quantify progress?** |
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