



THE WEST GRANTHAM ACADEMIES TRUST

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Safeguarding Policy
- Teachers Standards 2012
- The policy was created collaboratively with St Hugh's SENCo, St John's SENCo, the SEN Director and in liaison with SLT, staff and parents of students with SEND in the spirit of current reform.

Responsible Staff

Site	Named Staff	SLT	NASENCo Status
Trust Director (Governing Body)	Jayne Robb	N/A	N/A
Trust SENCo	Emily Mann	Yes	Complete
Assistant SENCo St Hugh's	Kerry Davies	No	N/A
Assistant SENCo St John's	Tamara Weston	No	N/A
Contact details	Emily.mann@wgacademy.org.uk 01476 405 200		

INTRODUCTION/INCLUSION STATEMENT

Special Educational Needs and Disabilities are defined as covering all learning difficulties except those arising from a difference of language between home and school. One in five children may have Special Educational Needs and Disabilities at some time during their education. In some cases the need may be of a relatively short-term nature, in others long term, and in some, permanent. The emphasis is on defining the pupil's Special Educational Needs and Disabilities and stating the most appropriate provision, wherever possible, alongside children without such needs, provided that:

- account is taken of parental wishes;
- the pupil's needs are met;
- that other children continue to receive an efficient education;

- resources are used efficiently.

The Trust's policy for helping children with learning difficulties or disabilities which hinder learning follows the guidelines set out in the Handbook for Schools entitled "Education Act 1981 Special Educational Needs", the LEA Special Needs Policy (September 1989), and "A Curriculum for All - Special Educational Needs in the National Curriculum", (N. C. C. 1989). We also follow the guidelines as laid out in the Lincolnshire County Council Special Educational Needs Administrative Handbook (2002).

A pupil centred approach is used reflecting each individual's ability, needs and interests together with available parental help. Procedures are usually informal and flexible. There is close co-operation between the staff, and the special educational needs of the children are discussed with the Trust SENCo. The strategies and modes of teaching adopted vary with the needs of the pupil.

TRUST DIRECTORS

Trust Directors have a duty imposed by law to ensure that:

- Special provision is made;
- All likely to come into contact with the pupil are aware of their needs;
- Teachers are aware of the importance of identifying and providing for pupils who have Special Educational Needs and Disabilities.

EQUALITY OF EDUCATIONAL OPPORTUNITY

It is the stated policy of this Trust that a pupil with Special Educational Needs and Disabilities has the same entitlement and consideration as every other pupil in the Trust. This is clearly stated in the General Policy Statement, which contains the aims and objectives for each academy as a whole. Certain parts of that document are particularly relevant to a Special Educational Needs and Disabilities Policy.

The general principle governing the curriculum of the academy is that every pupil shall be entitled to, and shall take up a curriculum which, is balanced and broadly based and which;

- Promotes the spiritual, moral, cultural, mental and physical development of children at the academy;
 - Prepares the children for the opportunities, responsibilities and experiences of secondary education and leading on into adult life.
 - Ensures that they achieve their best
 - Are able to become confident individuals living fulfilling lives
 - Allows students to make a successful transition into adulthood, whether into employment, further or higher education or training.
- (Special Educational Needs and Disability Code of Practice 2015)*

Thus children with Special Educational Needs and Disabilities have their entitlement under the National Curriculum clearly stated.

AIMS IN PROVIDING FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The Trust provides a broad and balanced curriculum conforming to National Curriculum requirements for all children. All the objectives in the General Policy Statement are equally applicable to children with Special Educational Needs and Disabilities as to others. However, certain objectives are particularly relevant to children with Special Educational Needs and Disabilities. Often these manifest

in the areas of Language and Literacy, Mathematics and Science, and are those of most immediate concern.

The academies aim that each pupil shall learn to;

- Develop awareness of self and sensitivity to others, acquiring a set of moral values and the confidence to make and hold valid moral judgements, distinguishing fact from opinion, be aware of gender and multi-cultural issues, recognising prejudice, bias and superstition and to develop habits of self-discipline and acceptable behaviour.
- Understand the value of achieving happiness for themselves and others and that both may be achieved by contributing to society and others.
- Develop life skills that will prepare them for all aspects of their future.
- Read fluently, with understanding, feeling, discrimination and enjoyment a variety of materials written in different ways for different purposes.
- Write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage.
- Communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes.
- Listen attentively and with understanding.
- Apply computational skills with speed and accuracy.
- Understand mathematical language and concepts in order.
- Extend understanding through a process of enquiry and experiment.
- Successfully manipulate their skills and apply them in various situations in home, academy and the local area.
- Appreciate the structure of mathematics and the nature of number.
- To be aware of the applications of mathematics in the world, to develop analytical and logical ways of thought.
- To be aware of the effects, and able to make use of, new technology in a rapidly changing society, especially with respect to computers and electronic information handling.

OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a “Whole student, whole school” approach to the management and provision of support for special educational needs.
- To have a robust graduated response in regards to SEN provision.
- To provide a Trust Special Educational Needs Co-ordinator who will work within the SEN Policy.
- To provide support and advice for all staff working within the academies in the area of special educational needs.

ADDITIONAL CURRICULUM PROVISION

This does not imply a reduced curriculum for children with Special Educational Needs and Disabilities. Indeed the Trust seeks to provide additional curriculum opportunities for such children to enable their difficulties to be addressed over time.

IMPLEMENTATION

To ensure the implementation of the Trust's policy with regard to Special Educational Needs and Disabilities, a Co-ordinator for Special Educational Needs will be identified, who will work closely with all staff who work with identified children and external providers. They will be responsible for:

- Training for Special Educational Needs and Disabilities will be provided as appropriate, and opportunities will be taken in other staff development time.
- Resources of finance and time will be allocated specifically for Special Educational Needs and Disabilities within the Trust's financial constraints.
- Strategies for identification and provision of Special Educational Needs and Disabilities are familiar to all staff and are implemented.
- Curriculum provision for children with Special Educational Needs and Disabilities is made.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS.

A student has SEN where their learning difficulty or disability calls for special educational provision, which is 'different from or additional to that normally available to pupils of the same age' (SEN Code of Practice 2014).

Special educational provision is matched to the pupil's identified SEN. The SEN Code of Practice recognises four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

The following may impact on progress and attainment but are not considered to be SEN:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a child of service personnel

A GRADUATED RESPONSE TO SEN SUPPORT

- Each academy recognises the importance of high quality first teaching for all students and as such teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- This high quality first teaching and differentiation is the first step in responding to students who have or may have SEN.
- The academies within the trust have rigorous review processes in place to make sure that high quality first teaching is maintained for all students including those at risk of underachieving.
- If, despite differentiated and personalised learning, a student continues to not make the progress expected then the Trust SENCO or the appropriate assistant SENCO will refer to the SEN Initial Concerns Form that will have been completed by the class teacher or other

member of staff within the academy. (Appendix 1) The Trust SENCO, alongside the appropriate assistant SENCO will consider all the information gathered and use this as a basis for further support. Parents and students will be contacted by the Trust SENCO, once the SEN Initial Concerns form has been completed, to discuss any concerns that have been expressed and any possible resolution.

- For higher levels of need the academies will approach appropriate external agencies and professionals for assessment and guidance.
- Once the decision has been made to place a student on the register parents will be informed by letter within 5 working days.
- The academies within the Trust apply the **ASSESS – PLAN – DO – REVIEW** cycle Appendix 3.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

- There will be a rigorous review system which will include 3 reviews of provision a year. This will take place once a term with a member of the Learning Support team.
- Parents and students will be invited to attend these reviews to discuss the provision currently in place for the student and any further provision the academy, parent or student feels may be beneficial.
- The reviews will identify which parts of the student's Provision Plan are working well and helping to remove some barriers to progress and the plan will be modified accordingly.
- Where further support is felt to be needed, the Trust SENCO or Assistant SENCO will liaise with parents and students to find the best source of outside support. The SENCO, or Assistant SENCO alongside the parents and students will complete any referral forms needed.
- If the academy feel that the student has made sufficient progress and/ or targets have been achieved, they will discuss this with parents and, if agreed, the student will be removed from the SEN register and placed on the 'monitoring' register.

STRATEGIES FOR PROVISION

- All sites are exceedingly fortunate in having a room available for Special Educational Needs and Disability. The Learning Support staff are able to use this as a base and a resource store.
- The Trust policy is to adopt a flexible approach to provision, matched to the requirements of the individual pupil. Use is made of effective in-class support, with TAs working alongside class teachers providing support for children in their mainstream classroom.
- In other cases, children are withdrawn from classes where there are specialist resources available, and where, in the small group, they have access to a much greater degree of teacher input, as well as a higher rate of access to resources.
- The Learning Support staff also take children with social, emotional or mental health issues and work either in a 1:1 or small group setting.
- Intervention programmes are used throughout the academies to aid in the children's development in Literacy, Numeracy, Speech and Language, Motor Skills, Social Skills, Emotional Literacy and self-esteem.
- Outside agency assessments and strategies are also incorporated to meet the specific needs of some children.

SUPPORTING PUPILS AND FAMILIES

The concept of parents as partners is central to the Education Act 1981. Parents should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage. Jargon should be avoided; jargon free speech aids clear communication with

outsiders. In those cases where the child is in care or has guardians, teachers must be aware of this situation.

Parental co-operation and involvement is encouraged. Parents and carers are welcomed into the academies regularly and asked if they wish to help at home with their children's reading, spelling or maths. The Trust has a range of computer software suitable for pupils with Special Educational Needs and Disabilities in both number and language work.

- There is information available to families and students about what the LA can offer in terms of SEN support. This is called the Local Offer.
- Each academy has produced an SEN Information Report that can be found by visiting the school offers for [The West Grantham Academy St Hugh's](#) and [The West Grantham Academy St John's](#).
- We are an inclusive trust and our admissions policy can be found by visiting [West Grantham Academies Trust Admissions Policy](#)
- Parents and students are asked to consider if they feel there is a need for exam access arrangements to be made during the last term of year 5 for St John's students and the last term of year 9 for St Hugh's students
- We work with all exam boards to ensure access arrangements are applied for as appropriate to the student's needs.
- Relevant evidence to support the application for access arrangements is collected through teaching staff and a Learning assessment must have been completed by a visiting specialist by beginning of year 6 for St John's students and Year 10 for St Hugh's Students..

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS.

- The Trust recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case, the trust will comply with its duties under the Equalities Act 2010.
- Some students may also have SEN and may have an Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision.
- The policy that details the Trust's arrangements for supporting students at school with medical conditions is [Supporting Pupils with Medical Conditions](#).

MONITORING AND EVALUATION OF SEND PROVISION

- SEND is rigorously monitored by the SLT and Directing body throughout the SEF process. This is also cascaded down by the Trust SENCo who interrogates SEND student data regularly and meets at least termly with Curriculum Team Leaders (CTLs) at St Hugh's and classroom teachers at St John's to ensure all students are receiving the support that they are entitled to.

TRAINING AND RESOURCES

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of students, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post within the trust. This includes meeting with the Trust SENCo to explain the systems and structures in place around each academies SEND provision and practice and to discuss the needs of individual students.
- The academies within the trust are members of NASEN.

ROLE OF THE TRUST SENCo

The main aims of the Co-ordinator in each of the academies are to be concerned with all matters affecting Special Educational Needs in each academy, and specifically to:

- Act as a link between the Local Authority and the Trust;
- Work closely with the class teachers in all aspects of Special Educational Needs and Disabilities;
- Make policy recommendations to the Executive Headteacher;
- Ensure an efficient identification system;
- Facilitate internal communication with regard to Special Educational Needs and Disabilities;
- Facilitate recording and monitoring systems;
- Ensure close contact with parents;
- Advise the Directors with regard to Special Educational Needs and Disabilities;
- Liaise between outside agencies and the academies;
- Act as a focus for INSET about Special Educational Needs and Disabilities;
- Work within the remit of the SEN Code of Practice 2015;
- Ensure Recording and monitoring of the impact of intervention is complete.

To enable efficient discharge of these duties, the Co-ordinator will be required to take the National Award for SEN Coordinator within 2 years of taking up the post. Support from senior leadership and Directors ensures that the Co-ordinator has credibility as a change agent, which is necessary for the children involved to obtain the maximum benefit.

In addition an Assistant SENCo will be in post at both academies and will support the Trust SENCo in the above duties as well as;

- Supporting the Diagnostic process to meet the particular needs of the pupils identified as having special needs and plan strategies with the class teacher to meet these;
- Supporting the teaching that is provided to pupils withdrawn in small groups or individually. Support is also carried out within the classroom involving all areas of the curriculum particularly language and literacy, maths and science;
- Create programmes of work and incorporate elements which contribute to assessment and comparison over time thereby providing;
- Providing teachers with information which they can use in deciding how a pupil's learning can be taken forward and in giving the children themselves clear and understandable targets and feedback about their achievements;
- Supporting teachers and others with the means of identifying the need for further diagnostic assessments for particular children where appropriate to help their education development;
- Giving aggregated information about children's achievements which can be used as an indicator of where there needs to be further effort, resources, changes in the curriculum etc.;
- Tracking the progress of SEN children to assess the effectiveness of intervention programmes.

RECORDING AND MONITORING

These two aspects go hand in hand, as the principal purpose of recording is to enable efficient monitoring, leading to maintaining the most appropriate provision as the pupil develops and needs change. It is important that detailed records are maintained for all children with a Special Educational Need or Disability.

This will include:

- A register of all children with special needs and what stage they are at

- A Provision Map that shows the progress made by each pupil accessing intervention and to assess the effectiveness of the programmes;
- My Support Plan. (Appendix 2);
- Educational Health and Care Plans (EHC Plan) and a person centred plan where appropriate;
- All documents are stored in line with the trust policies on Information Management and Confidentiality.

EDUCATIONAL HEALTHCARE PLANS

The decision to recommend to the LA that a formal needs assessment, possibly leading to an EHC Plan being formulated, will follow from various stages of assessment within the academy. Parents and students will be involved at all stages of decision-making, and the issues explained clearly to them. Advice from outside expert agencies is of great importance, and the decision is the result of all these factors being agreed by the Executive Headteacher/Head of Primary Academy/Trust SENCo, class teacher, outside agency representatives and the LA. Where children have an EHC Plan or Special Educational Need or Disability, close observation of the provision laid down in the Statement is required.

TRANSITION

Transition into Key Stage 1

In the summer term of FS2 a statutory review meeting is held for students with an EHCP at their early years setting. This meeting will consider the move into Primary education. Parents of all students with SEND are encouraged to visit the academy they wish for their child to attend or to make contact to discuss additional needs that may need meeting.

Where an EHCP is in place, when parents make a request for a school to be named, the Local Authority will write to the school requesting consideration of a place. The Governing Body has a set time in which to consider the request and respond to the LA.

When the revised Statement/EHCP has been issued, with the receiving school named, the Trust SENCO will make arrangements to visit the student and their parents at their Nursery to discuss support that will need to be in place for the first day of reception or Year 1.

Transition into Year 7

In the summer term of year 5, a statutory annual review meeting is held for students with an EHC Plan at their primary school. This meeting will consider the move into secondary school. Parents are encouraged to arrange visits to their child's next placement secondary schools in the area to identify the school they wish to consider for their child.

In the September and October of Year 6 many secondary schools hold Open Evenings when parents of Year 6 students are invited to visit the school. Staff from the Learning Support Team are always available at these events at St Hugh's. Additional transition work for students with SEN, as well as Statements/EHC Plans are completed in the summer term of each academic year and students will be invited through their primary schools to attend.

Where an EHCP is in place, when parents make a request for a school to be named, the Local Authority will write to the school requesting consideration of a place. The Governing Body has a set time in which to consider the request and respond to the LA.

When the revised Statement/EHCP has been issued, with the receiving school named, the Trust SENCo will make arrangements to visit the student and their parents at their primary to discuss support that will need to be in place for the first day of Year 7.

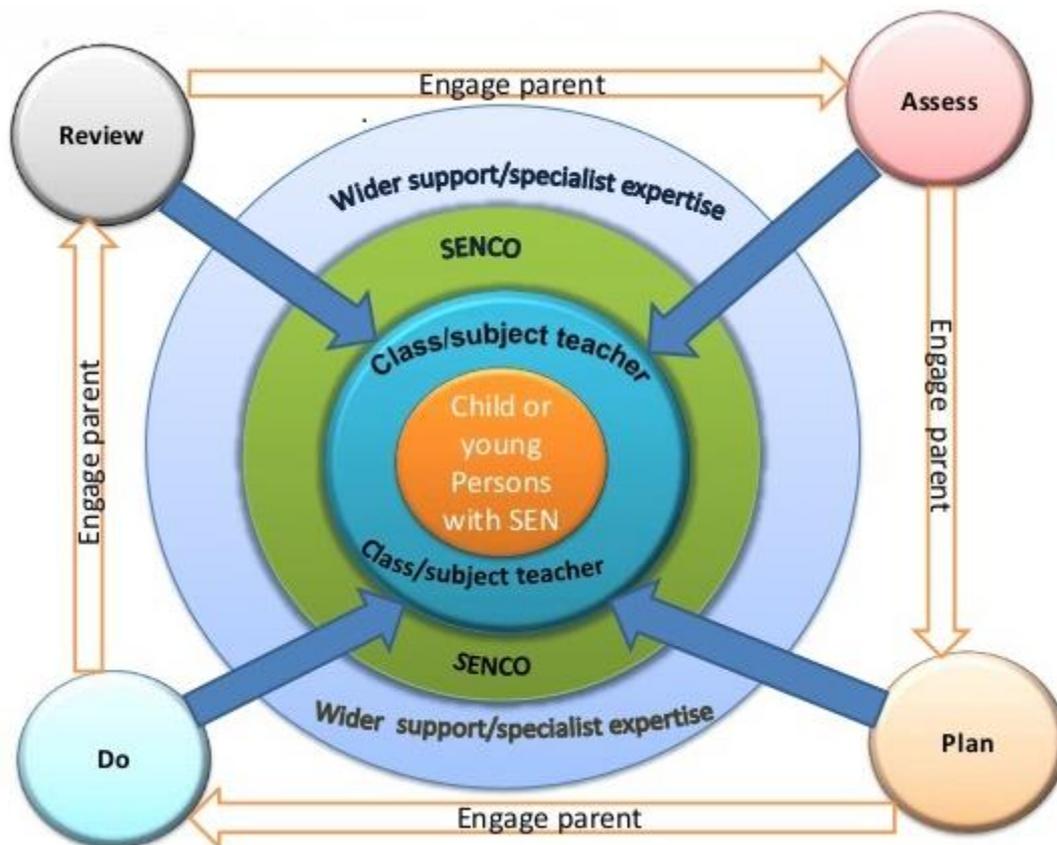
Transition into Post 16

As from the statutory review meeting in Year 9 for students with Statements/EHCP, external professionals and support staff join the meetings regarding transition and are involved with the students to consider the path for moving on to 6th form, college, employment or modern apprenticeship. Assistance through the meetings with students and/or parents continues throughout Key Stage 4.

Transition at other times

For students who transfer to an academy/ between key stages in the Trust who are known to be at 'School Support', Statemented or in receipt of an EHCP:

- Transfer of information via school records
- Discussions with the relevant academy staff
- Discussion with parents
- If possible, a visit to the academy prior to joining
- Base line assessment tests completed to ensure students place in the correct groups
- Appropriate support given from key staff





SEN INITIAL CONCERNS FORM

Pupil Information			
Name		D.O.B	
Year Group		Class Teacher	
Attendance %			
Exclusions			
Home language			
Previous School(s)			
Medical information			
Specialist services - Health - Education - Social Services			

Achievement Data						
Year						
Reading						
Spelling						
Writing						
English						
Maths						
Science						
Progress summary - i.e. working at expected levels						

Baseline information – provide **brief** details where there is an area of relative strength or difficulty.

Language	
Speech sounds	
Expressive	
Receptive	
Social and functional	

Literacy	
reading	
spelling	
Comprehension	
Example of free writing attached?	

Number and Calculation	
Number recognition to...	
Numbers pupil can confidently calculate within + - / x	

Please indicate where there is a concern and **briefly** describe typical behaviour.

Behaviour for learning	
Concentration	
Co-operation	
Independence	
Engagement	
Confidence	
Self-esteem	
Organisation	
Self-control	
Recorded examples of behaviour concerns attached?	

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the pupil's needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion

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Parents' and pupils' perspective on child's strengths/additional needs

summarise information from discussions

Parents/carers
Have concerns been shared with parents/carers to date?
Pupil

Additional observations – note any key issues raised

Parents (Behaviour at home)	
Support staff	
Previous class teacher(s)	
Lunchtime supervisors	

Class teacher: _____ Date of next review: _____

SENCO: _____

For Learning Support Staff	
Date Received:	
Intervention already in place:	
Profile Created:	
Provision Plan Created:	
Next Steps:	

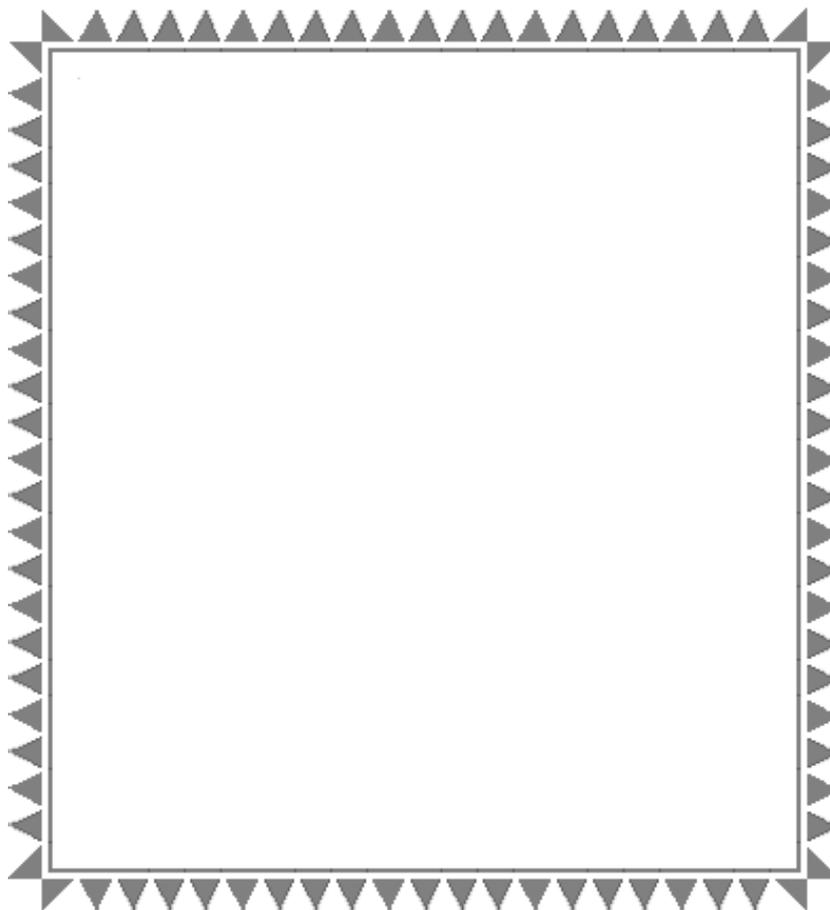
My Support Plan



THE WEST GRANTHAM
ACADEMIES TRUST

My Name is
I am known as
My date of birth is
My school/setting is

Current photo of me



My Support plan:
Date:

Number:

	SEN	Pastoral
Date of first review (R1):		
Date of second review (R2):		
Date of third review (R3):		

Introduction to My Support Plan

This is My Support Plan. Included in my plan is information on;

- What is important to me and to my parents, including our goals and aspirations for the future;

- My strengths, my special educational needs (SEN) and my health and social care needs which relate to my SEN;
- My pastoral needs
- The outcomes which will help me to move towards my goals and aspirations;
- The support given to me to help me to make progress towards my outcomes.

My plan should be a useful working plan for those involved in supporting me, and should actively promote co-ordinated support for me and my family so that I can make progress.

I might already have other plans in place such as (please tick as appropriate):-

Team around the Child (TAC) Plan

Child in Need Plan

Child Protection Plan

Personal Education Plan (PEP) Looked After Child Care Plan

Health Care Plan

Please gain consent of Parent/Carer when using information from plans listed above.

Signed by Parent/Carer.....

Contents

Section 1: About Me
My profile, my story, my family and my parents/carers views

Section 2: My special educational needs

Section 3: My health needs which relate to my special educational needs

Section 4: My social care needs which relate to my special educational needs

Section 5: Outcomes and provision

Section 6: Reviewing my support plan

Section 7: Appendices

Section 1: About Me

a) My Profile

My profile has been written by:

With help from:

**How and when I communicate best:
(Writing, talking, showing, facial expression, behaviour)**

When making choices, the information should be presented to me by:

What people like and admire about me:

What I enjoy doing and what I do well

At school:

Out of school:

What is important to me now?

What are the things that aren't working well for me at the moment?

What would make things better for me?

What are my goals and aspirations for the future?

Short term – the next 6/12 months

Long term – what I want in the future 'when I am an adult'

Section 1: About me

B) My Story (background information)

My story has been written by:

With help from:

Growing up, these people helped me:

People who are involved in helping and supporting me now are:

How do I feel at school? Why?

How do I behave at school?

How do I feel at home? Why?

How do I behave at home?

Any other things which are important for you to know about me:

Section 1: About me

C) My family

My family has been written by:

With help from:

My family at home/extended family

Wider community connection:

Times, days or barriers that make it difficult for my family to attend appointments or meetings are:

Any other things which are important for you to know about my family are:

Section 1: About me

d) My Parents/Carers views

My parents/carers views written by:

With help from :

What is important for my child now?

What is not working so well for my child at the moment?

What would make things better for my child?

What are my goals and aspirations for my child?
Short term – next 6/12 months

What are my goals and aspirations for my child?
Long term – beyond a year and ‘when they are adult’

Section 1: About me

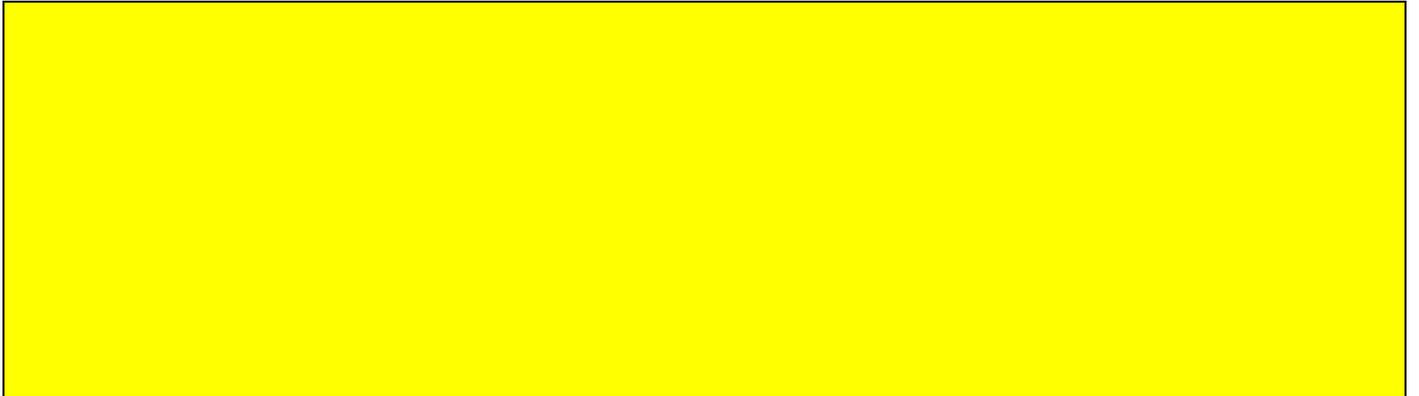
e) How to support my behaviour

My profile has been written by:

With help from:

What does my Conflict behaviour look like?

Level 1 Anxiety Behaviour	Level 2 Defensive Behaviour	Level 3 Crisis Behaviour
MY THOUGHTS	MY THOUGHTS	MY THOUGHTS



What are my triggers?

De-escalation skills

	Try/Stage	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choice reminders			
Humour			
Logical Consequences			
Planned ignoring			
Take up time			
Offer time out			

Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Facial expressions			
Apologising			
Agreeing			
Removing audience			
Others			

Section 2: My special educational needs

My special educational needs are described by my family, education, health and care services
 Their assessments are listed at the end of My Support Plan

A summary of my needs

Cognition and learning

Communication and interaction

Social and emotional

Sensory and/or Physical

Preparing for key transitions and/or preparing for adulthood

Section 3: My health needs which relate to my special educational needs

Section 4: My social care needs which relate to my special educational needs

Section 5: Outcomes and provision		Supported by			
My outcomes: - <ul style="list-style-type: none"> • are what I will be able to do by the end of a phase or stage of education • Should take into account what is important to me and help me move towards my goals and aspirations • Should take into account what it important for me and address the area of my needs (barriers) set out in Section 2, 3 and 4 of my plan so that I can make progress. Sometimes an outcome will address more than one area of my needs and may be shared across education, health and social care 		Education	Pastoral	Health	Social Care
Explanatory note <i>(Add or delete outcome boxes as appropriate)</i>	<i>The area(s) of my needs this outcome will address:</i>				
Outcome 1					
Outcome 2					
Outcome 3					

Provision

The provision (support) to meet my special educational needs (Section 2) and needs which relate to my special educational needs (Sections 3 & 4). This provision should help me to make progress towards achieving my outcomes.

Steps I will make towards achieving my outcomes

Steps towards outcomes will also be set out in this section, leading towards the achievement of the outcomes. They should normally be relevant for at least a year and sometimes longer. Where appropriate, they can be expressed separately for education, health and social care.

Short term targets

These can be reviewed and amended regularly to ensure that the child/young person remains on track to achieve the outcomes. Regular progress monitoring should always be considered in the light of the steps, outcomes and aspirations.

Key

At each review, update My Support Plan to set new targets, make adjustments to provision etc.

- *at the 1st review - add to these columns and indicate additions with an R1 and the date of the review;*
- *at the 2nd review – add to these columns and indicate additions with an R2 and the date of the review;*

If a provision is no longer in place then ~~strike through~~. If no ~~strike through~~ then this will indicate that provision is still in place and potentially being added to at the review.

- *at the 3rd review ensure all sections of My Support Plan are fully reviewed and updated to produce a 'new' My Support Plan. No history of amendments need to be shown on the 'new' My Support Plan as the history will be recorded on the previous plan. The number 'My Support Plan' should be recorded on page 1. The beginning of this key then applies again.*

No. of outcome	Steps I will make towards achieving this outcome (each outcome may need more than one step)	Short term targets (each step may need more than one target)	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (frequency and duration)	Resources required (including weekly costs)
1						
2						
3						

Section 6: Reviewing My Support Plan

Date of review:

First Review (R1)

No. of outcome	Progress towards outcomes in My Support Plan <i>(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)</i>
1	
2	
3	

What is working well with the provision and support and therefore needs to continue?

What isn't working well with the provision and support and therefore needs to finish or change?

Should anything new be introduced to match the parent/child's goals and aspirations?

<u>Section 6: Reviewing My Support Plan</u>	Date of review:	Second Review (R2)
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No. of outcome	Progress towards outcomes in My Support Plan <i>(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)</i>
1	
2	
3	

What is working well with the provision and support and therefore needs to continue?

What isn't working well with the provision and support and therefore needs to finish or change?

Should anything new be introduced to match the parent/child's goals and aspirations?

<u>Section 6: Reviewing My Support Plan</u>	Date of review:	Third Review (R3)
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No. of outcome	Progress towards outcomes in My Support Plan <i>(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)</i>
1	
2	
3	
What is working well with the provision and support and therefore needs to continue?	
What isn't working well with the provision and support and therefore needs to finish or change?	
Should anything new be introduced to match the parent/child's goals and aspirations?	

<p>Section 7: Appendices</p> <p>Documents that inform My Support Plan</p>
<p>Family/Young person</p> <p>(Reference (and date) below)</p>
<p>Education</p> <p>(Reference (and date) eg. previous My Support Plan(s), risk assessments/positive handling assessments, behaviour log/diary)</p>
<p>Health</p> <p>(Reference (and date) eg. Health Care Plan, Therapy advice, Pediatrician's report)</p>
<p>Social Care</p> <p>(Reference (and date) eg. TAF Plan, Child in Need Plan, Child Protection Plan, PEP, Care Plan)</p>
<p>Careers</p>
<p>Other evidence from other people or agencies</p>
<p><i>It is good practise to make sure that the young person/parents understand what information is being used to inform the My Support Plan and that some of this information may need to be shared more widely with the professionals involved in order to work effectively together to support the child/young person.</i></p>