

## Guidance for using Special Educational Needs (SEN) Support Plans

The Special Educational Needs & Disability (SEND) Code of Practice 2015 states that:

*“Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.” (Section 5.40 SEND Code of Practice 2015)*

This can be achieved by using an SEN support plan to implement the graduated approach (the assess, plan, do, review cycle of support) in your setting. The SEN support plan should be used to record the child’s needs in relation to the SEND four broad areas of need as set out in the SEND code of practice. It should also evidence specific inclusion strategies and the SMART targets for development.

The SEN support plan should be viewed as a “working document” which is constantly reviewed in line with the child’s development and progress, in a collaborative approach between the setting SENCo, keyperson, parents and, where appropriate, outside professionals.

You can use the SEN support plan template on our system and add your own setting logo. You may wish to adjust the template to suit how you work in your setting.

### Completing sections of the SEN support plan:

#### Details of child

Use this section to record the details of the child being supported. You may wish to add a photograph of the child. Information can be highlighted and dated as appropriate. For example, a child may be currently “*under formal health assessment*” but then receive an official “*diagnosis*” and this change can be recorded and dated. You can also record other useful information in this section such as:

- If the child is attending another setting
- If the child is in receipt of any extra funding
- If the child has English as an additional language

#### Advice has been received from the following professionals

Use this section to record the names of other professionals providing advice and recommendations for you to use with the individual child within your provision. This will alert other members of staff to professional reports that they should read in order to fully support the child in the setting.

#### Other plans in place

Use this section to record other plans that you have in place to support the child, (such as One Page Profiles, Risk Assessments, Behaviour Plans, Health Care Plans) where these contribute to the overall SEN support. Recording these plans

here will also make other members of staff aware that there are other documents that they need to read in order to fully support the child in the setting.

### **SEND Identified areas of support**

Use this section to briefly summarise a description of the child's current skill level: what they can do, what they can't do and the areas of concern, in relation to the SEND four broad areas of need. (*The SEND four broad areas of need are set out in the SEND Code of Practice 2015, section 5.32*). This will help you and the parents to consider areas for development and the long term outcomes for the child.

Remember as a working document these outcomes may be added to or changed, as appropriate, as the child's needs change. You can add dates to this page and update it as appropriate. You may find that the child has needs in more than one area and you need to agree, in consultation with the parents, the areas of need you will be prioritising.

### **Inclusion Strategies, interventions and resources to support the child in the home and setting**

This section is used to record the everyday support that adults are providing that is **additional to and different from** everyday provision, that will support the individual child's needs. These should relate to the desired outcomes for the child. Here you can record the ways in which all adults will support the child and may include:

- Recommendations from professionals
- Specific strategies agreed with all staff members and parents
- Specific resources to be used
- Alternative communication methods
- Changes to routines and the environment
- Additional adult support to access activities
- Additional adult support at specific times during the routine

As a "working document", new inclusion strategies, interventions and resources can be added as needed along with dates for these. Encourage the parents to implement the same strategies in the home where possible.

### **Focused short term planning**

This part of the SEN support plan is where you record the short-term SMART targets taking into consideration the long term outcomes for the child:

- **Assess** – this is where you record what the child can do now in relation to their identified area of need. This should be dated.
- **Plan** – this is where you record the short-term SMART target (remember targets must be - Specific, Measurable, Achievable, Relevant, Time bound.)
- **Do** – this is where you record a brief outline of how the adult will implement the target and may include details about what the adult should say, ideas for activities, motivating toys or location for interventions e.g. in the outside area.
- **Review** – this is divided into 3 columns, emerging, developing and achieved. As a "working document" you can record progress in these columns by dating them as appropriate. Some targets may be achieved within a few weeks whereas others may evidence slower progress. Once a target has been

achieved then a new target can be added, this could be a “next step” or a new area of development. If there is no evidence of any progress towards a particular target then it can be abandoned in favour of a more appropriate one and this can be agreed with parents, recorded and dated within the review section.

- Parents and the keyperson can initial the final column to show that progress has been discussed as appropriate.

Once a SMART target has been achieved you may wish to build on this as a next step in the child’s development. You will then be able to copy the achieved SMART target into the “Assess” column to represent what the child can do now. A new SMART target can then be added into the “Plan” column as the next step.

Alternatively, once the child has achieved a SMART target you may decide to prioritise a different area of need and consider SMART targets related to this area.

By continually adding new targets to the bottom of the working document the SEN support plan becomes a record evidencing the child’s learning and rate of progress.

Encourage the parents to use the same SMART targets in the home environment where appropriate. You may need to show the parents how to implement specific interventions.

### **Recording progress**

Simple progress sheets can be used to record SMART target outcomes. (See SEN support plan progress sheet.) Encourage the parents to be involved with evidencing progress and offer a recording progress sheet to use at home. This evidence will enable you to monitor the progress of a child towards a particular target.

Observations should be kept short and simple and relate only to the target. These can then be used to inform the review columns on the SEN support plan and to consider new targets when appropriate.