

## SPECIAL EDUCATIONAL NEEDS (SEN) SUPPORT PLAN

For legal guidance about the requirements of meeting your child's special educational needs, refer to Special Educational Needs and Disability Code of Practice, 0 – 25 (January 2015) (COP):

**(COP) 1.25 – Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:**

- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development, and
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Reviewing the SEN Support Plan The code states that early years, schools and colleges must record a child's or young person's SEN support and progress towards outcomes. The information from the SEN Support Plan can be used to demonstrate whether the child or young person requires continuing SEN support, no further support or more support than the education setting can provide. In this case a 'needs assessment' should be requested by the parent or school. The Code says that the school must meet with you at least three times a year to discuss your child's SEN Support Plan.

For further information about how your school supports Special Educational Needs (SEN), go to the school website and look at their SEN Information Report.

For further information on requesting a needs assessment and Educational Health Care Plans (EHCPs) visit Thurrock SEND Local Offer at [www.askthurrock.org.uk](http://www.askthurrock.org.uk). For impartial information, advice and support contact PATT on **01375 389894** or email [info@patt.org.uk](mailto:info@patt.org.uk)

| My role as a parent will be to: | My role as child/young person will be to: | My role as the class teacher will be to: | Plan agreed by SENCo |
|---------------------------------|---|--|----------------------|
|                                 |   |  | Date:<br><br>Name:   |
| Parent signature:               | Child/Young person Signature:             | Class teacher signature:                 | Review Date:         |
|                                 |   |  |                      |

|                     |  |               |
|---------------------|--|---------------|
| Child's Name:       |  | Child's Photo |
| School:             |  |               |
| Year group/<br>form |  |               |

### What is SEN Support?

SEN support is a four stage cycle also called the **graduated approach**. It is help that is **additional to or different** from the support generally given to most children of the same age. The four stages are: **Assess, Plan, Do, Review**. This cycle can be repeated building on a growing understanding of the child's needs and the support they require.

### Things that people like and admire about me (my strengths) and things I like doing are

### You will know when I am finding things hard when (behaviours)

### How I like to be supported

### SEN Support Plan – Assess, Plan, Do, Review

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Child's Name:</b>  | <b>Date of Birth</b>   | <b>Class Teacher/Tutor</b>   | <b>Professionals Involved</b>  |  |  |
|   |  |  |  |  |  |
| <b>Level of Need</b>  | <b>Main area of Special Educational Need</b>   |  | <b>Attainment Levels</b>   |  |  |
| SEN Support/graduated approach<br>EHCP  | Cognition and Learning<br>Communication and Interaction<br>Sensory and Physical<br>Social, Emotional, Mental Health  |  | Previous Attainment:<br>Previous Progress:<br>Current Attainment:<br>Expected Attainment:<br>Current Progress: |  |  |
| <b>Current Interventions/Adjustments/Support<br/>(all teachers need to be aware)</b>                                    |  | <b>How have needs been identified/assessed by school/outside agencies/<br/>parents</b>   |  | <b>Any new information from parents<br/>e.g. change in family circumstances/<br/>bereavement</b> |  |
|   |  |  |  |  |  |
| <b>Things I find difficult<br/>(SEN need)</b><br><small>eg Making friends, difficult to maintain concentration)</small> | <b>Short term targets</b><br><small>These need to be <b>S</b>pecific, <b>M</b>easurable, <b>A</b>chievable, <b>R</b>ealistic and <b>T</b>ime-Bound</small> | <b>Provision and Strategies</b> (additional to/different from what is normally available to children of the same age<br><b>(Specific and quantifiable resource – Who, what, when, how often)</b> ) | <b>Has the target been achieved or what progress has been made towards the target</b>                          | <b>Next Steps: new targets or alternative provision/<br/>Strategies</b>                          |  |
| 1.  |  |  | Yes<br>No  |  |  |
| 2.  |  |  | Yes<br>No  |  |  |
| 3.  |  |  | Yes<br>No  |  |  |
| 4.  |  |  | Yes<br>No  |  |  |