



# **Middlesbrough Council**

*Guidance for  
Special Educational Needs [SEN]  
Support Plans  
2018*

*Updated: August 2018*

## Context

Since the new reforms were introduced: The Children and Families Act: (2014), The Special Educational Needs and Disability [SEND] Code of Practice, 0-25 years: (2015) and associated regulations for SEN and Disability, there has been a greater emphasis on inclusion and SEN support.

The key principles, as set out in new statutory guidance will help shape SEN practice allowing educational settings and providers to identify additional educational needs earlier, to allow for the implementation of effective SEN support through evidence based practice.

At the heart of the SEND reforms is a different way of engaging with children/young people and their parents/carers through a person centred approach which identifies aspirational and achievable outcomes for children and young people with SEN.

This guidance is intended to support educational and training settings to meet the needs of children and young people of Middlesbrough registered under the special educational needs and disability (SEND) remit by adopting the approach of 'Assess', 'Plan', 'Do' and 'Review' approach to achieve better outcomes.

In addition to this, allow changes to the way children and young people with SEND are supported, through the use of a co-ordinated approach by involving the child or young person, parent(s), carer(s), staff and key professionals.

## SEN Support

To support educational and training settings, a SEN Support template has been designed (appendix 1). This support plan will evidence how settings have provided effective SEN support by using the 'Assess', 'Plan', 'Do', 'Review' cycle, to demonstrate a 'Graduated Response' in the delivery of SEN support.

Middlesbrough LA expect educational and training settings to draft and maintain a SEN Support Plan for all children and young people at SEN Support stage.

A SEN Support Plan, when agreed and completed, should be dated and a review date identified.

## What should be included in a SEN Support Plan?

### Contact details

Personal information including the child/young person's name, date of birth, address, the child/young person's unique pupil number (UPN) and contact details of parent(s), guardian(s) or carer(s).

### Overview section

This section should be a brief oversight of the child/young person, including the name of their educational setting (early years, school, and post 16 institutions) and how they present as a child/young person in relation to:

- Communication and interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and / or Physical needs

Where identified, information should be provided relating to professional involvement, e.g. Speech & Language, Occupational Therapy, Educational Psychology, Health or Social Care.

### What's important to the child or young person?

Ideally to include the child/young person's views, what the child/young person likes and dislikes both in and outside their educational setting (i.e. favourite and least favourite aspect of school), interests, hobbies, what help they want, priorities and aspirations for the future.

This section ensures that children/young person are at the heart of the SEN support process, they have a [voice](#) and feel listened to and understood.

In some cases a child or young person may communicate what is important to them in other ways i.e. by writing this down or through the use of assistive technology or by being supported by an adult. Some children/young people should be supported to ensure that their views and aspirations have been accurately heard and used in the process using a person centred approach.

## What's important for the child or young person?

This part should be driven by the adults around the child or young person; parent(s), carer(s), teaching staff, support staff, health or social care professionals, where involved, and should be drafted in partnership with the child or young person where possible.

In line with the Preparing for Adulthood agenda, young people from year 9 attending an education or training setting, where they are confident enough or capable to do so, should be actively encouraged to share their views and this should be clearly outlined in their SEN Support Plan i.e. what a child or young person requires in and outside their educational setting.

## What's working well?

From an educational, health and or care perspective, progress in learning, independence, social skills, relationships, along with the type of support in place or already provided by education, health and/or social care professionals.

## Parent/guardian and child/young person's concerns

This covers concerns raised by parent(s), carer(s), child or young person, whether this is an educational, health or social care need.

## Current needs, support needs and provision

Following any assessments or the identification of need, this will indicate the type of provision required, these parts of a SEN Support Plan should cover what the child or young person needs to aid progress and achieve; i.e. modifications, targeted 1:1 intervention to improve literacy skills, much prompting, short periods for learning, speech and language strategies used/updated, positive behaviour strategies, or outreach support.

Provision should include any provision in place where needs have been identified that are impacting on a child/young person's health and/or care.

A SEN Support Plan not only demonstrates the type of provision that is in place or has been in place to support a child or young person, it will also show the impact upon being reviewed.

## High Needs Funding Support

Details of any High Needs Funding [HNF] allocation received by the LA following any submitted requests. Ideally, as part of the 'Graduated Response' to meet a child or young person's needs, High Needs Funding should have been applied for by an educational settings before considering an Education, Health and Care (EHC) assessment request, to allow for funding to be considered earlier.

## Outcomes

Outcomes should not be misinterpreted as a description of provision, i.e. 'Stewart will receive 30 minutes of targeted 1:1 support from a teaching assistant, twice a week during English lessons to develop his spelling and grammar.'

Outcomes are defined as something that follows on from an action as a result or the consequence of that action. Outcomes are overarching e.g. 'What you want the child/young person to do at the end of the intervention you have put in place' (provision).

Outcomes should be written using a SMART approach: Specific Measurable Achievable, Relevant & Time-bound. These should describe what the child, young person, parent, carer, educator want to see the child or young person doing in the immediate and long term future, for example:

'By the end of KS3, Stewart will have developed his social and interaction skills, he will be part of a wider social group.'

'By the end of year 13; Stewart will have completed work experience; he will have learnt some basic skills, he will have applied for and started an apprenticeship in catering.'

'By the end of KS3, Stewart will be able to cross the road, keeping himself safe when out and about in the community' by using pedestrian crossings and traffic lights'.

## Who will do what?

Following on from outcomes and provision, this section should outline who will do what to ensure the child or young person has the best possible chance of achieving.

When a plan has been drafted and agreed, this should to be signed by the parent, educational representative and the child/young person, with professional contact details also included.

## **Reviewing SEN Support Plans**

Although there is no specific timeline on when to review a SEN Support Plan, the LA would recommend plans are reviewed annually, however settings can review these termly if these wish to do so.

For reviews of SEN Support Plans, a co-ordinated approach should be used as best practice, with all parties involved including, parent(s), carer(s), child, young person and any professionals involved. Any reviews should be recorded and will clearly demonstrate whether any progress towards outcomes has been made; with new outcomes and effective interventions embedded where required or where there is evidence of a graduated response, a request for an Education, Health and Care (EHC) assessment could be considered.

Where intervention has been measured as not supporting progress, it should be recorded with reasons as to why this is the case, with evidence of a change in thinking and intervention needs being documented.

Many educational settings are using these plans for children/young people instead of IEP's and others have rolled this out for children/young people with SEN support in early years, primary, secondary and Post-16 settings.

Please note: in Post -16 settings, SEN Support Plans are sufficient for young people to receive adequate support, for settings to apply for High Needs Funding, up until 19 years of age. A SEN Support Plan will not automatically end when they leave secondary aged education.

## **Conclusion**

SEN Support Plans will allow educational settings to demonstrate best practice and their best use of resources. By using the SEN Support Plan as the method of showing a graduated response to SEN Support in the educational setting, the link between additional support and achieved outcomes will, over time, provide robust educational evidence to support any request for an EHC assessment. Please note: SEN Support Plans are flexible working docs which will follow a child or young person where there is movement between educational settings.

## Further information

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.preparingforadulthood.org.uk/>

<https://www.middlesbrough.gov.uk/localoffer>

<https://www.iammain.org.uk/services/>

## SPECIAL EDUCATIONAL NEEDS SUPPORT PLAN

PHOTO	<b>PERSONAL DETAILS</b>			
	<b>Name:</b>		<b>Gender:</b>	
			<b>DOB:</b>	
	<b>Ethnicity:</b>		<b>UPN Number:</b>	
	<b>Home Address:</b>			<b>Post Code:</b>
<b>Name of parent(s) / carer(s):</b>		<b>Relationship to child / young person:</b>		
<b>Address:</b> <small>*if different from above</small>			<b>Post Code:</b>	
<b>Key Person:</b>		<b>Role:</b>		

This is a non-statutory support plan.

**OVERVIEW**

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<b>What is important to ?</b>	<b>What is important for ?</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>What is working well in school or educational setting? (as discussed at meeting held on 2018)</b>	<b>Parent(s) / carer(s) and child/young person concerns</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	

**PROVISION**

<b>'s current needs</b>	<b>The support needs to succeed and achieve</b>	<b>Details of High Needs Funding allocation from LA following requests submitted</b>
	<ul style="list-style-type: none"> <li>•</li> </ul>	

OUTCOMES		
Outcome(s) what this will mean for	Steps towards outcome(s) short term / medium term	Who will provide support and how often?

Key person	
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What the educational setting will do?	What parent(s) / carer(s) will do?	What outside agencies will do?

Assessment Review	Autumn			Spring			Summer		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<u>Example categories given below and in the columns to the right – please adapt categories to your setting as necessary</u>									
Points progress									
Meeting Expected									
Overall Achievement									
Reading age									
BPVS									
QCA Score (SEMH)									

Professionals involved		
Name	Role	Contact Details

<b>Completed by:</b>		<b>Signature:</b>		<b>Date:</b>	
<b>Child/Young Person:</b>		<b>Signature:</b>		<b>Date:</b>	
<b>Parent/Carer:</b>		<b>Signature:</b>		<b>Date:</b>	

**Date of completion:**

**Review Date:**

This support plan is based on assessment of need; it measures the performance and educational progress of a child/young person with additional needs and will be monitored and reviewed as agreed. The educational setting is responsible for maintaining this plan.