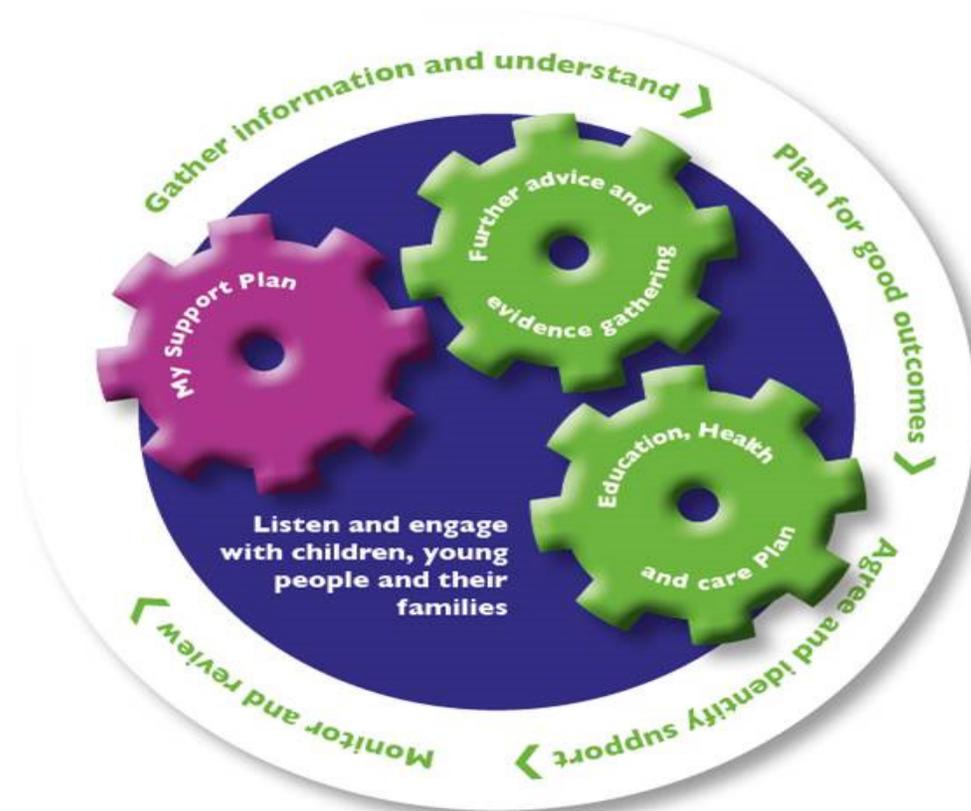


Wakefield My Support Plan

GUIDANCE DOCUMENT

A co-ordinated plan of support

Name	
Date of Birth	
Current Education Setting	<i>Where are they currently educated – this should be updated for any changes</i>



Personal Details

This section completed/updated on: [Click here to enter a date.](#)

You should complete the date on each section when you update the document

My picture – This is me or represents me	
I like to be known as	<i>Enter preferred name here</i>
First Name	
Surname / Family Name	
Date of Birth	Click here to enter a date.
Address	
Gender	
UPN Number	
NHS Number	
Ethnicity	
Place of Birth	
Languages spoken	<i>Languages spoken by the child, not the parents</i>
Is the child LAC / in public care?	Choose an item.

Lead Professional for My Support Plan	<i>Name of person co-ordinating the plan</i>
Role	



<i>Childname's</i> family and the other important people in their life		
Parent/Person with parental responsibility		
First Name		
Surname		
Address		
Telephone		
Email		
Relationship to Child	<i>Eg.dad, step-mum, foster carer</i>	
Is support required with language? Please detail language spoken if yes		
Please tell us who lives in the home and how they are related to <i>childname</i>		
<i>Detail all people who currently live in the home including names, ages of other children and relation to the child. We suggest you bullet point this</i>		
Please tell us the names of other people who are important to <i>childname</i> and who they are		
<i>This could be friends, relatives who play a particular role, support workers. We suggest you bullet point this</i>		
<i>You may wish to include a visual family tree at this point also</i>		

*You should replace all times where *childname* is written with the name of the child. This can be done through the replace function in word and should replace 22 times*



Professionals and services that help and support <i>childname</i>			
Please list below the details of those services that help the child / young person where involved or previously involved.			
Service	Name	Contact Details	Currently involved?
School SENCO			Choose an item.
School Support Worker			Choose an item.
Other School staff			Choose an item.
Educational Psychologist			Choose an item.
Child Family Inclusion Team			Choose an item.
Learning Support Service			Choose an item.
Communication Interaction and Access Team			Choose an item.
Children's Sensory Impairment Team			Choose an item.
Behaviour Exclusion Support Team			Choose an item.
Portage			Choose an item.
Pre-5 Service			Choose an item.
REACH team			Choose an item.
SENART Caseworker			Choose an item.
Other Education Support			Choose an item.



Speech and Language Therapist			Choose an item.
Occupational Therapist			Choose an item.
Physiotherapist			Choose an item.
CAMHS			Choose an item.
Community Nursing			Choose an item.
Adult Mental Health			Choose an item.
Doctor (GP)			Choose an item.
Paediatrician			Choose an item.
Consultant			Choose an item.
Other Health Support			Choose an item.
Social Worker			Choose an item.
Early Help Hub Support Worker / CAF Lead			Choose an item.
Connexions / Careers advisor			Choose an item.
Key Worker			Choose an item.
Voluntary Sector Support			Choose an item.
Other Care Support			Choose an item.



Section A – The Views, interests and aspirations of the child and their parents, or of the young person

A1 All about me – The child / young person's views

This section should be completed by the child either independently or with support. It can be completed as text or visually (eg. Mind map, photos) and **must** represent the views of the child / young person. Any method can be used to gather this.

This should support the 'Tell Us Once' approach and only need to be updated as situations change in the future and the plan is reviewed.

This section completed/updated on:

Things I like doing and am good at

This should include things both at home and at school

This must be the child's views. It can be supported in discussion with a key worker or family member but should not be a list of what others think should be known. There is space to do this later. A2 has particular space for the family to detail what they see the child liking and being good at.

It can be done visually or a written bullet pointed list and should be established through discussion and interaction with the child.

It should cover hobbies, activities, things they enjoy doing such as particular subjects and areas of learning.

It should be updated regularly as the plan is reviewed and the child's views change

What I need help with / what is not working and I want to change

This should cover anything that the child feels they need help with. The parent or school may recognise the need for help and support but if the child does not then it should be included later.

For very young / non-verbal children, consideration should be given as to how this can be established through visual prompts, things the child refuses to do or finds difficult

What and who is important to me now



This should cover people and activities that are important currently. Future plans should be completed in the next question.

Again it should be the child's views and can be gathered in a range of ways depending on the abilities of the child to communicate.

My hopes and dreams for the future – My aspirations

This will vary depending on age. There is no right or wrong answer. The child's aspiration is important in setting future outcomes.

Depending on the ability of the child different approaches will be needed to support the child completing this section

Has this section been completed independently?	
If not who has helped complete it?	<i>If completed with support detail who has helped</i>



A2 All about my child – The families' views

This section should be completed by the family either independently or with support from a key worker. Where the plan relates to a young person over 16, the young person **must** also be involved in completing it. It can be completed as text or visually (eg. Mind map, photos).

This should support the 'Tell Us Once' approach and only need to be updated as situations change in the future and the plan is reviewed.

This section completed/updated on:

<p>Childname's journey so far</p> <p>My child's history and important information about their background</p>
<p><i>Parents should be supported to give a <u>brief</u> history to the child from birth onwards. Those supporting this should consider that this should give enough detail to be able to prevent further lengthy discussion about the past. They should also be aware that for many parents this may be a difficult thing to do.</i></p> <p><i>Areas to consider are:</i></p> <ul style="list-style-type: none"> • <i>The early years – how did the child hit key milestones, what did the parent feel about the child's progress?</i> • <i>Areas of concern – what areas of concern did the parent have and when did they develop?</i> • <i>Growing older – how has the child changed as they have grown?</i> • <i>What advice has the parent had previously? Who from?</i>
<p>Important information you need to know about <i>childname</i> (eg. Medical diagnosis, home situation)</p>
<p><i>Parents may wish to state clear points about diagnosis or areas of concern. This may include details around the home and the impact on the home or history</i></p>
<p>What <i>childname</i> likes and is good at</p>



Parents should consider what they feel that the child likes and what they recognise the child is good at. This may differ from section A1 (child's views) as parents will recognise particular areas that the child may not or may not be able to communicate about.

What the *childname* needs help with

This should consider what they need to learn, to play, to keep healthy, to be independent and to prepare for the future and adult life

The family views of what the child needs help with. The family should consider areas that the child struggles with including practical skills such as feeding or movement and developmental skills such as communication and behaviours.

This must consider the needs of the child to learn, play, keep healthy, be independent and areas that will restrict their ability in the future to engage with adult life

What we would like to change or be different in the future

This should detail the parents views of what they want to be different

How best to communicate with *childname*

Consideration should be given as to how best to communicate. This may include use of languages such as Makaton or could be in regards to the child needing to be in a quiet space, away from others. It may also detail the sorts of language to be used, such as being very factual and direct, or questions to be used.

Our hopes and dreams for the future – our aspirations for *childname*

You may wish to consider areas such as education, employment and independence



This will vary depending on age. There is no right or wrong answer. The families aspiration for their child is important in setting future outcomes.

It may be very difficult for the family to see beyond the immediate issues and so support may need to be given to help them to identify what is important for them in the future and what they would like their child to be able to do. Thought should also be given to the fact that this may be a very difficult thing for the parent to do.



Section B – The child or young person’s special educational needs (SEN)

This section should describe the child / young person’s Educational **Strengths** and **Needs**. It should include details of what the child/young person enjoys. It should detail any impact on learning. It should provide information from the education setting with support from advisory services.

This section completed/updated on:

Cognition & Learning including attitude and progress within learning and how they respond to learning
What <i>childname</i> is good at (Strengths)
<i>For each area consideration should be given to <u>educational</u> strengths. This will come directly from the education setting but can also be taken from reports of services involved in the child, such as EPS and CIAT</i>
What <i>childname</i> needs help with (Needs)
<i>As with strengths, the <u>educational</u> needs can come directly from the education settings as well as from services reports.</i>
<i>This area should cover how the child learns, what they are good at and struggle with. Areas they have particular needs in their learning. It should also cover details of how and in what areas they are making / not making progress. It should include attitude to learning; areas such as attendance, friendship, what the child enjoys and does not enjoy, what they excel and struggle at.</i>
<i>An area to include academic attainment is below</i>

Speech, Language & Communication including how the child communicates and interacts with others
What <i>childname</i> is good at (Strengths)
<i>This area should cover how the child communicates with others, including language and speech strengths/needs, how they interact with peers and with adults</i>
What <i>childname</i> needs help with (Needs)
<i>If for these sections there are no needs please write ‘none’. There should always be identified strengths, even if it is such as they ‘interact well with others’ or they ‘have good vision’</i>



Social, Emotional & Mental Health including responses to others and behaviour
What <i>childname</i> is good at (Strengths)
<i>This area should cover their emotional needs, including any mental health needs and behavioural needs. It should also cover strengths around friendships</i>
What <i>childname</i> needs help with (Needs)

Hearing, Vision & Physical
What <i>childname</i> is good at (Strengths)
<i>This area should cover any physical and sensory strengths and needs.</i>
What <i>childname</i> needs help with (Needs)

Developing Independence including preparation for adult life
What <i>childname</i> is good at (Strengths)
<i>Consieration should be given as to how they are developing independence. From secondary this will cover progression towards adulthood, however areas of independence that are needed in life should be covered here from early ages</i>
What <i>childname</i> needs help with (Needs)

School attendance – Attendance records should be attached in section K			
Current academic year		Previous academic year	
% Attendance		% Attendance	

Academic attainment Please insert a table detailing attainment at relevant stages. This should be



cumulative and added to on an annual basis.

Please detail and additional information you feel is relevant in regards to attainment

A table can be copied here. As the national curriculum has changed and potentially changes in future it will be difficult to have common levels, however, details of how they are progressing should in particular focus around literacy and numeracy at early years and be broadened as the child grows older. If there is a drop in levels details should be given to ensure that this is clear and accurate.

If the results are with support this should be clearly indicated

School / Education Setting background

Please detail all previous education provision

Provider	Start date	End date
<i>From first provider onwards to give an education history</i>		

Advice and information

Advice from agencies in regards to the provision and support needed to address learning needs should be listed and attached in **Section K** and reviewed regularly.

Waves of intervention

Identified education provision at Wave 1, 2 and 3 should be included at **Appendix 1** and should be reviewed regularly for accuracy in line with identified outcomes, targets and provision.



Section C – The child or young person’s health needs

This section should describe the child / young person’s Health Needs related to their SEN and the impact on learning. It should also detail any other Health needs not related to SEN.

This section completed/updated on:

Does the Child have any Identified Health needs? Yes No

If no please leave the remainder of this section blank

Details of specific medical diagnosis including details of when diagnosed	
Medical evidence should be provided to support this	
<i>Specific diagnosis with details of who has provided this can be included here. It would be expected that most information in this section should come from agency reports</i>	
Health Needs related to SEN	
Please number	
<i>Identified needs would be expected to come from service reports. These should be numbered and then numbered needs should have provision and impact related to it.</i>	
What is / will be put in place to meet these needs?	
<i>Current provision / recommended provision</i>	
What impact has this had to date and what impact is expected? Are the health needs being managed well?	
<i>If the medical need is being well managed it should be clearly stated here</i>	

Other Health Needs not related to SEN and how they are being managed	
<i>Some medical needs do not impact on the child’s education. These should be detailed here including how they are managed such as regular medication</i>	
Is a Health Care Plan in place?	
If Yes then this should be attached	



Advice and information

Advice from agencies in regards to the provision and support needed to address health needs should be listed and attached in **Section K** and reviewed regularly.



Section D – The child or young person’s Social Care needs

This section should describe the child / young person’s Social Care Needs that relate to their SEN and the impact on learning. It should also detail any other Social Care needs not related to SEN.

This section completed/updated on:

Does the Child have any Identified Social Care needs? Yes No

If no please leave the remainder of this section blank

Social Care Strengths and positives

These should be evidence based

This section should look at all the strengths identified in regards to their social care needs. It would be expected that this would come from a social worker or support worker and would include areas such as the home situation and ability to access and interact with the world around them. It should provide clear evidence.

Social Care Needs related to SEN

Please number

Identified needs would be expected to come from service reports

What is / will be put in place to meet these needs?

Current provision / recommended provision

What impact has this had to date and what impact is expected? Are the social care needs being managed well?

If the social care need is being well managed it should be clearly stated here

Other Social Care Needs not related to SEN

Please note that family consent must be sought to include these

Some social care needs are not related to the child’s special educational needs. This would include home situations leading to child in need or child protection plans. It may also include the parents needs.



The family's agreement must be sought to add anything related to social care intervention that is not directly related to SEN

Is a Child Protection Plan, Child in Need Plan or CAF in place?

If yes please detail and attach at Section K.

Is a Care and Support Plan in place?

If Yes then this should added at Section K

Advice and information

Advice from agencies in regards to the provision and support needed to address social care needs should be listed and attached in **Section K** and reviewed regularly.



Section E – The outcomes sought for the child or the young person

What will the child or young person be able to do differently in the future and what difference will it make in their life.

This section completed/updated on:

The **Aspirations** that *childname* and their family have should be copied below from Section A. These should shape the outcomes in the plan

The aspirations in section A of both the child and the parent should be copied into here

The following outcomes table should be copied for each outcome that is set

<p>Outcome: Number: Put number order here</p>	<p><i>Outcomes must detail <u>what will be different</u> and <u>what impact this will have on the child's life and future</u>. Outcomes must be realistic with a clear possible end point. They should not be an aspiration but should lead towards that aspiration. They should be SMART</i></p>		<p>Completion date: <i>Outcomes will vary in length but most will be key stage.</i></p>
<p>Area of need this relates to Tick as applicable</p>	<p>Education <input type="checkbox"/> Health <input type="checkbox"/> Care <input type="checkbox"/></p>	<p>Cognition & Learning <input type="checkbox"/> Speech, Language & Communication <input type="checkbox"/> Hearing, Vision & Physical <input type="checkbox"/> Social & Emotional <input type="checkbox"/> Developing Independence <input type="checkbox"/></p>	
<p>Who is responsible for supporting and monitoring this outcome</p>	<p><i>There should be a lead but it must be clear that others will be expected to support this outcome, including the family contribution. Family and young person can lead on the outcome but should be supported.</i></p>		
<p>Progress made to date Added following reviews</p>	<p><i>Following the first review and as the plan is reviewed, any progress towards completing the outcome should be included. These should be copied from the meeting</i></p>		



	<i>minutes in appendix 1. Once it has been reached it should be removed. When this is the case the minutes of the review meeting would reflect this</i>
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How will these be monitored and reviewed?	<i>Details of review such as through the annual review, monitoring by the school, health service, regular updates etc.</i>
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*Steps towards achieving targets should be broken down further and included in **Appendix 3** through agreed methods*



Section K – Advice and Information

Reports provided to contribute to the plan. These should provide up to date assessments on the child. They should be considered as part of any planning and review of provision and needs and in considering outcomes. As reports are updated they should be added to /amended on this list. All reports should be attached to the plan for reference

This section completed/updated on:

Document Title	Provided by	Date provided

My Support Plan issued			
My Support Plan dates of formal revision			



Agreement of the My Support Plan

This section completed/updated on:

The following people have contributed and agreed to this plan			
Name	Role	Signature	Date

Family / Young Person Agreements and Permissions

- I agree this plan and accept its contents as accurate and appropriate.
- I understand and agree the information contained in the plan and subsequent plans can be passed to other agencies as appropriate including those from education, health and care settings.
- I understand that the information shared will only be used for the purpose of my support.
- I understand that sharing information in this way will be in line with and subject to data protection legislation.
- I consent to this information being shared electronically between agencies.
- I understand that if I do not give permission this may create difficulties in providing the support that may be needed.
- I agree to the request for an Education Health and Care Assessment this plan will be used for (Delete if not applicable)

Name	Signature	Date



Appendix 1 – Waves of intervention

Specific provision put in place within Education to support the needs of the child / young person should be detailed in the Waves of Intervention.

This section completed/updated on:

	Delegated Funding	Use of Top-up funding
Wave 1 Quality first teaching		
Wave 2 Small group intervention		
Wave 3 Individual targeted provision		



Appendix 2 – My Support Plan Review Record for *Childname*

The SEND Code of Practice 2014, 6.65 states that ‘where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.’

A My Support Plan should be reviewed three times each year with the child and their family to consider any changes in needs, provision or outcomes. It should focus on the progress being made towards outcomes and to address the child's needs.

Where those involved in supporting the child feel that progress is not being made and that further resources are needed to meet their SEN, a review meeting should be held and the completed My Support Plan, with all supporting documentation, should be sent to the Local Authority to request a statutory assessment of SEN.

An Education Health and Care Plan must be reviewed at least on an annual basis, or sooner if required. The Annual Review process includes a meeting with the family and child and the issuing of any amendments to the Education, Health and Care plan. It should also consider any changes in needs, provision or outcomes as well as discussing any personal budget.

All records of interim reviews and documents completed within the Annual Review cycle should be included and discussed as part of the Annual Review Meeting.

Schools and education providers should use the following appendices to assist the review of provision.

Review Meeting Date		Previous Review meeting date	
Is the meeting reviewing other areas of work? (eg. PEP, CAF)			
If Yes, please provide details			
<i>At any review other reviews may also be completed at the same time. Detail what these are here such as PEP, CAF, Child in Need plan</i>			
Chair of meeting		Role /	



Review of progress against Outcomes	
Please detail each outcome and the progress made towards it	
Outcome	Detailed progress towards outcome
<i>Copy the outcome here from section E</i>	<i>Brief update on progress, including progress towards any annual targets. This should then be copied into the plan as it's amended so that progress can be monitored in future.</i>

Review of 'Steps Towards' (short term targets) the Outcomes	
Any amended plans such as IEPs or 1 page profiles should be attached	
'Steps Towards' targets	Detailed progress towards targets
<i>Detail any specific targets from IEPs, etc and any amendments made to them. The Short term plans should be updated as part of the meeting</i>	<i>Brief update on progress towards these targets</i>

Are there amendments to be made to the My Support plan?	
The plan should be amended before it is re-issued	
Is this plan to progress to a Statutory EHC Assessment	
If so you should detail why you are requesting an EHC Plan at this time below and	



details of agencies involved to support this application:

Waves of intervention

Specific provision put in place within Education to support the needs of the child / young person should be detailed in the Waves of Intervention. These should be reviewed as part of the meeting and added at **appendix 1** and sent to SENART as part of any request for EHC Assessment

Agreed Actions following Review

You should record any actions that people supporting the child / young person and their family need to undertake following the meeting. It should be used as a starting point to assess progress in future meetings

Who?	What will they do?	By when?	How will this improve things?
<i>Professional, though can also be the parent or child (though numbers for the family should be limited or be clear about how they will be supported)</i>	<i>Detail any specific actions to be done</i>	<i>Date to be done by</i>	<i>What will the impact of this be?</i>



Appendix 4 – Review – Child and Family Contribution

The following can be used to gather the family and young person views prior to the review. This should be discussed with the family alongside any updated views in regards to section A2. This should then be discussed as part of any review, however education providers may choose to use alternative formats for person centred approaches to obtaining the child and their families views. The same areas should, however, be addressed.

Where appropriate children and families should be supported to discuss and complete their contribution. This should form a central part of the Review Meeting.

What have been the highlights in the past year?
<i>Prior to any annual review parents should be supported to give their views of what has changed and what is going well/ not going well. As part of this A2 must be considered and updates made.</i>
<i>Specific events / developments should be included here</i>
Were the outcomes agreed in the last plan met? Did they make a difference?
<i>Although the parent doesn't need to detail all of them, they should give their views on if they have been met and the difference this has made</i>
Were the actions agreed in the last plan completed? Did they work?
<i>Although the parent doesn't need to detail all of them, they should give their views on if they have been met and the difference this has made</i>
What support is working well?
<i>Parents should detail what is working well</i>
What needs to change?



<i>Parents should detail what, if anything, needs to be done differently in their view</i>			
What would you like your child to do, achieve or get better at?			
What difference would this make?			
Any other comments?			
Contributed by		Date	

