

My Support Plan – Sharing Good Practice



Nicola Shaw – SENCO at Purlwell IN School

Nicola completed the My Support Plan questionnaire at SENCONET in May 2016 and told us that:-

- Relationships with parents have become much more positive due to their valuable impact to MSP's.
- The other agencies provide reports which are used for the outcomes. Only SENCO, class teacher, 1:1 ETA (if they have one) and parents come to the meetings.

We visited Nicola in school to find out more about what she is doing:-

What is working well?

Purlwell IN has 300 pupils on roll and cohort goes up to Y2 only. Within that number there are currently:

- X2 Reception children who have been accepted to receive an assessment for EHCP
- X1 Y1 pupil who is in currently going through the EHCP process
- X1 Y2 with a My Support Plan
- X1 Y2 with a EHC Plan



The new My Support Plan format is easier to read/follow and it is much better to have all the reviews in the same document. The new My Support Plan is much more person centred and by involving parents in the process they can gain a better understanding of the support required which will help their child at home too. Our links with services are good and the joint meetings are useful. Positive meetings with parents on a more regular basis are working well. The meetings prior to the My Support Plan meeting help to break child's targets down and help parents understand the process better. We have to put ourselves in the 'parents shoes' and include them where possible which in turn will help with target setting from school to home. You have to treat each MSP/EHC and the parents involved as individual cases and by involving them this will make them feel valued and show them their views are important.

Parental involvement has changed the process and I feel we all get to know the child better.

How has this impacted on the child & family?

In Purlwell IN as our pupils only go up to Y2 it is difficult to involve them in the My Support Plan; therefore our plans have to involve parents as they know their child best. Families feel more involved and are willing to work with school to support their child. We had one case where we had a EHCP request was turned down, as parents were closely involved with the My Support Plan and had a clear understanding of the process and support their child needed this gave them confidence to appeal the decision.

We have had children in school for which we have completed a My Support Plan for and requested an assessment for them and they had plans to move house/school. Someone asked why waste your time as they are moving? I did not agree. I believe I still have a duty to that child and the assessment still needed to happen regardless of future plans to move. The plan will follow them and ensure they receive the correct support whichever school they are in. This process is not just a paper exercise it is about children and making sure they have the best possible chance of reaching their potential and gaining good outcomes.

How does this:**Help set outcomes?**

One particular case which I can think of is where we had a child who is awaiting a diagnosis for Autism and he was refusing to eat his school dinners. I called a meeting with parents to discuss this. After a conversation we were able to get to the bottom of the issue and that being he only liked fish fingers on his plate, if anything else was put on the plate he refused to eat it. This was then changed and written into his My Support Plan so everyone was aware of this. Had we not made the time for this meeting we may not have got to the bottom of the problem.

Influence Provision?

Involving parents is challenging at times but is achievable. I always urge parents to let me know if they do not agree with the outcomes on their child's My Support Plan.

Some pupils with SEN have parents who also have SEN. Parents who have SEN seem to gravitate to each other and seem to find it difficult to interact with other parents. There seems to be a barrier at times. Unsure how to tackle this issue.

Impact on Progress?

The My Support Plan has made it tighter in the classroom and pupils receive FT 1-1 Adult Support where required. It is a strain to find the initial £6000 to provide the support but it does make all the difference to those children and helps them progress in school and home. We as a school are more accountable as we have to show where the funding is being spent.

We do review pupils' progress; I find it easier to show progress in EYFS.

With the My Support Plans I only put cases forward for EHC Plans where I am confident that they do need additional support. Some My Support Plans never progress to an EHCP. I feel timing is crucial in this process.

Do you have feedback from parents? Would you be happy to get feedback from them? How?

As a school do not ask for feedback but we receive verbal feedback from parents. We have no plans on gaining feedback from parents but would encourage them to complete the questionnaires sent out by the LA. Some parents would struggle with completing a questionnaire but I would be happy to help them with it in school if they required.

If you would like more information please contact: Nicola Shaw, SENCO at Purlwell I&N School on 01924 326734