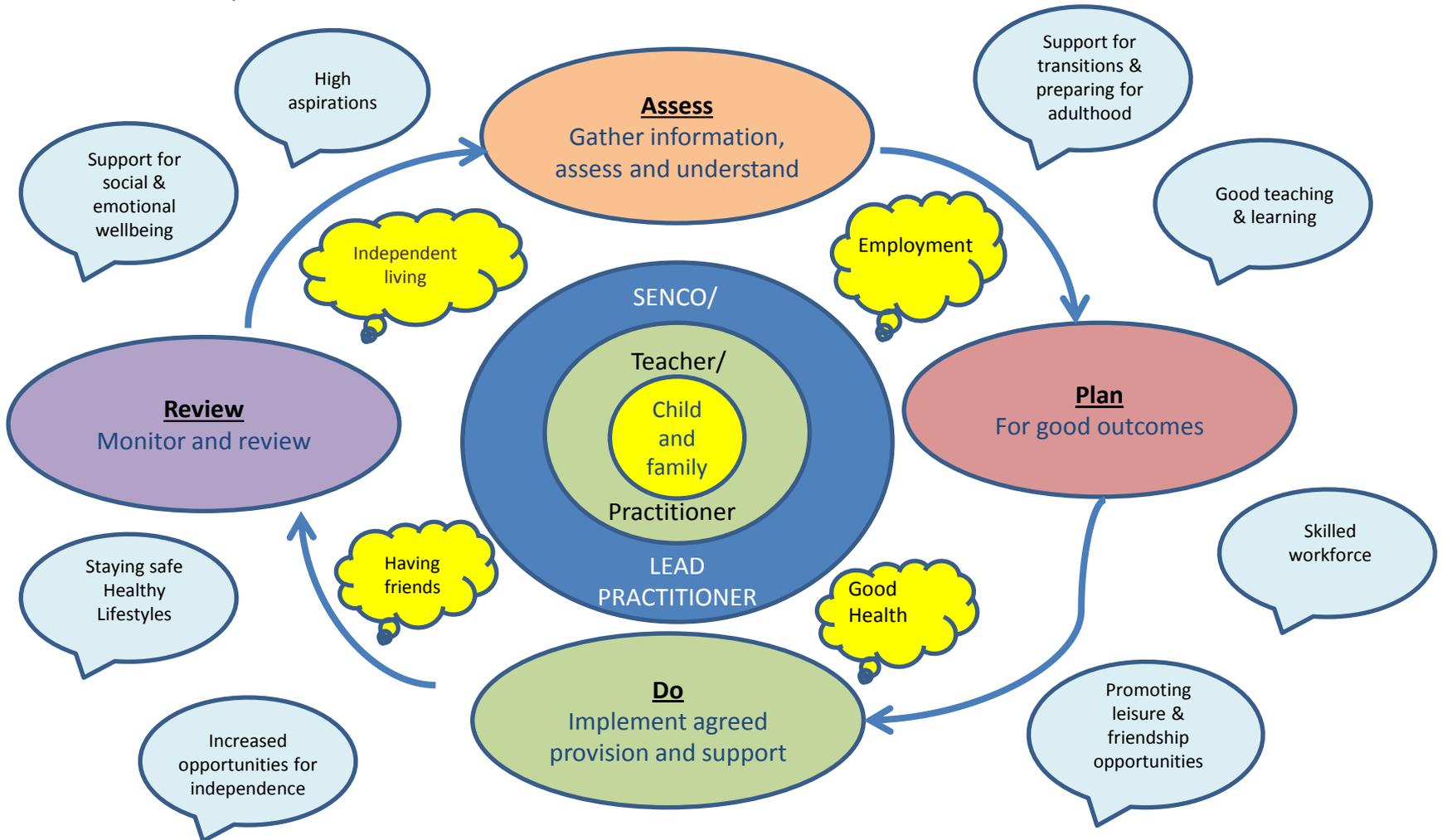
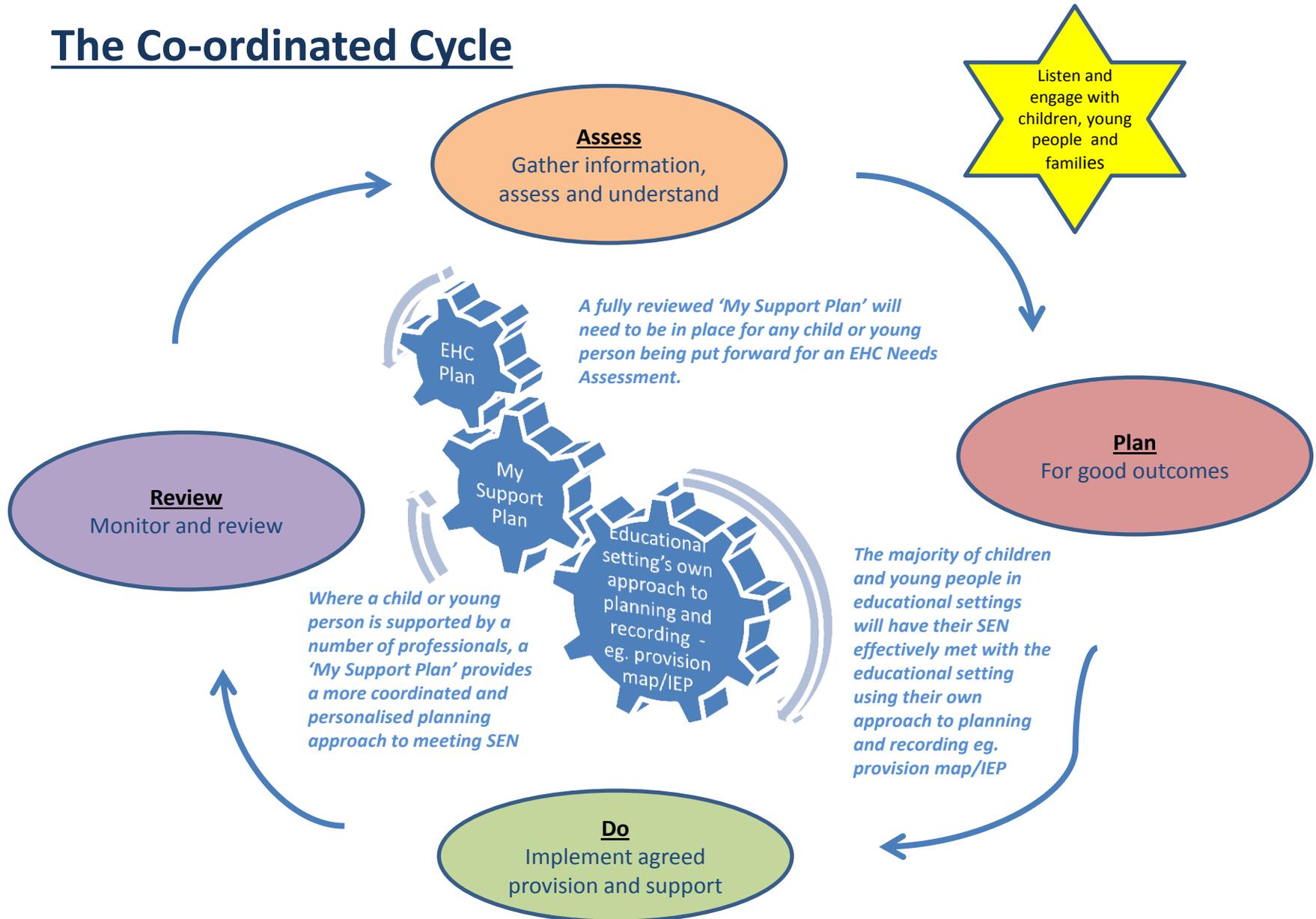


# The Graduated Approach

A cycle of early support with a growing understanding of Children & Young People to secure good outcomes;  
Where special educational needs (SEN) have been identified, the approach needs to become increasingly personalised;  
The child and family must be at the centre.



# The Co-ordinated Cycle



# The Co-ordinated Planning Approach

## My Support Plan

The majority of children and young people in educational settings will have their SEN effectively met with the educational setting using their own approach to planning and recording eg. provision map/IEP;

Where special educational needs (SEN) have been identified and a child or young person and their family are supported by a number of professionals the Kirklees 'My Support Plan' provides a more coordinated and personalised planning approach. It provides a framework to record;

- what is important to the child, young person and their family and how best to support them;
- contributions from all those involved;
- a shared understanding of strengths and needs;
- joint agreement of outcomes and actions;

The plan needs to be a useful working document which actively promotes co-ordinated support for the child/young person and their family in order to make a difference;

Support detailed in the 'My Support Plan' will be through access to delegated educational funding (Elements 1 &2 or Early Years inclusion funding) and services available through the Local Offer;

Children and young people may remain on a 'My Support Plan' for some time if they continue to make progress using this approach. When a 'My Support Plan' is in place in an educational setting it can replace the setting's own approach to planning and recording at SEN Support eg. provision map/IEP. Some children may make sufficient progress on a 'My Support Plan' to be able to move back to the education setting's own approach eg. provision map/IEP. A small number of children may not make the expected progress and so those involved may agree to make a request for an Education, Health and Care (EHC) needs assessment. Normally this agreement will be reached with all those involved and when the 'My Support Plan' is reviewed;

Generally a 'My Support Plan' will need to be reviewed at least once a term (3 times a year) and sometimes more frequently, due to the complex needs of the child or young person and the high level of intensity of the planning approach required;

If a child or young person has a number of professionals involved then a 'team around the child/family approach' may already be in place eg. a Single Assessment - Part 1 (EHA). When a Single Assessment – Part 1 (EHA) is in place then this can inform the 'My Support Plan' and the reviews could be brought together as one meeting;

A fully reviewed 'My Support Plan' will need to be in place for any child or young person being put forward for an EHC needs assessment;

The format of the plan aims to support a 'tell it once approach', so that young people, families and educational settings do not have to re-write detailed information that is already contained in an accessible document. For example, where a request for EHC needs assessment is made, the 'My Support Plan' will provide detailed information about the child or young person's special educational needs, the outcomes and provision in place to meet these needs, and will minimise the need for those involved to re-write this particular information;

Clicking on the 'My Support Plan' title will take you to the 'My Support Plan' template and guidance on writing a 'My Support Plan'.

## Education, Health & Care (EHC) Plan

The majority of children and young people with special educational needs (SEN) will have their needs met within educational settings with access to delegated educational funding (Elements 1 &2 or Early Years inclusion funding) and services available through the Local Offer. All educational settings should use their **best endeavours** to meet the needs of children and young people with SEN;

Kirklees Council has provided a written guide to schools which gives a description of what sort of things should be done to help children with special educational needs through their delegated educational funding. This guidance is being further developed to include early years and post 16 providers and to include services across Education, Health and Social Care that are available through the Local Offer;

[http://www2.kirklees.gov.uk/childrenandfamilies/learning/documents/subjects/Special\\_Educational\\_Needs/Documents/SEN-Support/SEN-Guidance-School-Based-Support.docx](http://www2.kirklees.gov.uk/childrenandfamilies/learning/documents/subjects/Special_Educational_Needs/Documents/SEN-Support/SEN-Guidance-School-Based-Support.docx).

Some children and young people may not make the expected progress, even when the educational setting has taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person. These children and young people may need an EHC needs assessment;

An EHC needs assessment involves a process of gathering information from the relevant people, including the views, interests and aspirations of the parents and child or young person. The 'My Support Plan' will be able to provide a lot of up to date information which will be important for the EHC needs assessment;

An EHC needs assessment will help the council to decide whether they need to make special educational provision through an EHC plan. When deciding whether an EHC plan is needed the council will take into account whether the special educational needs of the child or young person can reasonably be met from resources normally available to mainstream early years providers, schools and post-16 institutions (see paragraph 2 above);

If it is decided that an EHC plan is necessary, the information gathered for the EHC needs assessment will help to put together an EHC plan. An EHC plan will include the following information:-

- the views, interests and aspirations of the parents and child or young person;
- the child or young person's SEN;
- outcomes across education, health and social care;
- the special education provision needed and how it will be provided;
- health and/or social care needs and provision which are related to the child or young person's SEN;
- the name and type of education setting;
- personal budget information;

An EHC needs assessment will not always lead to an EHC plan. The information gathered through an EHC needs assessment may help to decide how the education setting can meet the child or young person's SEN without an EHC plan. If this is the case then the council may use the information gathered through the EHC needs assessment to draw up a 'My Support Plan' to help the educational setting to plan the appropriate coordinated support; The whole EHC needs assessment process from when a request is made to when a final EHC plan is issued must be completed within 20 weeks;

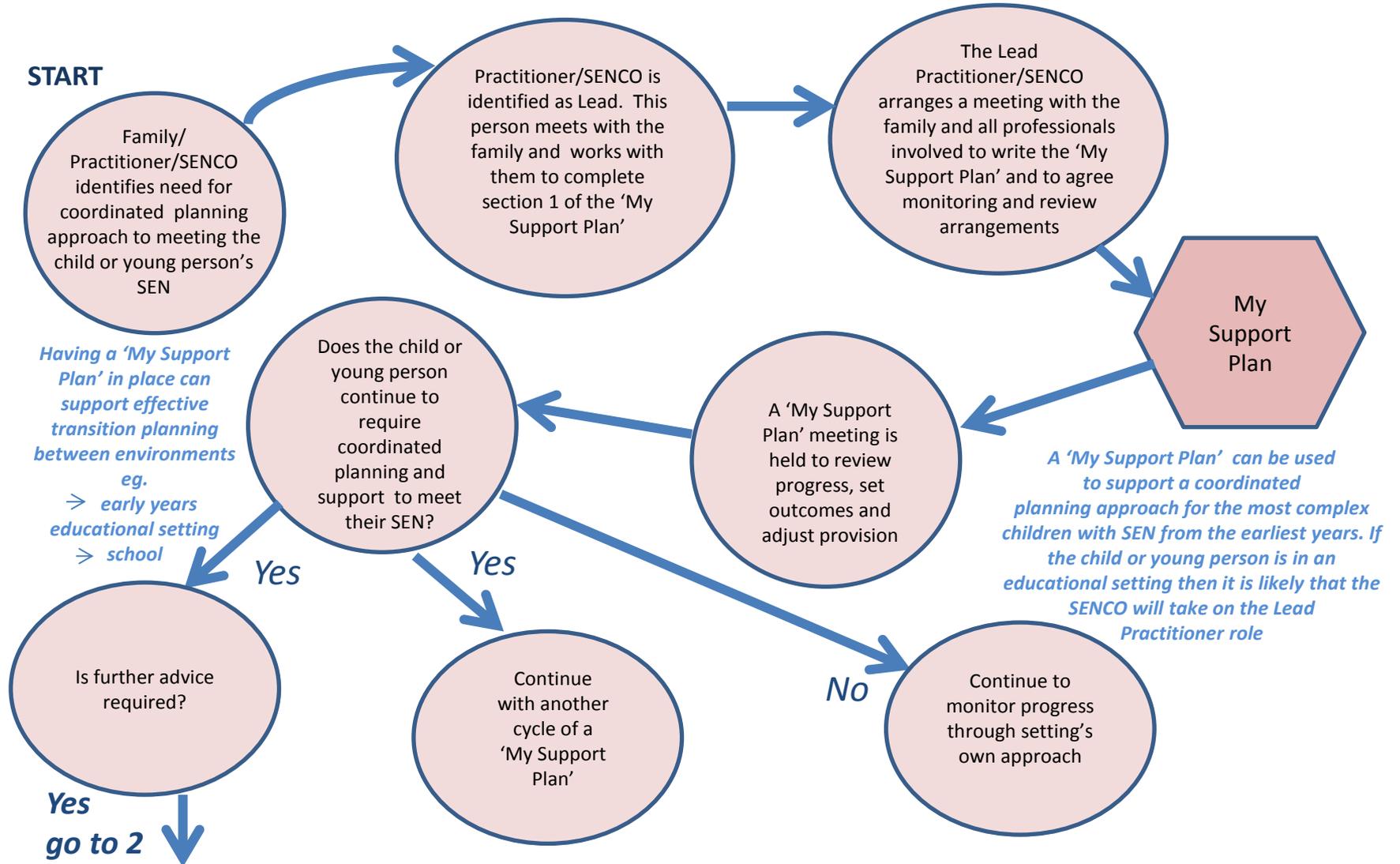
The EHC plan must be formally reviewed at least annually. Throughout the year the educational setting will need to make arrangements to monitor and review progress towards the outcomes in the EHC Plan and set small step targets towards meeting these outcomes;

Clicking on the 'Education, Health & Care (EHC) Plan' title will take you to the EHC plan template.

The majority of children and young people in educational settings will have their SEN effectively met with the educational setting using their own approach to planning and recording eg. provision map/IEP. Where a number of professionals are involved in supporting the child or young person, a 'My Support Plan' provides a more co-ordinated and personalised planning approach

# Overview of the Coordinated Pathway

## 1. Developing the 'My Support Plan'



# Overview of the Coordinated Pathway

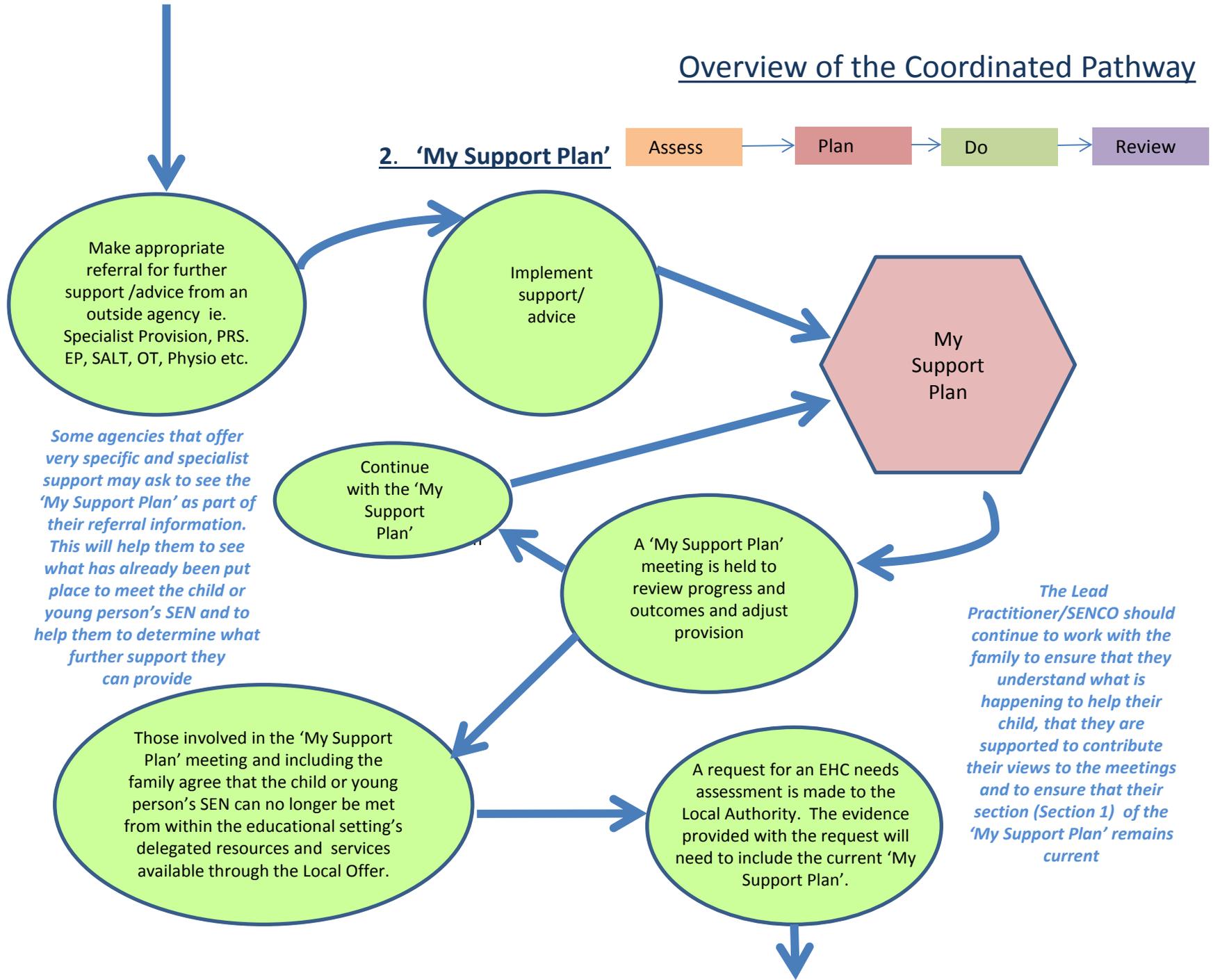
## 2. 'My Support Plan'

Assess

Plan

Do

Review



# Overview of the Coordinated Pathway

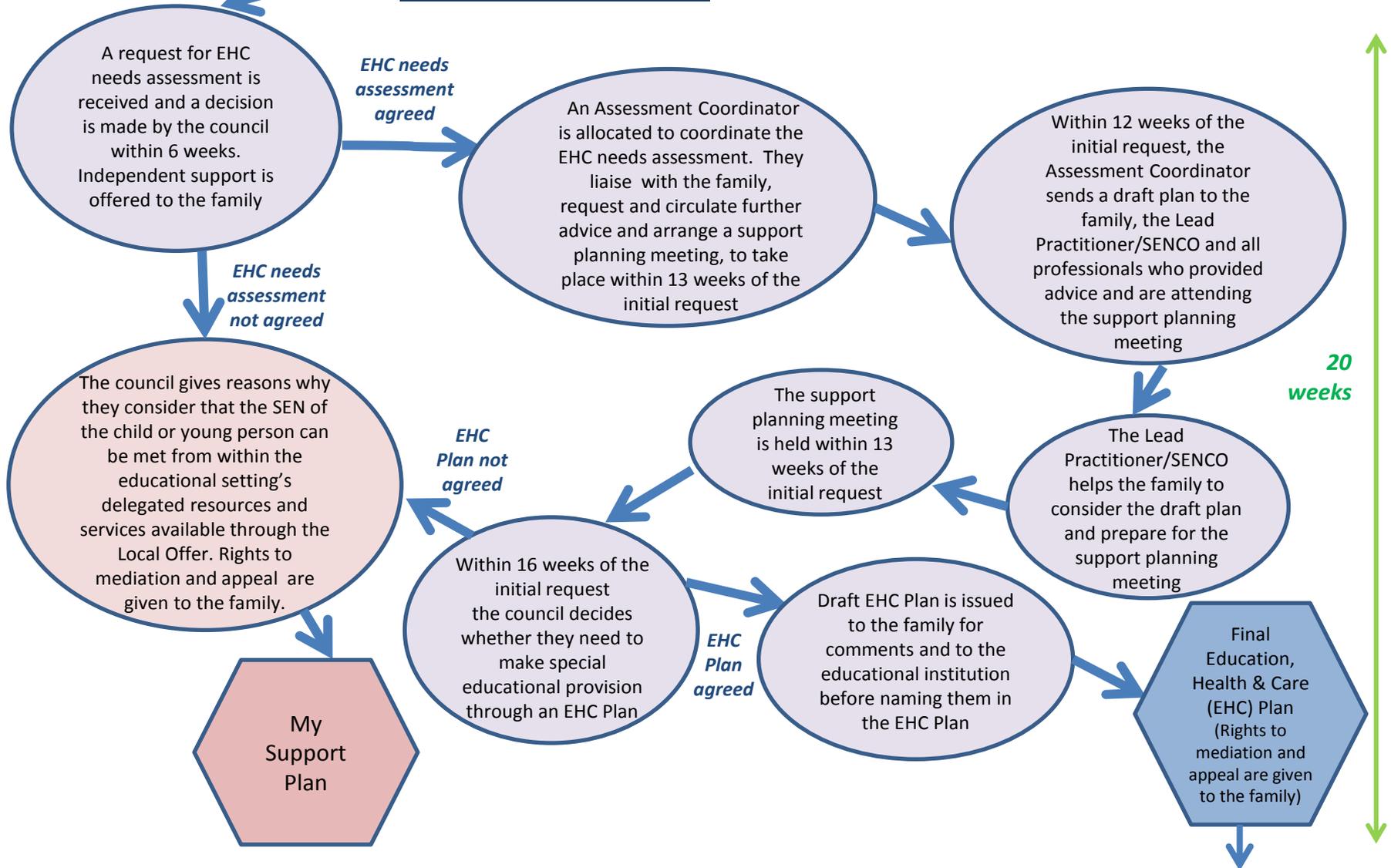
## 3. EHC Needs assessment

Assess

Plan

Do

Review



# Overview of the Coordinated Pathway

## 4. EHC Plan

