

My Support Plan - Sharing Good Practice



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- We have introduced person centred strategies including 'My Profile' sheets. Children choose these from a variety of child friendly templates on www.sheffkids.co.uk. Feedback from parents and children is very positive.
- We have introduced simplified My Support Plans for all children on the Support Register. Where the child's needs indicate that an EHCP may be required, the My Plan has already captured the starting information required for a My Support Plan and thus the administrative workload is reduced.
- The communication and relationships between child, parent and school are the key elements in the support process. The My Support Plan is a record of that process and not just a paperwork exercise.
- Records of Support are used to document the support provided and help inform next steps to learning.
- Teachers have a support folder with the school policies, the school information report and guidance on strategies that could be used to support specific areas of need.

What is working well?

When the new Code of Practice was introduced, it gave the school an opportunity to review the processes in place for children with needs that could not be met by high quality first teaching alone. The new processes in place are briefly described below.

Using the 'Sheffkids Website' children initially choose a 'My Profile'. This document helps the parents and children to record their opinions of the child's strengths and interests and where support is considered to be required. As this is the start of the communication process, the 'My Profile' clearly places the child in the centre of the support process. Children take the My Profile home to complete with parents. The My Profile is then used in a meeting with child, parent and teacher to discuss and agree the support to be provided. In this discussion, a 'My Plan' document is completed. This is a simplified version of the My Support Plan and was developed from research of SEN documentation, including that used by other SENCO's in neighbouring councils.

Records of support are also completed at the end of interventions and support sessions by the teaching assistant or adult involved in supporting the child. These provide useful evidence of the impact of the support and can help inform next steps for learning. These brief notes are additional to the ongoing communication between adults involved in the support of a child and the teacher. With some children, these notes are copied and sent home with the child to strengthen ongoing communication between home and school.

Feedback from children indicates that they enjoy completing the My Profile and being involved in discussions about their support in the My Plan discussions. Early indications suggest that children are taking greater responsibility for their learning as a result of this process of involvement. This is having a positive impact on progress made by children on the Support Register. Review meetings with the child and parent are proving useful in helping teachers evaluate the effectiveness of the support provided.

Parent and children Questionnaires and feedback discussions are planned for spring 2017. This feedback will help us to evaluate the effectiveness of the support we provide and help us to further refine our processes.

For more information please contact:

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