**My Support Plan**

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| My name is…………………………….  I am known as………………………….    My date of birth is……………………..  My school/setting is……………………………………    Current photo of me    C:\Users\ClaireMFisher\Desktop\frame.png |
| My Support Plan: Number …….. Date…………………..     |  |  | | --- | --- | | Date of 1st review (R1): |  | | Date of 2nd review (R2): |  | | Date of 3rd review: |  |   **School logo** |
| |  | | --- | | **Introduction to My Support Plan**  This is My Support Plan. Included in my plan is information on;   * what is important to me and to my parents, including our goals and aspirations for the future; * my strengths, my special educational needs (SEN) and my health and social care needs which relate to my SEN; * the outcomes which will help me to move towards my goals and aspirations; * the support given to me to help me to make progress towards my outcomes.   My plan should be a useful working plan for those involved in supporting me, and should actively promote co-ordinated support for me and my family so that I can make progress.  I might already have other plans in place such as (please tick as appropriate):-  Team around the Family (TAF) Plan  Child in Need Plan  Child Protection Plan  Personal Education Plan (PEP)  Looked After Child Care Plan    Health Care Plan  Please gain consent of Parent/Carer when using information from plans listed above.  Signed by parent/carer……………………………………………………………….  Please see attached ‘My Support Plan - Information & Guidance’ for further information on aligning My Support Plan with existing plans, and how to act on information which indicates that a child/young person and their family may benefit from further support. | |  | |

**Contents**

**Section 1: About me**

* **my profile, my story, my family and my parents/carers views**

**Section 2: My special educational needs**

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**Section 4: My social care needs which relate to my special educational needs**

**Section 5: Outcomes and provision**

**Section 6: Reviewing My Support Plan**

**Section 7: Appendices**

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| **Section 1: About me**   1. **my profile**   **My profile has been written by:**    **Me  Me with help from………………………….** |
| **When and how I communicate best, and what help I need**  **How information and choice need to be presented to me to help me make decisions** |
| **What people like and admire about me** |
| **What I enjoy doing and what I do well**  **In school/setting:**  **Out of school/setting:** |
| **What is important to me now** |
| **What are the things that aren’t working so well for me at the moment** |
| **What would make things better for me** |
| **What are my goals and aspirations for the future –**  **Short term - the next 6-12 months**  **Long term - what I want for my future beyond next year and ‘when I am an adult’** |

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| **Section 1: About me**  **b) my story (background information)**  **My story has been written by:  My parent  My carer  Me**    **with help from………………………..** |
| **Growing up** |
| **People involved in helping and supporting me** |
| **How do I feel when I am at school/setting and how do I feel and behave when I come home from school/setting** |
| **Any other things which are important for you to know about me** |

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| **Section 1: About me**  **c) my family**  **My family has been written by: My parent  My carer  Me**    **with help from…………………………….** |
| **My family at home / extended family** |
| **Wider community connections** |
| **Times or days or barriers that make it difficult for me or my family to attend appointments or to meet professionals** |
| **Any other things which are important for you to know about my family** |

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| **Section 1: About me**  **d) my parents/carers views**  **Written by:  My parent  My carer**  **with help from…………………..** |
| **What is important for my child now** |
| **What is not working so well for my child at the moment** |
| **What would make things better for my child** |
| **What are my goals and aspirations for my child**  **Short term - the next 6-12 months**  **Long term - what I want for my child’s future beyond next year and ‘when they are an adult’** |

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| **Section 2: My special educational needs**  **My strengths and my special educational needs are described by my family, education, health and care services. Their assessments are listed at the end of My Support Plan.** |
| **A summary of my needs** |
| **Cognition and Learning** |
| **Communication and Interaction** |
| **Social and Emotional** |
| **Sensory and/or Physical** |
| **Preparing for key transitions and/or preparing for adulthood** |

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| **Section 3: My health needs which relate to my special educational needs** |
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| **Section 4: My social care needs which relate to my special educational needs** |
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| **Section 5: Outcomes** **and provision** | | **Supported**  **by** | | |
| **My Outcomes:-**   * are what I will be able to do by the end of a phase or stage of education * should take into account what is important **to** me and help me move towards my goals and aspirations * should take into account what it important **for** me and address the area of my needs (barriers) set out in Section 2, 3 and 4 of my plan so that I can make progress. Sometimes an outcome will address more than one area of my needs and may be shared across education, health and social care | | **Education** | **Health** | **Social Care** |
| **Explanatory note**  (*Add or delete outcome boxes as appropriate)* | *The area(s) of my needs this outcome will address: ……………………………..*  *(eg. Cognition & Learning, Communication & interaction, Social and Emotional, Sensory and Physical, Preparing for key transitions/preparing for adulthood, Health needs, Social Care needs or more than one area of need – Cognition and Learning/Communication and Interaction, Sensory and/or Physical/Health needs)*  *Use wording which allows the outcomes to be measurable (SMART):-*  *Ie. By the end of key stage (Early Years Foundation Stage (EYFS)/ KS1/KS2/ KS3/KS4) &&& will be able to…………………………* |  |  |  |
| **Outcome**  **1** | *The area(s) of my needs this outcome will address………………………………………………*  By the end of key stage……………….. will be able to…………………………….. |  |  |  |
| **Outcome**  **2** |  |  |  |  |
| **Outcome**  **3** |  |  |  |  |
| **Outcome**  **4** |  |  |  |  |
| **Outcome**  **5** |  |  |  |  |
| **Outcome**  **6** |  |  |  |  |
| **Outcome**  **7** |  |  |  |  |

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| **Provision**  The provision (support) to meet my special educational needs (Section 2) and needs which relate to my special educational needs (Sections 3 & 4). This provision should help me to make progress towards achieving my outcomes.  Steps I will make towards achieving my outcomes  Steps towards outcomes will also be set out in this section, leading towards the achievement of the outcomes. They should normally be relevant for at least a year and sometimes longer. Where appropriate, they can be expressed separately for education, health and social care.  Short term targets  These can be reviewed and amended regularly to ensure that the child/young person remains on track to achieve the outcomes. Regular progress monitoring should always be considered in the light of the steps, outcomes and aspirations.  *Key*  *At each review, update My Support Plan to set new targets, make adjustments to provision etc.*   * *at the 1st review - add to these columns and indicate additions with an R1 and the date of the review;* * *at the 2nd review – add to these columns and indicate additions with an R2 and the date of the review;*   *If a provision is no longer in place then ~~strikethrough.~~ If no strikethrough then this will indicate that provision is still in place and potentially being added to at the review.*   * *at the 3rd review ensure all sections of My Support Plan are fully reviewed and updated to produce a ‘new’ My Support Plan. No history of amendments need to be shown on the ‘new’ My Support Plan as the history will be recorded on the previous plan. The number ‘My Support Plan’ should be recorded on page 1. The beginning of this key then applies again.* |
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| **No. of outcome** | **Steps I will make towards achieving this outcome**  *(each outcome may need more*  *than one step)* | **Short term targets**  *(each step may need more than*  *one target)* | **What needs to happen to help me achieve this outcome?** | **Who will do it?** | **How often?**  **(frequency and duration)** | **Resources required (including weekly costs)** |
| **Notes** | *Use wording which allows steps to be measurable (SMART):-*  *ie. By the end of year %%%, &&& will be able to………..*  *Outcomes may be supported by education and/or health and/or social care. Steps towards outcomes might be expressed separately for education, health and social care and should* ***all*** *be brought together within this plan. Information to support this is provided in the My Support Plan Information and Guidance.* | *Use targets to ensure child/young person remains on track to achieve steps/outcomes and enable regular progress monitoring. Use wording which allows targets to be measurable (SMART):-*  *ie.By the end for the autumn term/within the next 6 weeks, %%% will be able to…..*  *If adjustments need to be made to targets between reviews these should be added and dated in the appropriate section.* | *Describe provision and delivery - ie. approaches, programmes, training, resources, materials and how they are delivered eg. in the classroom, in a small group, 1-1*    *Descriptions of provision must be clear and understandable to those involved ie. parents and practitioners across services.*  *Please be clear about the purpose of the provision and avoid jargon, abbreviations etc.* | *ie. Teacher, SENCO, Teaching Assistant, Teaching Assistant with specific training or skills or health or social care professional as determined by health and social care assessments* | *Ie. 3xper week, 20 minutes per session* | *Identify where the resources come from ie Education, Health or Social Care. Where funding comes from a school’s delegated funding (Elements 1&2) provide weekly costs* |
| **No. of outcome** | **Steps I will make towards achieving this outcome**  *(each outcome may need more*  *than one step)* | **Short term targets**  *(each step may need more than*  *one target)* | **What needs to happen to help me achieve this outcome?** | **Who will do it?** | **How often?**  **(frequency and duration)** | **Resources required (including weekly costs)** |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |

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| **Section 6: Reviewing My Support Plan Date of review: 1st review (R1)** | |
| **No. of outcome** | **Progress towards outcomes in My Support Plan**  *(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)* |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **What is working well with provision and support and needs to continue?** | |
| **What isn’t working well with provision and support and needs to finish or change?** | |
| **Should anything new be introduced to match the parent/child’s goals and aspirations?** | |
| At this review, update My Support Plan to set new targets, make adjustments to provision etc. Please reference these updates with an R1 and the date of the review in **Section 5**.  If any provision is not continuing then ~~strikethrough~~ in **Section 5**. If no strikethrough then this will indicate that provision is continuing and if it is being added to following this review please reference these additions with an R1 and the date of the review. | |
| **Section 6: Reviewing My Support Plan Date of review: 2nd review (R2)** | |
| **No. of outcome** | **Progress towards outcomes in My Support Plan**  *(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)* |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **What is working well with provision and support and needs to continue?** | |
| **What isn’t working well with provision and support and needs to finish or change?** | |
| **Should anything new be introduced to match the parent/child’s goals and aspirations?** | |
| At this review, update My Support Plan to set new targets, make adjustments to provision etc. Please reference these updates with an R2 and the date of the review in **Section 5**.  If any provision is not continuing then ~~strikethrough~~ in **Section 5**. If no strikethrough then this will indicate that provision is continuing and if it is being added to following this review please reference these additions with an R2 and the date of the review. | |
| **Section 6: Reviewing My Support Plan Date of review: 3rd review** | |
| **No. of outcome** | **Progress towards outcomes in My Support Plan**  *(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)* |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **What is working well with provision and support and needs to continue?** | |
| **What isn’t working with provision and support and needs to finish or change?** | |
| **Should anything new be introduced to match the parent/child’s goals and aspirations?** | |
| At this review ensure all sections of My Support Plan are fully reviewed and updated to produce a ‘new’ My Support Plan. No history of amendments need to be shown on the ‘new’ My Support Plan as the history will be recorded on the previous plan. The number ‘My Support Plan’ should be recorded on page 1. | |

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| **Section 7: Appendices**  **Documents that inform My Support Plan** |
| **Family/Young person**  **(Reference (and date) below)** |
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| **Education**  **(Reference (and date) eg. previous My Support Plan(s), risk assessments/positive handling assessments, behaviour log/diary)** |
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| **Health**  **(Reference (and date) eg. Health Care Plan, Therapy advice, Paediatricians report)** |
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| **Social Care**  **(Reference (and date) eg. TAF Plan, Child in Need Plan, Child Protection Plan, PEP, Care Plan)** |
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| **Careers** |
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| **Other evidence from other people or agencies** |
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| *It is good practice to make sure that the young person/parents understand what information is being used to inform the My Support Plan and that some of this information may need to be shared more widely with the professionals involved in order to work effectively together to support the child/young person.* |
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