**My Support Plan**

*Insert School Name/ Logo here*

Department for Children, Adults and Health

|  |  |  |
| --- | --- | --- |
| Photo of Me | Name | Date |
| Class/Tutor | Key Contact |
| Year group | SEND Level |
| Pupil Premium Y/N |
| **Pupil Voice** | **Parent/Carer Voice** | **Teaching and Learning Approaches**- what works for this young person? |
| *What are my strengths?*  *What lessons I do look forward to*  *What do I want to be better at doing?*  *How do I learn best?*  *What do I wish my teachers knew…?*  *What my teachers can do to help me learn* | *Our hopes for our child now and into the future*  *Things that are going well for our child.*  *Which approaches make the biggest difference?*  *Information I would like you to know…*  *What do they like and what makes them happy?*  *What’s important for them now?* | *Key adaptive teaching approaches and reasonable adjustments to teaching and school life*  *For example*   * *Information supported by visuals* * *Language reduced and chunked* * *Curriculum materials enlarged and simplified* * *Social skills modelled with plentiful opportunities to practice* * *Curriculum design offers frequent opportunities for reinforcement and overlearning* |
| **Summary of Special Educational Needs** Please describe the child/young person’s strengths and needs. It is important to be specific about the type and severity of need. This information should be supported by the relevant evidence in relation to SEN, for example existing evidence of assessments or diagnosis and the date and source of the evidence i.e parents/carer / school assessment/ specialist advisor/ paediatrician/ EP | | |
| **Broad Areas of Need** | **Strengths** | **Needs** |
| **Communication and interaction** |  | *Be precise about the nature of the child’s needs, avoid generalisations, give context when it aids understanding e.g. Rosie’s ability to persist at a task is reduced when she is tired or when she is in a noisy environment.* |
| **Cognition and learning** |  | *Do not refer to provision e.g. Josh finds it difficult to self-regulate independently rather than Josh needs an adult to help him regulate his emotions.* |
| **Social, emotional, and mental health** |  |  |
| **Sensory and/or physical**  **Needs including self-care and independence** |  |  |

**Shared Outcome Themes Framework for Children & Young People 0-25 years old in the South Gloucestershire Local Area who have Special Educational Needs and/or a Disability (SEND)**

Our Shared Outcomes Framework has been developed by children, young people, parent carers and a range of agencies including health, social care, education, and the voluntary & community sector working with children and young people who have a special educational need and/or disability (SEND) in the South Glos area. The aim of the framework is to support children, young people and their families and professionals to ensure children’s needs at different ages and stages are identified, assessed, and supported appropriately

The following themes have been designed with our children, young people, and their families to help describe & develop overarching individual outcomes:

• Independent Lives

• Family, friends & community

• Health & wellbeing

• Learning, employment and making a positive contribution

The Framework aim is to support improving outcomes for children, young people, and their families to achieve well in their early years, at school and in college, and lead happy and fulfilled lives in other words.” The My Shared Outcome Themes Framework should be used to support this outcome planning process for children and young people and help measure progress and achievement. It starts with their story and relies on person centred planning

Best Practice in Writing Outcomes.

**Good Outcomes are…**

• Aspirational and move the child’s learning towards a future they and their family want.

• SMART - Specific, Measurable, Achievable, Relevant and Time bound.

• Part of a package of outcomes focussing on the needs of the whole life of the child.

• Based on what the young person can control and influence.

• Something that everyone can clearly visualise and can demonstrate what “Difference/Benefit/ Change” is expected.

When writing outcomes, it can be helpful to write your outcome as though it has already been achieved, as this makes it more compelling. Write it as positively moving towards something you want to achieve rather than away from something you want to avoid.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assess, Plan, Do and Review Cycle 1** | | | | | | |
| **Long term Outcomes** | | | | | | |
| **Assess** | **Plan** | | **Do** | | **Review** | |
| **Entry Data** | **Outcomes for this child for this term-** these will contribute to the long-term outcome above. | **Which outcome theme?** | **Provision** | **Specific activity** | **Exit Data**  **Progress made** | **Reflection and Review** |
| *Most recent assessments*  *What can they do now?*  *In what context? How independently?* | *What do you want them to be able to do by the end of this term?* | Choose an item. | *Intervention?*  *TA support*  *Resources?* | *Which intervention?*  *What is the TA doing?*  *What is the class teacher doing? How frequently?*  Where? | *Select drop down but also include commentary.*  *What can they now do? In what context?* Choose an item. | *What has gone well, what has limited progress? What are you going to do differently next term?* |
|  |  | Choose an item. |  |  | Choose an item. |  |
|  |  | Choose an item. |  |  | Choose an item. |  |
| Attendance and notable events that have impacted on progress i.e. teaching staff, illness, suspensions, changes to home life, friendship groups. | | | | | | |
| Feedback from child/young person ( date) | | | | | | |
| Feedback from parent/carer ( date) | | | | | | |
| **Assess, Plan, Do and Review Cycle 2** | | | | | | |
| **Long term Outcomes** | | | | | | |
| **Assess** | **Plan** | | **Do** | | **Review** | |
| **Entry Data** | **Outcomes for this child for this term-** these will contribute to the long-term outcome above. | **Which outcome theme?** | **Provision** | **Specific activity** | **Exit Data**  **Progress made** | **Reflection and Review** |
|  |  | Choose an item. |  |  | Choose an item. |  |
|  |  | Choose an item. |  |  | Choose an item. |  |
|  |  | Choose an item. |  |  | Choose an item. |  |
| Attendance and notable events that have impacted on progress i.e. teaching staff, illness, suspensions, changes to home life, friendship groups. | | | | | | |
| Feedback from child/young person ( date) | | | | | | |
| Feedback from parent/carer ( date) | | | | | | |
| **Assess, Plan, Do and Review Cycle 3** | | | | | | |
| **Long term Outcomes** | | | | | | |
| **Assess** | **Plan** | | **Do** | | **Review** | |
| **Entry Data** | **Outcomes for this child for this term-** these will contribute to the long-term outcome above. | **Which outcome theme?** | **Provision** | **Specific activity** | **Exit Data**  **Progress made** | **Reflection and Review** |
|  |  | Choose an item. |  |  | Choose an item. |  |
|  |  | Choose an item. |  |  | Choose an item. |  |
|  |  | Choose an item. |  |  | Choose an item. |  |
| Attendance and notable events that have impacted on progress i.e. teaching staff, illness, suspensions, changes to home life, friendship groups. | | | | | | |
| Feedback from child/young person ( date) | | | | | | |
| Feedback from parent/carer ( date) | | | | | | |