For legal guidance about the requirements of meeting your child’s special educational needs, refer to **Special Educational Needs and Disability Code of Practice, 0 – 25 (January 2015) (COP):**

**Special Educational Needs (SEN) Support Plan**

(COP) 1.25 – Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

* ensure decisions are informed by the insights of parents and those of children and young people themselves
* have high ambitions and set stretching targets for them
* track their progress towards these goals
* keep under review the additional or different provision that is made for them
* promote positive outcomes in the wider areas of personal and social development, and
* ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

|  |
| --- |
| **Child’s Name** |
|  |
| **School** |
|  |
| **Year group/Form** |
|  |

**Child’s Photo**

**Reviewing the SEN Support Plan**

|  |
| --- |
| **What is SEN Support?** |
| **SEN support** is a four stage cycle also called the **graduated approach.** It is help that is **additional to or different**  **from** the support generally given to most children of the same age. The four stages are: **Assess, Plan , Do, Review.** This  cycle can be repeated building on a  growing understanding of the child’s needs and the support they require. Please see our SEN Support Plan leaflet at  [**norfolksendiass@norfolk.gov.uk**](mailto:norfolksendiass@norfolk.gov.uk) |
| **You will know when I’m finding things hard when (behaviours) …...** |
|  |

|  |
| --- |
| **Things that people like and admire about me (my strengths) and things I like doing are…...** |
|  |
| **How I like to be supported…..** |
|  |

The code states that early years, schools and colleges must record a child’s or young persons SEN support and progress towards outcomes. The information from the SEN Support Plan can be used to demonstrate whether the child or young person requires continuing SEN support, no further

support or more support than the education setting can provide. In this case a ‘needs assessment’ should be requested by the parent or school. The Code says that the school must meet with you

at least three times a year to discuss your child’s SEN Support Plan.

For information about how your school supports Special Educational Needs (SEN), go to the school website, and look at their SEN Information Report.

For information on requesting a needs assessment and Education Health and Care Plans (EHCP’s) visit **Norfolk’s SEND Local Offer** at [**www.norfolk.gov.uk/send**.](http://www.norfolk.gov.uk/send)

For impartial information, advice and support contact **Norfolk SENDIASS** on **01603 704070** or visit [**www.norfolksendiass.org.uk.**](http://www.norfolksendiass.org.uk/)

|  |  |  |  |
| --- | --- | --- | --- |
| **My role as a parent will be to:** | **My role as child/young person will be to:** | **My role as the class teacher will be to:** | **Plan agreed by SENCo** |
|  |  |  | **Date:**  **Name:** |
| **Parent**  **signature:** | **Young person/child**  **signature** | **Class teacher**  **signature:** | **Review date:** |
|  |  |  |  |

**This is not a legal document**

**Norfolk SENDIASS Template for SEN Support**

**SEN Support Plan—Assess, Plan, Do, Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Child’s name** | **Date of birth** | **Class teacher/Year head/Tutor** | **Professionals involved** |
|  |  |  |  |
| **Level of need** | **Main area of Special Educational Need** | **Cluster funding** | **Attainment Level** |
|  SEN Support/ Graduated approach   EHCP |  Cognition and Learning   Communication and Interaction   Sensory and or Physical   Social, Emotional and Mental Health   Medical |  **YES**  **Details:**   **NO**   **Date Requested** | **Previous Attainment:**  **Previous Progress:**  **Current Attainment: Expected Attainment: Current Progress:** |

|  |  |  |
| --- | --- | --- |
| **Current Interventions/ Adjustments /Support**  **(all teachers need to be aware)**  eg: differentiation/small groups/1:1/nurture) | **How have needs been identified/assessed -**  **by school/outside professionals/parents** | **Any new information from parent/carers**  **E.g. change in family circumstances/ bereavement** |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Things I find difficult**  **(SEN need)**  (eg. Making friends, Difficult to maintain concentration) | **Provision and Strategies**—(additional to /different from what is normally available to children of the  same age)  **(Specific and quantifiable resource—Who, when, what, how often)**  (eg. 1:1 designated staff delivery of 10 minutes support a day delivering phonics) | **Short term targets (Outcomes)**  These need to be SMART  (Specific, Measurable, Achievable, Realistic and Time bound) | **Has the target been achieved or what**  **progress has been made towards the target ?** | **Next steps: new targets or**  **alternative provision/ strategies?** |
| 1. |  |  | YES  No  Progress |  |
| 2. |  |  | YES  No  Progress |  |
| 3. |  |  | YES NO  Progress |  |
| 4. |  |  | YES NO  Progress |  |