

# 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

## Reviewing the SEN Support Plan

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).



Child's Name
School
Year group/Form

Child's Photo

<p><b>What is SEN Support?</b></p> <p><b>SEN support</b> is a four stage cycle also called the <b>graduated approach</b>. It is help that is <b>additional to or different from</b> the support generally given to most children of the same age. The four stages are: <b>Assess, Plan, Do, Review</b>. 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 <a href="mailto:norfolksendiass@norfolk.gov.uk">norfolksendiass@norfolk.gov.uk</a></p>
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<p>Things that people like and admire about me (my strengths) and things I like doing are.....</p>

<p>You will know when I'm finding things hard when (behaviours) .....</p>

<p>How I like to be supported.....</p>

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
<input type="checkbox"/> SEN Support/ Graduated approach <input type="checkbox"/> EHCP	<input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Sensory and or Physical <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Medical	<input type="checkbox"/> YES <b>Details:</b>  <input type="checkbox"/> NO <input type="checkbox"/> Date Requested	<b>Previous Attainment:</b> <b>Previous Progress:</b> <b>Current Attainment:</b> <b>Expected Attainment:</b> <b>Current Progress:</b>

Current Interventions/ Adjustments /Support (all teachers need to be aware) <i>eg: differentiation/small groups/1:1/nurture)</i>	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) <i>(eg. Making friends, Difficult to maintain concentration)</i>	Provision and Strategies—(additional to /different from what is normally available to children of the same age) <b>(Specific and quantifiable resource—Who, when, what, how often)</b> <i>(eg. 1:1 designated staff delivery of 10 minutes support a day delivering phonics)</i>	Short term targets (Outcomes) These need to be SMART <i>(Specific, Measurable, Achievable, Realistic and Time bound)</i>	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	