



My Support Plan Guidance and Advice



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What is a 'My Support Plan'?



The London Borough of Hillingdon's 'My Support Plan' has been co-produced over a period of time alongside representatives from our Parent/Carer Forum, SENCo's, Early Years practitioners, Deputy Headteachers and various members of the SEND Advisory Service.

Multi -disciplinary development meetings were held including representatives from; Inclusion team, Sensory team, Portage and Key Working team on:

- 6th October 2015
- 12th January 2016
- 14th March 2016

The 'My Support Plan' is a **non-statutory** holistic assessment for children between the age of 0-25 with Special Educational Needs and Disabilities (SEND).

My Support Plan was developed as a tool to identify and respond to children and young people's special educational needs and disabilities (SEND) at the earliest possible point. In order to do this effectively we need to understand and capture hopes and aspirations for the child/young person with SEND and their families to support planning of shared outcomes.

My Support Plan is completed **following** a TAC, TAYP (Team Around the Child/Young Person) meeting and should **include the child, young person's and family's views**.

It is introduced by practitioners working with children, young people and their families; representing home and community based services including health services and schools. It is a holistic tool which is designed to support joint working across agencies, capturing shared outcomes.

The purpose of a 'My Support Plan' is to help families and professionals identify the Special Educational Needs of a child/young person and how these may be met, and to use this knowledge to coordinate a plan of support.

It should be used for children and young people with special educational needs *who are not making adequate progress* towards achieving positive outcomes.

It should be used as a setting's *graduated approach* to meet a child/young person's SEND. It is a 'live document', shared and updated as circumstances change with the aspiration of achieving a *'tell us once'* approach.

Remember: *Early identification* of SEND is paramount which means identifying and providing effective early support to children and young people at *SEN Support* who are at risk of poor outcomes.

Team Around the Child/Young Person Approach



In line with the SEND Code of Practice (Section 9.66) 2015, the London Borough of Hillingdon fully endorses a collaborative approach to supporting children/young people with SEND and their families.

When completing a 'My Support Plan' it is **essential** that all those involved with supporting the child/young person **attend** the meeting and offer support, advice and guidance.

In preparation for developing this plan, it is recommended that a child/young person centred conversation has taken place with the child/young person and family. If the child/young person is unable to communicate their thoughts and views verbally, consider using alternative forms of communication, e.g. Talking Mats and/or capturing through observation or filming the child/young person.

Guide to chairing a Team Around the Child/Young Person meeting



The My Support Plan should be completed in draft format prior to the Team around the Child/Young Person meeting.

Time should be set aside to ensure you are aware of what matters to the child/young person and their family; do you know their aspirations for the future? Use person centred thinking to support these important conversations, this will ensure the completion of a meaningful plan.

1. Explain the purpose of the meeting.
2. Explain the confidentiality status of the meeting - for example, explain what information will be recorded and who it will be shared with.
3. Decide who is chairing and recording the meeting.
4. All attendees to introduce themselves and explain their current involvement and/or possible future role, ensuring that their details are included in Section C.
5. Discuss the needs identified from the information available to you and possible support available to meet those needs.
6. The views and opinions of the family should be sought throughout the meeting.
7. Agree outcomes, interventions and steps to achieve them.
8. It is expected that all educational practitioners will be the Lead Professional unless the child/young person is out of education.
9. Set a date for review (**we encourage termly reviews**).
10. Summarise the outcomes of the meeting and ensure the child/young person and their parent/carer are in agreement and clear about who is involved, who the information will be shared with and what will happen next.
11. Send a copy of the minutes to the family, other professionals involved e.g. SALT and the linked SEND Advisory Service practitioner.

Completing a 'My Support Plan'



Section A: Personal Information

It is important to ensure that each section is completed in full.

For Early Years providers please provide the following information:

1. Start date.
2. Frequency of attendance e.g. full time 8-6, 3 days a week 9-12.

Section B: One Page Profile

Section 19 of the Children and Families Act 2014 states that the Local Authority must take into account the views and feelings of the young person, hence the request for a **One Page Profile**.

The One Page Profile must include information from the child/young person's point of view with regards to their aspirations, strengths and interests, encapsulating the **'tell it once approach'**.

- This can either be completed with the child/young person supported by their parent(s) or by a trusted adult within their educational provision.
- They are useful for communicating how best to support children and young people.
- They are also useful for transition purposes.

Views from the young people we have worked with

The Key Working service prides itself on working in co-production with children and young people and sought their views when creating the One Page Profile. They thought the following:

- 'Important to me' - should include examples of how they like to be included in decision making, what they want to achieve at school, home, socially with friends, family, pets etc.
- 'What I need support with' - should include the most suitable way to support them in school.
- 'Likes & Dislikes' - should include particular ways the young people like/dislike being supported in school. An example given was when a teaching assistant sits next to them and the support is obvious to others.
- 'You may need to know' should include information relating to any medical needs to enable them to achieve best outcomes.

When does a One Page Profile need to be completed?

- It should be prepared prior to the TAC/TAYP meeting - as some children/young people may not feel comfortable talking in front of a large group of professionals.

Does every child/young person require a One Page Profile?

- Yes, although you can use your settings own version and include it with the child/young persons 'My Support Plan'.



Section C: Professionals Involved in my life

This section needs to be completed by the professional completing the 'My Support Plan'.

It is important that the child/young persons 'professional network' is recorded to ensure a holistic approach.

Section D: Background Information

This section is to be completed by the parent prior to the Team around the Child/Young Person meeting and should detail what has taken place within the last 12 months. To allow those involved to gain a deeper understanding of the difficulties that may have impacted on the needs of the child/young person and their progress.

The chair of the meeting can explore this further if necessary.

Who completes this section of the 'My Support Plan'?

- The parent/carer should complete this section alongside the child/young person.
- If the parent/carer is unable to complete this section alone, consider how you can enable them to provide the necessary information.

What if the child/young person cannot communicate this clearly?

- Remember they can contribute their views/choices using alternative forms of communication.

When does this need to be completed?

- Prior to the TAC/TAYP meeting.

Section E: Early Years Assessment Grid

The Early Years Foundation Stage (EYFS) requires early years practitioners to review children's progress every 6 weeks. This grid should be used by childminders and nurseries throughout the early years as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

The SEND Advisory Service requires this information to be captured a minimum of 6 times throughout the year.

For further information regarding outcomes in the early years please refer to the following document:

www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf

Are any sections of this mandatory?

- Personal, Social, Emotional Development, Communication and Language and Physical Development are the three main areas of development that all settings are required to assess as a minimum.



Section F: Strengths and Special Educational Needs

Assess

- Identify the child/young person's strengths, specific needs/difficulties and what they need support with, clearly linking them to the identified areas of need.
- What information do we have about the child/young person's needs?
- Have any assessments been carried out?
- What are they telling us, what action do we need to take?
- What professionals are involved and what information can they provide to add to what we know about the child/young person, the way in which they learn? and what they feel is important for the child/young person?

This will enable you to formulate the child/young person's outcomes.

Please note, educational settings are required to provide clear assessment data for all children and young people.

Section G: Outcomes

Plan and Do

The SEND Code of Practice (Section 9.66) describes outcomes in the following way: An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective, it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART).

- **Specific** - clear about what needs to be done.
- **Measurable** - the frequency or duration of the action is specified.
- **Achievable** - actions are achievable and have the capacity to succeed.
- **Realistic/Related** - related to the Special Educational Needs of the child/young person and outcomes have got to be realistic.
- **Time bound** - the time for completion of each identified intervention is specified making it easy, at review, to determine whether or not the outcomes have been achieved.

Sometimes there is confusion between aspirations and outcomes. Aspirations describe where someone wants their life to be in the long term, like living in their own flat, having a job and going out with friends or for a younger child it may be that the child and family have aspirations for them to become a motocross champion.

Outcomes describe the specific things that the child/young person will do over a 2 to 3 year period to help them to achieve their long term aspirations.

**Ask yourself:**

- Are the outcomes meaningful and written in a person centred way.
- What will they make possible for the child/young person?
- Will you be able to see when it has been achieved?
- Will it help the child/young person progress toward their aspirations?

Outcomes must also:

- Raise aspirations and expectations and encourage thinking about what the future might look like for children/young people from an early age.
- Have clear links to academic achievement, and come from a range of sources e.g. child/young person, parental wishes, Teacher assessments, Ordinarily Available Provision.
- Be set in consultation with the child/young person and their and parent/carer.
- Be evidence based (for example from school data, specialist reports etc).
- Reflect the special educational needs of the child/young person.
- Link to the Preparing for Adulthood pathways from Year 9 onwards (Good Health, Employment, Independent Living and Community Inclusion).

Once you have decided that something needs to be done then you need to start to track whatever you do.

Steps we need to take to achieve the desired outcome

Detail all provisions needed to help the child/young person meet a particular outcome.

By When

Detail the exact times and length of the provision

Family Outcomes

This section allows the parent/carer to discuss anything they feel may be impacting on their ability to meet the needs of their son or daughter.

Parents/carers strengths and identified areas of support will be discussed here.

Some of which may include:

- Support from a SEND Key Worker to attend local support groups, e.g. Hillingdon Autistic Care and Support.
- Recommendations to develop their skills, e.g. by attending workshops and training such as Early Bird/Cygnets.

Family and environmental factors will also be discussed and may include updates relating to:

- Housing.
- Family relationships.
- Residential status.
- Engaging in exercise e.g. riding a bike.
- Community engagement e.g. joining a youth club.



Section H :Outcome Review

Review

All those involved with the child/young person should be notified of the review dates in advance, so they can give updates on progress towards a child/young person's outcomes. The professional facilitating the meeting should request updates and collate this information for review meetings with parents/carers and specialists.

Although it is extremely useful for specialists to attend reviews, if they are not available you should ensure that they send a report if they are still involved in the care of the child/young person.

The 'My Support Plan' (including outcomes) should be reviewed at least three times a year inline with the APDR cycle and where appropriate new outcomes are set to reflect the current needs/provision of the child/young person.

Outcomes that have been *partially achieved*, should be discussed and re-considered as to whether they are still appropriate, need simplifying or changing for the next APDR cycle. There should also be a clear *understanding* of which part has been achieved and which has been partially achieved, so that they can be *measured and reviewed* accordingly.

For those outcomes that are unmet, it is important to discuss the reasons why and to document this during the meeting.

Ensure a summary of the discussion is completed.

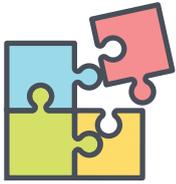
Scoring System

The SEND Advisory Service has devised a scoring system that enables us to track the progress of all children and young people known to our service.

0 = Unmet

1 = Partially achieved

2 = Achieved



Section I: Provision Map

The SEND Code of Practice (Section 9.66) 2015 states that 'provision maps are an efficient way of showing all the provision that a school makes which is additional to and different from that which is offered through the school's curriculum.

The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.'

Identify the staff/pupil ratio

Record explicitly the 'additional to' and 'different from' provision

Calculate overall cost of the provision

Identify what staff are involved

Identify the duration of the provision

Identify the assessment tool which will be used to track pupil progress

Effective provision maps:

- Give a clear link between provision and the area of need.
- Detail the recommendations from professionals/specialists involved e.g. Educational Psychologists, Speech & Language Specialists.
- Ensure all interventions are specific to the child/young persons areas of need and that they are also age-appropriate.
- Provide details of the impact and of any support provided, ask yourself "so what?"
- Give detailed information in relation to the cost of provision.
- Ensure calculations reflect the amount of days/hours the child/person attends the setting.



- Demonstrate accountability; who will deliver the intervention
 - TA
 - LSA
 - HLTA
 - Teacher
 - Specialist Practitioner
- Are specific to a particular child/young person.
- Ensure costs are allocated correctly.
- For statutory aged children and young people provision maps must detail where the school resource has been used.

Additional info regarding Provision Mapping

Please note that...

- The reports of professionals often indicate the type of provision/intervention and strategies required.
- Think about the objective of the provision rather than the geography i.e. sensory work does not have to be done in the Sensory Room.
- Interventions do not have to be done outside the classroom unless absolutely necessary.
- Interventions do not have to be delivered solely by support staff.
- Interventions do not have to be delivered on a 1:1 basis.
- 1:1 does not mean the same person.
- 1:1 does not have to mean a person right next to the pupil at all times.

The following cannot be costed for:

- Play time duty (break & lunch times).
- Teacher or SENCO time.
- Anything else that is on the school ground e.g. sensory room time.

London Borough of Hillingdon rates for additional 1:1 support.

The rate of an additional 1:1 is currently **£12.70 per hour**; this means that the London Borough of Hillingdon will not pay any more towards a member of staff who is supporting a child/young person in a 1:1 capacity.

Remember: The Provision Map can be replaced with your setting's own version if already completed and in use, and more importantly captures the requested information.

An Example Provision Map

Outcome	1	2
Intervention	A physiotherapy programme to develop my mobility and strengthen my gross motor skills	Social skills group to develop friendships, interaction skills and sharing
Staff/pupil ratio	1:1	8:1
Staff & cost per hour	TA = £12.70	Learning Mentor £12.70
Weekly duration	5 x 30mins per week = 2.5 hrs 39 weeks	5 x 30mins per week = 2.5 hrs 39 weeks
Weekly Cost	£31.75	$£31.75 \div 8 = £3.96$
Annual	1,238.25	154.44
Impact	Keith is able to manage his mobility around the school site	Keith is almost able to play independently with one child for 10 minutes
Outcome met? A/P/U	P	U

Section J : Consent and Data Protection Information

- Before completing a 'My Support Plan' you need the consent of the parent/carer and in some cases the young person.
- You must ensure that the parent/carer/child or young person giving consent to the 'My Support Plan' fully understands what they are consenting to and the implications of agreement or refusal.
- This conversation is an important part of making sure that you fully understand their needs and agreeing how best to meet those needs, including which other practitioners may be able to work with them.

