**SEN Support Plan – Date plan started: Last**

**My One Page Profile (or insert your current profile)**

All about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My date of birth ­\_\_\_\_\_\_\_\_\_ Hours attending per week \_\_\_\_

Setting: SENCO:

**A One Page Profile**

**Parent/Carers Details**

Names:

Address

Contact numbers/Emails

|  |  |  |  |
| --- | --- | --- | --- |
| Insert picture of child or something that they are interested in. | Things that make me happy: | Things I can do myself: | Things I need help with: |
| Things I don’t like: | When I am sad I… | When I am anxious I …. | When I am angry I …. |
| These things comfort me: | These people help me (e.g., Physio, Speech & Language Therapist): | Additional commentsCo-produced by -   |
| Support Plan Review (add dates) 1st | 2nd | 3rd  | 4th  | 5th | 6th  |

**Key professionals advising the SEN support plan**

|  |  |  |
| --- | --- | --- |
| **Name and contact details** | **Role**  | **Date of last advice** |
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**Meetings/conversations to plan and review**

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| **Date** | **Who was involved?** | **Key points/decisions/actions** |
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| **Brief family story (including any medical needs)** |
| **Parents comments**  |
| **Outcomes/comments from 2-year check and/or Integrated Review** |
| **Additional training completed to support** | **Date and cost** | **Impact** |
|  |  |  |
| **Resources (including enhanced staffing)** | **Date and cost** | **Impact/evidence of graduated approach working well** |
|  |  |  |

**Skills/Strengths and ‘next steps’ planning as agreed with parents/carers and child/young/person and supporting professionals**

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| --- | --- | --- | --- |
|  | **Strengths/ Capabilities** | **Next Steps** | **How adults will help** |
| **Communication and Interaction** |  |  |  |
| **Cognition and Learning** |  |  |  |
| **Social, Emotional and Mental Health** |  |  |  |
| **Sensory and Physical (including medical)** |  |  |  |

**Planning Document for Outcomes as agreed by the education setting, involved professionals, parents/carers and child/young person**

This part of the plan must be reviewed & updated at least three times annually, but it may require more frequent reviews depending on the child/young person’s response to the interventions and progress made. Updated pages may be appended to this SEN Support Plan.

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| Long Term Outcomes – By the End of the Foundation Stage: |
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| Short Term Outcomes (reflecting APDR/Other professional advice/outcome of standardised assessments etc.) **Cycle 1** | Review No: | Start date: | Review date: |
|  |
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| Outcome of review |

|  |  |  |  |
| --- | --- | --- | --- |
| Short Term Outcomes (reflecting APDR/Other professional advice/outcome of standardised assessments etc.)  **Cycle 2** | Review No: | Start date: | Review date: |
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| Outcome of review |
| Short Term Outcomes (reflecting APDR/Other professional advice/outcome of standardised assessments etc.) **Cycle 3** | Review No: | Start date: | Review date: |
|  |
|  |
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| Outcome of review |

**Assessments Appendix:**

**Please attach up to date assessments showing progress over time, using tools appropriate to the needs of the child.**

*‘*The Rochford Review recognises that age-related expectations are not appropriate for a significant proportion of pupils working below the standard of the national curriculum tests, many of whom have SEND that affect their rate of cognitive development or speed of learning. It is important that they have the opportunity to demonstrate both attainment and progress, and that the way we measure their progress accounts for potential differences in the way these pupils learn.*’ (page 5)* **Rochford Review 2016**

‘*It is important that we are able to measure the progress they make in a way which takes into account the nature of progress for these pupils. Those with SEND can often make progress in different ways to the majority of pupils’ (Page 10 – 11)* **Rochford Review 2016**

Practitioners might find it challenging within the EYFS framework to pinpoint where children with SEND are and to track their progress. We encourage all settings to use a range of resources to help them to accurately identify where a child is in their development.

**Examples of assessment tools for Early Years**

* [Ages and Stages Questionnaires](https://agesandstages.com/)
* [Autism Education Trust – Progression Framework](https://www.autismeducationtrust.org.uk/resources/progression-framework)
* [Birth to 5](https://birthto5matters.org.uk/download-or-buy-a-copy/)
* [Early Years Development Journal – Council for disabled children](https://www.ncb.org.uk/resources/all-resources/filter/transition-adulthood/early-years-developmental-journal)
* [Speech and Language UK Universally Speaking – The ages and stages of children’s communication development from birth to 5](https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/universally-speaking/)
* [Mary Sheridan’s From Birth to Five Years – 4th edition – Ajay Sharma and Helen Cockerill (Routledge, 2014)](https://blackwells.co.uk/bookshop/product/Mary-Sheridans-From-Birth-to-Five-Years-by-Ajay-Sharma-author-Helen-Cockerill-author-Nobuo-Okawa-illustrator-Mary-D-Sheridan/9780415833547)
* [NHS Solent Early Years Developmental Checklist](https://documents.hants.gov.uk/childrens-services/SolentNHSTrustDevelopmentChecklist3.pdf)

**SENCos may want to use one of the summary sheets below as a way of recording progress -the sheets should reflect the use of more than one assessment tools as well as the practitioners’ professional judgements**

Character

**Developmental Assessments Record – this chart can be used to record assessment data obtained using a range of assessment tools using a ‘best fit’ approach.**

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| --- | --- | --- | --- | --- | --- |
| Date: | Age: | Colour: | Date: | Age: | Colour: |
| Date: | Age: | Colour: | Date: | Age: | Colour: |
|  | **Personal Social and Emotional** | **Communication and Language** | **Physical Development** | **Chronological age** |
| **Development in months** | **Making Relationships** | **Sense of Self** | **Understanding Emotions** | **Listening and Attention** | **Understanding**  | **Speaking** | **Moving and Handling** | **Health &Self Care.** |
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