

## Planning for Children and Young People with SEND Support Needs: Guidance for Schools

The Haringey SEND Support Documentation Pack was co-produced by the local authority and schools in 2022. It enables educational settings to plan effectively for children/young people with SEND support needs in line with the SEND Code of Practice (2014) by implementing the Assess-Plan-Do- Review Cycle through the Graduated Response.

The documentation consists of:

1. SEND Support Review and Plan
2. One Page Profile
3. Costed Provision Map and Personalised Timetable

### **Do I have to use the Haringey Pro-formas?**

Schools may wish to use the pro-formas in their entirety or personalise them for use in their own setting. Where schools do decide to personalise them, they should ensure that the documentation retains all the key information requested on the Haringey pro-forma as the documentation will need to be submitted as part of any request to the local authority for an educational health and care needs assessment.

### **How should the forms be completed?**

The forms should be completed as part of the child/young person's SEND support review process. Review meetings should happen at least three times a year and involve the school, parents and other practitioners who are working with the child/young person, including those from health and social care. The child/young person will also be involved in the process at a level appropriate to them. The discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or the form tutor, supported by the SENDCo.

The forms may be completed in or after the meeting or may be pre-populated in advance by the school with the essence of the information from relevant people and finalised at the meeting. **The school is responsible for ensuring all adults involved with the child or young person receive a copy of the plan within 2 weeks of the meeting**

*TIP: If emailing the plan to parents or carers, request a read receipt*

## **The SEND Support Review and Plan**

### **Section 1**

All sections to be completed. Reviews must take place on a termly basis but the review date at this stage can be month and year not exact date.

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All adults who are involved with the child or young person should be noted and contribute to the plan. They do not have to attend the meeting but if you are using their advice to formulate the plan, then they have contributed to it

*Tip: Record how people have contributed to the plan e.g at the meeting, date of advice sent.*

### **Pupil's Current Strengths**

A celebration of what is going well for the child or young person. It should include the views of the child or young person, parent and all the other adults that work with them (maybe even their friends) It enables a strength-based approach to drive the plan.

*Tip: Try and always add something new to this section each review*

### **Current Barriers to Learning**

This is a brief description of what is not working well for the child. It should be a holistic description of what is preventing the child making progress from an education, health and care perspective.

*Tip: Make sure everyone feels their views have been accurately recorded and document any differences of opinion*

### **Assessment and Tracking**

This should show progress over time in the most relevant areas for the child. For school age children this is likely to be reading, writing and maths but for Post 16 or Under 5s you may wish to change the focus areas

*Tip: Assessment systems can vary school to school so it is always helpful to include a description of how the pupil's attainment and progress relates to a typical child of their age.*

### **Actions and Recommendations Log**

The review will often involve discussion of actions beyond those agreed as part of the child's targets and these should be noted on the log. Any outcomes agreed at the previous meeting should be reviewed and remain on the plan so there is a clear log over time of the actions the whole team around the child or young person have taken and their impacts. The sorts of actions that might be on the log are:

*e.g Ms Honey to refer Mathilda for Speech and Language Therapy,*

*Georgia to get Megan's eyes tested*

*Firat to visit Barnet and Southgate and CONEL to explore ideas for next year.*

*Fatimah to go to Pendarren*

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### Outcomes and Tables Box

#### Area of Need

Which of the four areas of need in the Code of Practice the outcome refers to or Preparation for Adulthood and Self Help and independence.

*Tip: Only put outcomes for the areas of need the child or young person has difficulties in. There may be more than one area of need per outcome.*

#### My Desired Outcomes

What the child/young person and the people supporting him/her) wants to achieve in the academic year. If the child or young person has an EHCP they will be informed by the longer Key stage outcomes in the plan.

**e.g EHC Outcome -over the key stage (if applicable):** Maggie will have developed strategies that she uses regularly to be able to start an activity within five minutes

**Plan Outcome- over the academic year:** Maggie will use checklists to start her work independently within five minutes

There is often an expectation that the outcomes are SMART (Specific, Measurable, Attainable, Realistic and Timebound) but more general outcomes may be more relevant for children and young people. This enables the outcomes to be more responsive to the child or young person and enables them to take more of a lead. Using more general outcomes, means that teachers need plenty of ideas for possibilities and those possibilities need to relate to what works well for the child or young person.

*Tip: You can still work on other elements; they just won't form part of the outcome but will inform the small step termly targets.*

#### My Small Step Target(s)

The target to be achieved for the length of the plan (usually a term). It relates directly to the Outcome but is more specific

e.g Onu will share toys with peers could lead to – Onu will take turns in a structured turn taking game with two friends with adult support on two out of three occasions

It can be useful to have up to 3 small step targets in one plan as this ensures the outcome is still worked on if the target is achieved, provides guidance for the adult working with the child or young person to know how to build on their learning means that progress is more likely to be seen.

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e.g. Onu will take turns in a structured game with two friends with adult support on two out of three occasions

Onu will take turns in a structured game with two friends with adult prompting on two out of three occasions

Onu will take turns with the bikes using a sand timer with adult support on two out of three occasions

Do not be afraid of making targets “boringly small”, this might be necessary for them to reflect progress. Make sure each SMART target builds on the previous one and enables the child or young person to move towards achieving the long-term objective. The prompting hierarchy helps to break targets down. The prompting hierarchy is physical (most intrusive), verbal, gestural, visual (least intrusive)

e.g

- 1) To be able to focus for 15 minutes with adult support
- 2) To be able to focus for 15 minutes with verbal prompts from an adult
- 3) To be able to focus for 15 minutes with signals from an adult e.g., tapping table to refocus
- 4) To be able to focus for 15 minutes with the use of a sand timer/stopwatch

*Tip: if the outcome has the word ‘and’ in it you have more than one outcome!*

### Strategies and interventions

The strategies and intervention which are above and beyond those available as part of high-quality teaching. Haringey’s SEND support guide [SEND support guidance \(haringey.gov.uk\)](https://www.haringey.gov.uk/SEND-support-guidance) sets out what is provided in all schools in Haringey and should be used to support the plan.

Teachers use many of the targeted support strategies as part of scaffolding learning for the children and young people in their class. The ones included on the plan are the ones particularly relevant to the child or young person and relate to the targets. Where at all possible, the child or young person should be involved in identifying which strategies they find particularly helpful.

Where children or young people are not making progress at SEN support, then an outside professional will advise additional strategies. Schools must include these strategies in the plan and review their impact

For children or young people with an EHCP it will be necessary to implement strategies and interventions above and beyond those which are in the SEND Support Guide and those will be guided by the EHCP.

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*Tip: You do not have to list all of the strategies you are using, just those that are particularly important for the child or young person*

### **Review**

The progress the child or young person has made towards the target. This is an opportunity to celebrate the child's or young person's successes as well as informing the next plan (the child's or young person's rate of progress, strategies which have/haven't worked well)

### **Health/Therapies and/or Early Help/Social Care**

These sections allow a child-centred approach to planning, so that a child or young person's needs can be considered holistically and a multi-agency programme of support can be put in place which meets their needs beyond the school day. Wherever possible termly reviews should include all the agencies working with the child or young person and synchronised so that multiple meetings to support them are not needed.

Details of needs, desired outcomes and provision may be recorded on the SEND Support Plan but there also may be instances where additional planning tools must be used e.g., healthcare plan, child in need plan and referenced in the plan.

## **2) One Page Profile**

The one-page profile (OPP) is a single page which conveys the individual child or young person's personal views about themselves to others. It summarises an individual's strengths, views, wishes and support needs. It should provide enough information for an adult to have a useful introduction to the child or young person without being overwhelmed by too much information. They are particularly useful during transition periods or for staff changes.

There are two proformas provided as part of the SEND Support Planning Pack. Schools may wish to choose one of these or create their own. When creating their own, they should include a section on what people like and admire about a young person, what is important to them and how to support them.

*Tip: Make sure that the layout is clear and not too cluttered as teachers may need to digest several in a very short period of time*

### **What should I put in the 'like and admire' section?**

This should include a range of people's views on what they like and admire about the child or young person; qualities, strengths and talents– both what they are good at and what they have made progress with.

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### What should I put in the 'what is important to me' section?

This should be a bullet point list from the child's or young person's perspective. To help them, they should know who the OPP is going to be shared with and how it will be shared. Encourage them to think about what people, activities and things make them happy. It may be helpful to think about routines, calming activities, things to avoid. The use of a [Good Day-Bad Day](#) Framework can help with this.

### What should I put in the 'how to Support me' section?

Encourage the child or young person to think about their top tips of what people should (and shouldn't) do to support them. Think about what happens in school, home and beyond to complete this section.

*Tip: Use first person language that the child or young person would use where possible.*

### **3) Costed Provision Map and Personalised Timetable**

Most children's or young people's needs can be met with high quality teaching and additional scaffolding provided by the classteacher. However, a few children or young people need targeted evidence-based interventions beyond those provided as part of high-quality teaching.

These interventions may be recorded on an intervention list or detailed on the Haringey costed provision map. The provision map 'costs' the additional support provided to the child or young person in terms of hours, taking account the number of children or young people in the groups and whether the intervention is provided.

If you are applying to the local authority for a change in resourcing, the Haringey provision map\* **must** be used accompanied by the child or young person's personal timetable

*Tip: You can use provision mapping software, but make sure it has been adapted to use the same sections as the Haringey version*