



My Support Plan **Example**

Note for schools and settings

The My Support Plan (MSP) has been in place in Kirklees since the introduction of the SEND reforms in September 2014. A working group of SENCO champions, early years practitioners and representatives from Health and Social Care met during the autumn term (2015) to develop the My Support Plan template in order to: a) improve its 'usability' as an effective planning tool in response to feedback from schools and settings, and b) to reflect developing thinking, both locally and nationally, as the implementation of the SEND reforms progress. Since January 2016 the new My Support Plan template is now being used by schools and settings.

Members of the same working group are now working on providing examples as a guide for schools and settings using the template. This example provides good practice guidance for Sections 2, 3 and 4 of My Support Plan and then uses a primary aged child to demonstrate Sections 5 and 6. Further examples which include different age ranges and include guidance for Section 1 will be provided over the coming months.

My Support Plan

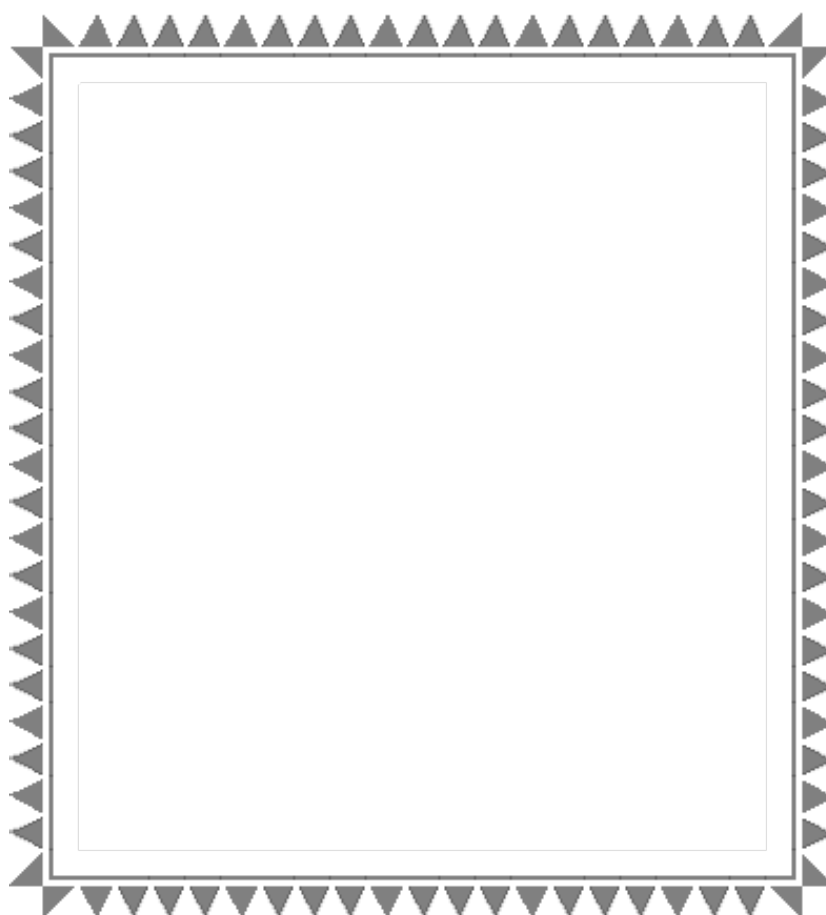
My name is.....Adam Smith.....

I am known as.....Adam.....

My date of birth is.....

My school/setting is.....

Current photo of me



My Support Plan: Number ...1 Date.....9.9.14.....

Date of 1 st review (R1):	18.12.14
Date of 2 nd review (R2):	20.03.15
Date of 3 rd review:	15.07.15

School logo

Introduction to My Support Plan

This is My Support Plan. Included in my plan is information on;

- what is important to me and to my parents, including our goals and aspirations for the future;
- my strengths, my special educational needs (SEN) and my health and social care needs which relate to my SEN;
- the outcomes which will help me to move towards my goals and aspirations;
- the support given to me to help me to make progress towards my outcomes.

My plan should be a useful working plan for those involved in supporting me, and should actively promote co-ordinated support for me and my family so that I can make progress.

I might already have other plans in place such as (please tick as appropriate):-

- Team around the Family (TAF) Plan
- Child in Need Plan
- Child Protection Plan
- Personal Education Plan (PEP)
- Looked After Child Care Plan
- Health Care Plan

Please gain consent of Parent/Carer when using information from plans listed above.

Signed by parent/carers.....

Please see attached 'My Support Plan - Information & Guidance' for further information on aligning My Support Plan with existing plans, and how to act on information which indicates that a child/young person and their family may benefit from further support.

Contents

Section 1: About me

- my profile, my story, my family and my parents/carers views

Section 2: My special educational needs

Section 3: My health needs which relate to my special educational needs

Section 4: My social care needs which relate to my special educational needs

Section 5: Outcomes and provision

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Section 7: Appendices

Section 1: About me

a) my profile

My profile has been written by:

- Me Me with help from.....

When and how I communicate best, and what help I need

How information and choice need to be presented to me to help me make decisions

What people like and admire about me

-
-
-

What I enjoy doing and what I do well

In school/setting:

-
-
-

Out of school/setting:

-
-
-

What is important to me now

-
-
-

What are the things that aren't working so well for me at the moment

-
-
-

What would make things better for me

-
-
-

What are my goals and aspirations for the future –

Short term - the next 6-12 months

-
-
-

Long term - what I want for my future beyond next year and 'when I am an adult'

-
-
-

Section 1: About me

b) my story (background information)

My story has been written by: My parent My carer Me

with help from.....

Growing up

-
-
-

People involved in helping and supporting me

-
-
-

How do I feel when I am at school/setting and how do I feel and behave when I come home from school/setting

-
-
-

Any other things which are important for you to know about me

-
-
-

Section 1: About me

c) my family

My family has been written by: My parent My carer Me

with help from.....

My family at home / extended family

-
-
-

Wider community connections

-
-
-

Times or days or barriers that make it difficult for me or my family to attend appointments or to meet professionals

-
-
-

Any other things which are important for you to know about my family

-
-
-

Section 1: About me**d) my parents/carers views**

Written by: My parent My carer with help from

What is important for my child now

-
-
-

What is not working so well for my child at the moment

-
-
-

What would make things better for my child

-
-
-

What are my goals and aspirations for my child

Short term - the next 6-12 months

-
-
-

Long term - what I want for my child's future beyond next year and 'when they are an adult'

-
-
-
-

Section 2: My special educational needs

My Special educational needs are described by my family, education, health and care services. Their assessments are listed at the end of My Support Plan.

A summary of my needs

A short summary statement that starts with some positive statements about the child/young person and their strengths and gives an overview of the child/young person's special educational needs, stating what the priority areas of needs are for this child / young person.

"X is a very sociable child who enjoys coming to school and has formed strong bonds with a number of adults in the school. She has complex special educational needs and is making very slow progress in her learning. She can communicate her needs effectively to adults who know her well. As the ability gap widens between her and her peers she is experiencing increasing difficulties in making and sustaining positive friendships with them."

The following 4 boxes reflect the broad areas of need as detailed in the Code of Practice (Section 6.28, page 97). You may find it helpful to refer to this section of the Code of Practice when you are deciding which needs to reflect in which section. If the child/young person has no needs in a particular area, write 'None' in the box.

Cognition and Learning

A very short summary statement at the beginning of this section that gives an overview of the child/young person's strengths and needs in learning. Include the level of learning difficulty and/or the impact of their other needs in relation to their access to learning. State how delayed their learning is e.g. *"2 years behind chronological age but making small step progress."* or if you quote a learning level make sure it is dated *'In March 2015 X was working at P8'*. Further detail of their strengths and needs in this area should then be given below:

- Within bullet points describe the child's strengths (what they can do) and needs (what they can't do/find difficult). Within these descriptions include what impact the child/young person's needs have on their access to learning/the learning environment and what the child/young person needs to be able to do next to make progress;
- eg. *"X can/is good at..... X has difficulties with.....which impacts on..... X needs to be able to....."*
-

Communication and Interaction

A very short summary statement at the beginning of this section that gives an overview of the child/young person's communication and interaction strengths and needs. Include the level and nature of any diagnosed language or communication difficulty and/or the impact of their other needs in relation to their communication development. If you are able, state how delayed their language or communication is in relation to their chronological age/peers. Further detail of their strengths and needs in this area should then be given below:-

- Within bullet points describe the child's strengths (what they can do) and needs (what they can't do/find difficult). Within these descriptions include what impact the child/young person's needs have on their access to learning/the learning environment and what the child/young person needs to be able to do next to make progress;
- eg. *"X can/is good at..... X has difficulties with.....which impacts on..... X needs to be able to....."*
-

Social and Emotional

A very short summary statement at the beginning of this section that gives an overview of the child/young person's social and emotional strengths and needs and/or the impact of their other needs in relation to their social and emotional development. If you are able, state how delayed their social and emotional development is in relation to their chronological age/peers. Further detail of their strengths and needs in this area should then be given below:-

- Within bullet points describe the child's strengths (what they can do) and needs (what they can't do/find difficult). Within these descriptions include what impact the child/young person's needs have on their access to learning/the learning environment and what the child/young person needs to be able to do next to make progress;
- *eg. "X can/is good at..... X has difficulties with.....which impacts on..... X needs to be able to....."*
-

Sensory and/or Physical

A very short summary statement at the beginning of this section that gives an overview of the child/young person's sensory and/or physical strengths and needs. Include the level and nature of any diagnosed physical or sensory difficulty and/or the impact of their other needs in relation to their sensory and/or physical development. Further detail of their strengths and needs in this area should then be given below:-

- Within bullet points describe the child's strengths (what they can do) and needs (what they can't do). Within these descriptions include what impact the child/young person's needs have on their access to learning/the learning environment and what the child/young person needs to be able to do next to make progress;
- *eg. "X can/is good at..... X has difficulties with.....which impacts on..... X needs to be able to....."*
-

Preparing for key transitions and/or preparing for adulthood

This separate section allows you to record any particular needs that relate to an imminent transition that you consider should be highlighted separately - eg. specific transition planning arrangements that enable a smooth transfer from one school to another school or to post 16 provision.

- Within bullet points describe the child/young person's strengths (what they can do) and needs (what they can't do/find difficult). Within these descriptions include what the child/young person's needs will have on their transition and what the child/young person needs to be able to do next to make progress;
- *eg. X can/is good at.....X has difficulties with.....which will impact on their transition.....X needs to be able to.....*
-

Section 3: My health needs which relate to my special educational needs

Only complete this section if there is direct involvement from a health professional. If there is no involvement from a health professional please state 'there are no health needs' or if a referral has been made for involvement of a health professional please state 'a referral has been made to.....for.....'

In this section specify any health needs which relate the child/young person's SEN. Some of these needs may also be described in Section 2 (where the related health needs are having a direct impact on the child/young person's education or training). Any known formal medical condition/diagnoses can be noted in this section, but should be accompanied by information about the impact that condition/diagnoses has on the child/young person.

Health professionals involved in developing the 'My Support Plan' should be able to help you to write this section (see health checklist in the My Support Plan guidance).

- Within bullet points describe the child/young person's strengths (what they can do) and needs (what they can't do/find difficult). Within these descriptions include what impact the child/young person's health/medical needs have on them/their environment and what the child/young person needs to be able to do next to make progress;
- *X has Epilepsy. He has made excellent progress in his development since his epilepsy surgery and has been seizure free for 1 year. X needs to develop an awareness of how his epilepsy affects him and ultimately what actions he can take to reduce this impact;*
- *X has Cerebral Palsy which affects his mobility but he remains very determined to be physically independent. His physical movement can be limited for certain practical tasks and he can be unsteady on his feet. X will need to continue to maintain and expand his range of physical movements to maximise his independence.*

Section 4: My social care needs which relate to my special educational needs

Only complete this section if there is direct involvement from a social care professional. If there is no involvement from a social care professional please state 'there are no social care needs' or if a referral for social care involvement/assessment has been made please state 'a referral has been made to.....for.....'

In this section specify any social care needs which relate the child/young person's SEN or disability. Some of these needs may also be described in Section 2 (where the related social care needs are having a direct impact on the child/young person's education or training). Social Care professionals involved in developing the 'My Support Plan' should be able to help you to write this section (see social care checklist in the My Support Plan guidance).

- Within bullet points describe the child/young person's strengths (what they can do) and needs (what they

can't do/find difficult). Within these descriptions include what impact the child/young person's social care needs have on them/their environment and what the child/young person needs to be able to do next to make progress;

- *X's is a Child in Need as a disabled child as defined by the Children's Act 1989. The majority of her social care needs arise from her physical disabilities which restrict her independence. X is very sociable but her physical disabilities restrict her opportunities to mix with her peers in the community. X needs to be able to take part in fun and enjoyable social experiences; and develop her independent living skills.*
- *X is very interested in the world around him, but would benefit from development of communication and interaction skills. X's parents are keen to support him and their understanding of how best communicate and interact with him whilst he is still non-verbal will require support from a range of professionals. A referral has been made for and EIT's single assessment to be initiated to help X and his family to develop further skills in this area.*

Section 5: Outcomes and provision		Supported by		
My Outcomes:-		Education	Health	Social Care
<ul style="list-style-type: none"> are what I will be able to do by the end of a phase or stage of education should take into account what is important to me and help me move towards my goals and aspirations should take into account what it important for me and address the area of my needs (barriers) set out in Section 2, 3 and 4 of my plan so that I can make progress. Sometimes an outcome will address more than one area of my needs and may be shared across education, health and social care 				
Explanatory note	<p><i>The area(s) of my needs this outcome will address:</i></p> <p><i>(eg. Cognition & Learning, Communication & interaction, Social and Emotional, Sensory and Physical, Preparing for key transitions/preparing for adulthood, Health needs, Social Care needs or more than one area of need – Cognition and Learning/Communication and Interaction, Sensory and/or Physical/Health needs)</i></p> <p><i>(Add or delete outcome boxes as appropriate)</i></p> <p><i>Use wording which allows the outcomes to be measurable (SMART):-</i></p> <p><i>ie. By the end of key stage (Early Years Foundation Stage (EYFS)/ KS1/KS2/ KS3/KS4) &&& will be able to.....</i></p>			
Outcome 1	<p><i>The area(s) of my needs this outcome will address are Cognition and Learning, Social and Emotional and Preparing for key transitions.</i></p> <p>By the end of Key Stage 2, Adam will be able to write cohesively and at length in narrative and non-fiction and access the end of year tests for reading at end of year 6 expectations.</p>	✓		
Outcome 2	<p><i>The area(s) of my needs this outcome will address are Social and Emotional, Preparing for key transitions, Health and Social Care</i></p> <p>By the end of Key Stage 2, Adam will have developed strategies to regulate his emotions so that he can interact with his peers in the classroom without becoming angry or upset and can stay calm in a group activity or game.</p>	✓	✓	✓
Outcome 3	<p><i>The area(s) of my needs this outcome will address are Cognition and Learning, Social and Emotional, Preparing for key transitions and Social care needs.</i></p> <p>By the end of Key Stage 2, Adam will be organised and independent in his learning ready for attending mainstream high school.</p>	✓		✓
Outcome 4				
Outcome 5				
Outcome 6				
Outcome 7				

Provision

The provision (support) to meet my special educational needs (Section 2) and needs which relate to my special educational needs (Sections 3 & 4). This provision should help me to make progress towards achieving my outcomes.

Steps I will make towards achieving my outcomes

Steps towards outcomes will also be set out in this section, leading towards the achievement of the outcomes. They should normally be relevant for at least a year and sometimes longer. Where appropriate, they can be expressed separately for education, health and social care.

Short term targets

These can be reviewed and amended regularly to ensure that the child/young person remains on track to achieve the outcomes. Regular progress monitoring should always be considered in the light of the steps, outcomes and aspirations.

Key

At each review, update My Support Plan to set new targets, make adjustments to provision etc.

- at the 1st review - add to these columns and indicate additions with an R1 and the date of the review;
- at the 2nd review – add to these columns and indicate additions with an R2 and the date of the review;

If a provision is no longer in place then ~~strike through~~. If no strikethrough then this will indicate that provision is still in place and potentially being added to at the review.

- at the 3rd review ensure all sections of My Support Plan are fully reviewed and updated to produce a 'new' My Support Plan. No history of amendments need to be shown on the 'new' My Support Plan as the history will be recorded on the previous plan. The number 'My Support Plan' should be recorded on page 1. The beginning of this key then applies again.

No. of outcome	Steps I will make towards achieving this outcome <i>(each outcome may need more than one step)</i>	Short term targets <i>(each step may need more than one target)</i>	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (frequency and duration)	Resources required (including weekly costs)
Notes	<p><i>Use wording which allows steps to be measurable (SMART):- ie. By the end of year %%, &&& will be able to.....</i></p> <p><i>Outcomes may be supported by education and/or health and/or social care. Steps towards outcomes might be expressed separately for education, health and social care and should all be brought together within this plan. Information to support this is provided in the My Support Plan Information and Guidance.</i></p>	<p><i>Use targets to ensure child/young person remains on track to achieve steps/outcomes and enable regular progress monitoring. Use wording which allows targets to be measurable (SMART):- ie. By the end for the autumn term/within the next 6 weeks, %%% will be able to.....</i></p> <p><i>If adjustments need to be made to targets between reviews these should be added and dated in the appropriate section.</i></p>	<p><i>Describe provision and delivery - ie. approaches, programmes, training, resources, materials and how they are delivered eg. in the classroom, in a small group, 1-1</i></p> <p><i>Descriptions of provision must be clear and understandable to those involved ie. parents and practitioners across services. Please be clear about the purpose of the provision and avoid jargon, abbreviations etc.</i></p>	<p><i>ie. Teacher, SENCO, Teaching Assistant, Teaching Assistant with specific training or skills or health or social care professional as determined by health and social care assessments</i></p>	<p><i>ie. 3xper week, 20 minutes per session</i></p>	<p><i>Identify where the resources come from ie Education, Health or Social Care. Where funding comes from a school's delegated funding (Elements 1&2) provide weekly costs</i></p>

No. of outcome	Steps I will make towards achieving this outcome (each outcome may need more than one step)	Short term targets (each step may need more than one target)	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (frequency and duration)	Resources required (including weekly costs)
1	<ul style="list-style-type: none"> By the end of Year 4, Adam will be able to read and spell all Phase 3 sounds and red words. Adam's reading age to increase by 2 years throughout Year 4. R2 (20.3.15) – to increase by 1 year 5 months Adam to be accessing all learning in the mainstream classroom by the end of Year 4 with support. 	<p>-By the end of Autumn term, Adam to correctly read words containing the sounds ay,ee,igh,ow,ou,er,oi,ou. -R1 (18.12.14) - By the end of the Spring term, Adam to be able to read and spell words containing all Phase 3 sounds in simple words and first 10 red words. -R2 (20.3.15) - By the end of Year 4, Adam will be able to read and spell all words on the RWI tracker, including multi-syllabic words.</p> <p>-By the end of Autumn term, Adam to be able to fluently read Stage 7 books with minimal mistakes. -R1 (18.12.14) - By the end of Spring term, Adam to have increased reading age by 1 year to 6 years 5 months or higher. -R2 (20.3.15) – By the end of summer term, Adam to have increased his reading age by a further 5 months.</p> <p>-By the end of the Autumn term, Adam to be accessing at least 10 minutes in the class each day with support. -R1 (18.12.14) - By the end of Spring term, Adam to be accessing whole-class carpet time in English + 10 minutes work time at a table -R2 (20.3.15) - By the end of Summer term, Adam to be accessing the work of the lower ability group within the classroom, with 1:1 support.</p>	<ul style="list-style-type: none"> A daily reading and writing programme delivered within a small group of 4 (Read Write Inc Fresh Start) An additional booster session focused around spelling delivered on a 1-1 basis. 1:1 support when Adam is accessing whole class carpet time in English. Differentiated questioning on the carpet; Use of a quiet shared area for working; Strategies to support concentration in class such as use of a sand timer and a positive handling plan. <p>R1 (18.12.14)</p> <ul style="list-style-type: none"> Additional differentiated materials such as a key question help sheet to help Adam to access work time at a table. Weekly spellings to be linked to work time at a table. <p>R2 (20.3.15)</p> <ul style="list-style-type: none"> Additional reading opportunities which engage him as follows:- -Buddy Reading with Year 6. -Radical Readers weekly. Learning Mentor to work with parents to develop a home reading programme. Parents will access a Radical readers session and gain advice through x2 1:1 sessions. 	<ul style="list-style-type: none"> Teacher to provide tasks. Teaching assistant (TA) to lead phonics programme and spelling booster session. Teaching Assistant to provide 1:1 support in English. SENCO to oversee. Learning Mentor to oversee positive handling plan. <p>R2 (20.3.15)</p> <ul style="list-style-type: none"> Learning Mentor to meet with parents. 	<ul style="list-style-type: none"> Phonics x30 mins daily. Spelling x 10 mins daily. Daily x 1 hour 1.1 support for English. <p>R2 (20.3.15)</p> <ul style="list-style-type: none"> Buddy reading x 20 minutes weekly. Radical readers x 20 minutes weekly. 	<p><u>Education:</u> Phonics £12 Spelling £12 1:1 support in English £125</p>

2	<ul style="list-style-type: none"> • By the end of Year 4, Adam to have moved to 'Thinking' level within 'Thrive' and be able to 'think through' situations to find solutions. • By the end of Year 4, Adam will be able to identify the source of emotions and discuss these using words. • By the end of Year 4, Adam will be able to trust a key adult to help manage anger. 	<p>-By the end of the Autumn term, Adam to be above 50% 'Doing' level on 'Thrive'.</p> <p>-R1 (18.12.14) - By the end of Spring term, Adam to have achieved 70% or higher within 'Doing' level on 'Thrive'.</p> <p>-R2 (20.3.15) - By the end of the Summer term, Adam to have achieved 'Thinking' level (20% or higher) within 'Thrive'.</p> <p>By the end of the Autumn term, Adam to be able to identify basic emotions through Doing level Thrive activity using basic language.</p> <p>R1 – (18.12.14) – By end of Spring term, Adam will be able to discuss emotions through CHEWs counselling sessions.</p> <p>R2 – (20.3.15) By end of Summer term, Adam to be using emotions cards to stop and use when dysregulated, with support.</p> <p>By the end of the autumn term, Adam to be confident to talk to 1:1 support assistant following an incident.</p> <p>R1 – (18.12.14) - By end of Spring term, Adam to leave situation/room to calm down with 1:1 support assistant when asked.</p> <p>R2 0 (20.3.15) – By end of summer term Adam to be able to tell support assistant when he is feeling angry before acting.</p>	<ul style="list-style-type: none"> • Strategies to promote Adam's emotional health and wellbeing and respond to disruptive behaviour as follows:- -'Thrive' strategies used by a trained practitioner working 1-1 with Adam in class; -Positive handling plan (PHP) and 'Thrive' scripts tailored to Adam; Discrete group 'Thrive' sessions ratio of 1:4 of 'Doing' level activities. • Regular contact between home and school to ensure behaviour strategies and routines are consistent. <p>R1 – (18.12.14)</p> <ul style="list-style-type: none"> • Discrete group 'Thrive' sessions changed to 1:1 sessions to focus on Adam's needs. • CHEWs work with allocated counsellor. <p>R2 – (20.3.15)</p> <ul style="list-style-type: none"> • meet and greet between Adam and support staff to settle him into his morning routine. • Parents using consistent behaviour strategies and routines with school using 'Thrive' strategies/scripts for naming and taming emotions. With help from the Family Support Worker. 	<ul style="list-style-type: none"> • Teacher and TA to write /update PHP and scripts. • All staff to use agreed strategies. • TA with nurture/Thrive training to lead 'Thrive' sessions. • SENCO and Learning Mentor to oversee and monitor progress. <p>R1 – (18.12.14)</p> <ul style="list-style-type: none"> • CHEWs worker to liaise with SENCO and parents. <p>R2 – (20.3.15)</p> <ul style="list-style-type: none"> • TAs to meet and greet. • Parents to use strategies at home. • Family support worker to liaise with Learning Mentor and TA regarding strategies. 	<ul style="list-style-type: none"> • 'Thrive' sessions 5 x 20 minutes weekly. <p>R1 – (18.12.14)</p> <ul style="list-style-type: none"> • CHEWS sessions 8 x 30 minutes. • 'Thrive' sessions 1:1, 5 x 20 minutes daily. <p>R2 – (20.3.15)</p> <ul style="list-style-type: none"> • 10 minutes meet and greet 3 x weekly. • Family Support Worker weekly sessions x1 hour. 	<p><u>Education</u></p> <p>'Thrive' sessions £85</p> <p>Meet and Greet £18</p> <p><u>Health</u></p> <p>Chews sessions.</p> <p><u>Social Care</u></p> <p>Family Support worker.</p>
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Section 6: Reviewing My Support Plan

Date of review: 18th December1st review (R1)

No. of outcome	Progress towards outcomes in My Support Plan <i>(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)</i>
1	<p>By the end of Year 4, Adam will be able to read and spell all Phase 3 sounds and red words.</p> <p>Partly met: Adam is confident in reading words containing ay, ee, igh, ow and oo. He can become confused with ow and ou and needs to now look at digraphs. His spelling is weaker than his reading. He has not been accessing weekly spelling tests due to his outbursts, but with support it is felt that he could now access these. Parents are happy to support weekly spelling practice alongside the x10 min practice.</p> <p>Adam's reading age to increase by 2 years throughout Year 4.</p> <p>Partly met: Adam is now confidently reading Stage 8 books and is set to start Stage 9. He seems on track to meet improving his reading age. This will be tested again in Spring term.</p> <p>Adam to be accessing all learning in the mainstream classroom by the end of Year 4 with support.</p> <p>Adam is accessing at least 10 minutes of English every day and sometimes more. He is responding well to his positive handling plan and the sand timer. It is felt that Adam's time in class could be increased so that he can be overseen more by the teacher.</p>
2	<p>By the end of Year 4, Adam to have moved to Thinking level within Thrive and be able to 'think through' situations to find solutions.</p> <p>Partly met: Adam has made progress to Doing level 59% which is an increase of 31% across the term. He is accessing Doing level activities in a group which area addressing the gaps in his emotional development.</p> <p>Adam to be able to identify the source of emotions and discuss these using words.</p> <p>Partly met: Adam has confidently completed activities where he can name and simply talk about basic emotions (happiness, sadness, anger) although he can struggle to identify them in more complex contexts, He is still working with the Doing stage and needs support to consistently name emotions when he feels them himself. He is often confused by his own feelings of anger which can be very extreme. When he is in crisis, Adam lashes out at others and cannot stop without support. He blames others rather than identifying feelings which are connected to problems at home/with his family.</p> <p>Adam's Chews referral has been successfully allocated and counselling work should start in the Spring term.</p> <p>Adam to be able to trust a key adult to help manage anger.</p> <p>Partly met: Adam has developed a good relationship with the ETA who supports him in English and she is being used to help Adam talk through an incident after it happens. This is enabling Adam to calm down quicker. There have been no exclusions this term as a result.</p>
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What is working well with provision and support and needs to continue?

Phonics is working well. Adam has a good relationship with the ETA who supports in English-where possible this ETA to be used to support Adam with managing emotions in class. Built into PHP. He enjoys the pace and reliability of phonics.

What isn't working well with provision and support and needs to finish or change?

Adam wants to be with his peers when working in English and becomes agitated when he has to work outside. He has not yet built up a good relationship with his class teacher and so needs to spend more time in class.

Adam is still becoming very angry and is struggling to connect experiences from the past with his anger.

Should anything new be introduced to match the parent/child's goals and aspirations?

Adam to be spending more time in class so that he is less isolated and learns to follow whole class/school rules and expectations.

Chews work to start.

At this review, update My Support Plan to set new targets, make adjustments to provision etc. Please reference these updates with an R1 and the date of the review in **Section 5**. If any provision is not continuing then ~~strikethrough~~ in **Section 5**. If no strikethrough then this will indicate that provision is continuing and if it is being added to following this review please reference these additions with an R1 and the date of the review.

Section 6: Reviewing My Support Plan

Date of review: 20th March

2nd review (R2)

No. of outcome	Progress towards outcomes in My Support Plan <i>(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)</i>
1	<p>By the end of Year 4, Adam will be able to read and spell all Phase 3 sounds and red words. Partly met-Adam is now able to read all Phase 3 sounds individually, but is less consistent reading them in multi-syllabic words in the context of sentences. Adam is making good progress through phonics, but struggles to apply this within reading in different contexts. He has returned to becoming aggressive or refusing to read at home or within other contexts. Adam to access Buddy Reading with a role model Year 6 child (supervised) to increase engagement and also to access Radical reader's intervention with supervision from the Learning Mentor within the library. Parents to visit a Radical reader's session to gain advice. Adam's reading age to increase by 2 years throughout Year 4. Not met-Reading age step to be changed-Adam's reading age has plateaued. He made a good initial amount of progress in increasing by 1 year, but it is felt that due to changes in home circumstances and Adam's response to reading, he will not make another increase of a year. A more realistic target of 5 months has been set. Adam to be accessing all learning in the mainstream classroom by the end of Year 4 with support. Partly met: Adam is now able to spend longer amounts of time in class and the class teacher has noted that he finishes the simple tasks set for him very quickly. Adam to now start to access the same work as Orange table and to sit on their table with support. Behaviour plan and PHP to be used if any issues.</p>
2	<p>By the end of Year 4, Adam to have moved to Thinking level within Thrive and be able to 'think through' situations to find solutions. Partly met: Adam has now made progress to 78% Doing level and is accessing some Thinking level activities. The dynamic of the Thrive group is not working as Adam often feels reluctant to share idea amongst a group and so this needs to move to 1:1 support. School will fund this as a temporary move for the summer term as it is felt that while Adam is accessing counselling he also needs a high level of support for the rest of the week due to emotions brought up in sessions. Adam to be able to identify the source of emotions and discuss these using words. Partly met: Adam is able to identify emotions in a cold context, but struggles when he is dysregulated and angry. Following advice from chews worker, school to adopt emotions cards as a strategy to use. Adam to be able to trust a key adult to help manage anger. Partly met: Adam is having less serious incidents despite being in class more. This is due to the positive trusting relationship built up with the support</p>

assistant. Class teacher is also able to use similar strategies to notice when Adam is becoming unsettled. Adam will now be guided by an adult to come away to a safe space to calm down. This means other children are safer and learning is less disrupted.

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What is working well with provision and support and needs to continue?

Adam is accessing more learning in class and is progressing well with sounds in phonics. He enjoys phonics and is eager to come into school each day. He is responding well to working for longer periods in class and is following instructions.

Adam is working well with his class teacher and has a very positive relationship with the support assistant who works in there.

What isn't working well with provision and support and needs to finish or change?

Adam's attitude to reading at school and at home outside the context of the phonics lesson. Adam needs additional reading opportunities which engage him. Home school reading books needs to be appropriate with support given to parents to help Adam reading at home.

Adam is not responding well to a group Thrive situation and so this needs to be addressed through 1:1. Summer term also to include a meet and greet session.

Adams behaviour and anger at home has not changed. Parents have reported that he is not following instructions despite work on routines and boundaries with Family Support worker.

Should anything new be introduced to match the parent/child's goals and aspirations?

Parents to attend x2 reading support sessions at school and to visit Radical readers to pick up advice from Learning Mentor.

Parents to be supported in adopting Thrive strategies by the Family support worker in conjunction with the SENCo. Scripts and positive handling plan to be adapted for home. Emotions cards to be given to be used at home

At this review, update My Support Plan to set new targets, make adjustments to provision etc. Please reference these updates with an R2 and the date of the review in **Section 5**. If any provision is not continuing then ~~strikethrough~~ in **Section 5**. If no strikethrough then this will indicate that provision is continuing and if it is being added to following this review please reference these additions with an R2 and the date of the review.

Section 6: Reviewing My Support Plan

Date of review: 15th July

3rd review

No. of
outcome

Progress towards outcomes in My Support Plan

(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)

1

By the end of Year 4, Adam will be able to read and spell all Phase 3 sounds and red words.

Met-Adam can now read all Phase 3 sounds and spell them in the context of words. He has moved up a phonics group.

Adam's reading age to increase by 2 years throughout Year 4. [Changed at Spring review: to increase by 1 year 5 months](#)

	<p>.Not met-met-Adam's reading age increased by 2 months over the Summer term, giving a total increase of 1 year 2 months. This is some progress but hasn't met the original target and doesn't represent the support given to Adam over the year. The class teacher feels that the disruption of trips and Adam's frequent absences have impacted. Adam has not been consistently reading at home. He is more engaged at school through Buddy reading but needs regular practice at home.</p> <p>Adam to be accessing all learning in the mainstream classroom by the end of Year 4 with support.</p> <p>Met-Adam is now accessing the majority of English lessons within the classroom with support. He is still very reliant on his 1:1 support assistant and as he does not currently have an EHC, school now need to consider if this support is needed long-term or if Adam can move towards becoming more independent.</p>
2	<p>By the end of Year 4, Adam to have moved to Thinking level within Thrive and be able to 'think through' situations to find solutions.</p> <p>Met: Adam has now reached the Thinking stage of Thrive and over the past few weeks has been accessing Thinking activities in a group.</p> <p>Adam to be able to identify the source of emotions and discuss these using words.</p> <p>Met: Adam can successfully use his emotions cards to identify feelings when he is unsettled which helps those around him to manage his anger. This now needs to be more independent so that it is not reliant on one adult. Strategies also need to be consistently used at home to allow improvements to be made. Parents are struggling with Adam managing his anger at home.</p> <p>Adam to be able to trust a key adult to help manage anger.</p> <p>Partly met: Adam is able to trust an adult within school to help him manage his anger. He has made excellent progress in this area and had no exclusions this year. However, there have been a range of incidents at home which need to improve. Adam is becoming reliant on specific individuals within school and so a slow transition to trusting a range of people needs to happen in Year 5.</p>
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What is working well with provision and support and needs to continue?

Phonics continues to work well and Adam can read words and sounds out of context. He is accessing the mainstream curriculum in English, at a differentiated level, but is able to stay in the classroom with his peers providing he has adult support. He has built strong relationships with the support assistant and also the class teacher. The support assistant working with Adam needs to continue into Year 5 if possible to keep continuity. However, there needs to be a slow introduction of other adults working with Adam to decrease his reliance on one key person.

Transition work to continue over last weeks of term.

What isn't working with provision and support and needs to finish or change?

Adam needs to become more independent in his learning and to be able to share the attention of the support assistant. He needs to learn to work within a group and to listen to the views of other children.

Adam's parents did not attend the reading sessions set up in school to provide advice. This has impacted on their ability to support at home.

Parents have had Thrive resources given by school but need more support with implementing this at home. Adam's anger still an issue at home. Targeted youth support referral to be made.

Should anything new be introduced to match the parent/child's goals and aspirations?

Adam's support assistant to continue into Year 5.

Higher level of support for parents regarding reading at home. **Parent to be supported in attending school meetings by Family Support worker. Parents to attend parenting course linked with Thrive**

At this review ensure all sections of My Support Plan are fully reviewed and updated to produce a 'new' My Support Plan. No history of amendments need to be shown on the 'new' My Support Plan as the history will be recorded on the previous plan. The number 'My Support Plan' should be recorded on page 1.

Section 7: Appendices

Documents that inform My Support Plan

Family/Young person
(Reference (and date) below)

Education
(Reference (and date) eg. previous My Support Plan(s), risk assessments/positive handling assessments, behaviour log/diary)

Health
(Reference (and date) eg. Health Care Plan, Therapy advice, Paediatricians report)

Social Care
(Reference (and date) eg. TAF Plan, Child in Need Plan, Child Protection Plan, PEP, Care Plan)

Careers

Other evidence from other people or agencies

It is good practice to make sure that the young person/parents understand what information is being used to inform the My Support Plan and that some of this information may need to be shared more widely with the professionals involved in order to work effectively together to support the child/young person.

