

Date:

Support Plan Number:

(Child/Young Person name(s))
SEND Support Plan
School Name

Name	
Year Group	
Date of Birth	

Please include your setting's GDPR Privacy Notice:

Example

This SEND Support plan was drawn together by

<p>People Involved:</p>	
<p>This plan was led by:</p>	

Section 1a: General Details

Full Name			
Date of Birth		Year Group	
Home Address			
Gender		Ethnicity	
Home Language		Other languages	
NHS Number			
UPN / Capita number			
Parental Responsibility		Relationship to child	
Parent address, Tel. number and email			
Parental Responsibility		Relationship to child	
Parent address, Tel. number and email			
Child Looked After (CLA)	Y / N	CLA Lead Professional	
Child Protection Plan (CP) Child in Need (CIN)	Y / N	CP Lead Professional	
Early Intervention Single Assessment(EISA)	Y / N	EISA Lead Professional	
Current Calderdale Continuum of Needs	1 2 3 4 5	Other Lead Professional	
Social Care involvement- Previous 12 months	Y / N	Date	
Attendance % this term		Attendance % last term	

Section 1b: (Child/Young Person's name) Views, Interests and/Aspirations

Wherever possible, the child/young person should contribute directly to this SEND support plan. Where it is not possible any information should be written in the third person to show it is the view of others. Photographs, drawings, videos etc. may be attached as a method of showing the voice of the child in such situations.

Please see the Pen Portrait/One Page Plan attached at the back of this SEND Support Plan.

Things that are important to (name)	
What's important for (name)	

Aspirations

Child's wishes for the future	
Parents' Aspirations for the future	

Section 1c: (Child/Young Person's name) History

This should be completed **with** the child/young person's family - it should give an **overview** of the family situation and other relevant background information

Keep brief, descriptive and about the Child not about who did what and when unless relevant

Key Significant Events (Chronology of events)

During Early Years:

-

During Primary Years:

-

During Secondary Years:

-

Section 1d: (Child/Young Person name)'s SEND and other Additional Needs

SEND Code of Practice (DfE, 2015) The defined areas of Special Educational Need

Area of Need	Main	Other	Definition
Communication and interaction:			Speech, language and communication needs (SLCN) including difficulty in saying what they want, understanding what is being said or social rules of communication. Autism Spectrum Conditions and / or those with particular difficulties with social interaction. Significant difficulty with communication / language and imagination and relating to others.
Strengths:			
Need:			
Cognition and Learning:			Those who learn at a slower pace than their peers, even with appropriate differentiation. Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD) that require support in all areas of the curriculum and associated difficulties with mobility and communication. Profound and Multiple Learning Difficulties (PMLD) Severe and Complex Learning Difficulties and /or a Physical disability or Sensory Impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning including a range of conditions e.g. dyslexia, dyscalculia and dyspraxia.
Strengths:			
Need:			
Social, emotional and mental health difficulties:			Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Strengths:			
Need:			
Sensory and / or physical needs:			Some children and young people require special educational because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI – a combination of difficulties with vision and hearing) will require specialist support and/or equipment to access their learning, or habilitation support. A physical disability (PD) that requires additional ongoing support and equipment to access all the opportunities available to their peers.
Strengths:			
Need:			

Other Areas of Need:

<p>Other Areas of Learning and Development</p>	
<p>Any self-help and Independent Needs</p>	
<p>Health/Medical Needs</p>	
<p>Any Confirmed Diagnosis</p>	
<p>Social Care Needs</p>	

Section 2a: Current/Recent Involvement of other services

(Last 12 months)

Service/Provider	Date of Involvement	Current Practitioner details	Report Attached?		Contact Details (Address, Tel. no. Email)
			Yes	No	

Section 2b: (Child/Young Person's Name) Achievements

Achievements over the last year, in school	
Achievements over the last year, at home/in the community	

Section 3a: Assessment

Current Learning & Progress

(Summary of Progress: Using School Assessment)

Previous Learning: EYFS Scores			National Curriculum							
EYFS			KS1 SATs			KS2 SATs			Further details	
EM	Exp	Exc	Below ARE	ARE	Above ARE	Below ARE	ARE	Above ARE	Further details	
CLL			Reading							
PD			Writing							
PSED			Maths							
Reading			Sp & Lis							
Writing			GPAS							
Mathematics										
UtW										
Exp Arts			Yr1 Phonics Score							
Current learning DM Age bands			Current National Curriculum							
16-26 months				Below ARE		ARE		Above ARE		Further details
22-36 months			Reading							
30-50 months		Writing								
40-60 months		Maths								
Further details		Sp & Lis								
			GPAS							

Provide year group that the pupil is attaining in WT/WA/EX or P Scales

Additional information regarding attainment or progress.

SUBJECT	KEY STAGE 2 80-120	SECONDARY TARGET	CURRENT EXPECTED ATTAINMENT GRADE	WORKING ABOVE Term			WORKING WITHIN Term			WORKING TOWARDS Term			WORKING BELOW Term		
				1	2	3	1	2	3	1	2	3	1	2	3
ENGLISH															
MATHS															
SCIENCE															
HUMANITIES															
ARTS															
TECHNOLOGY															
LANGUAGE															
ICT															

Provide year group that the pupil is attaining in WT/WA/EX or P Scales

Additional information regarding attainment or progress.

Section 3a: Progression Summary

	YES	NO
Progress significantly slower than peers starting at the same baseline point.	<input type="checkbox"/>	<input type="checkbox"/>
Progress fails to match or better child/young person's previous rate of progress.	<input type="checkbox"/>	<input type="checkbox"/>
Progress fails to close the attainment gap between child/young person and their peers.	<input type="checkbox"/>	<input type="checkbox"/>
Lack of progress widens the attainment gap.	<input type="checkbox"/>	<input type="checkbox"/>

Section 3b: How (Child/Young Person's name) needs are met

Please see the latest provision map with the child's Assess, Plan, do, Review attached to the SEND Support Plan	
Current SEND Support Plan Number and review date	
Dates of previous 2 SEND Support Plans	
Other help / support in place (where appropriate)	
Current Notional SEN Funding	Cost

Section 4: (Child/Young Person's name) SEND Support Plan

Current Plan No:

Date:

Targets should be Clear, Specific and Measurable and work towards aspirations over the next year
 Progress towards targets will be planned, delivered and monitored through the SEND Support Plan targeting Areas of Need identified in Section 1d.

Need Identified	Small Step Target	Who will	Do what	By When

Section 5: Consent

This plan belongs to the child and parents; all those contributing to it take shared responsibility for the delivery of all aspects of the individual needs and support identified. The SEN Code of Practice (2015) layouts the responsibility of the school in meeting the individual needs of all children with SEND. Accountability for SEND provision sits within the Children and Families Act (2014), SEND Code of Practice (2015) Equality Act 2010 which all serve to ensure that individual needs are adequately met

	Signature	Date
Parent's Signature		
Young Person's Signature		
SENCO/Manager/Head Signature		
Lead Professional		
Other		

Note: Young people aged 16 or over are expected to sign this form unless circumstances dictate otherwise - please note where this is inappropriate.

Section 6: Supporting Documents

These should ideally be from within the last 12 months.

Name of document	Provided by	Date