***SEN Support Plan Guidance***

*To be used alongside completion of SEN Support plans*

*SEN Support Plans should reflect the 3-stage cycle of Assess – Plan – Do – Review and involve parents and the child/young person as the earliest stage. The graduated approach should ensure that earlier decisions and actions are revisited, refined, and revised with a growing understanding of the young person’s needs and of what supports the young person in making good progress and securing outcomes. It draws on more detailed approaches, more frequent reviews, and more specialist expertise in successive cycles in order to match the interventions to the SEN of children and young people.*

***Prompts/ Considerations***

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| **Communication and Interaction**  Please detail both strengths and needs for the child/ young person.  Examples for consideration:   * Their understanding and expressive language and/ or communication skills. How do they communicate? * Language Levels? Following instructions? * Interaction with peers? Friendships? * Engagement in social activities * Interaction with adults? * Do they have speech and language therapy advice? How do you implement this? * Pupil voice: Sally shared that ….... * Impact of interventions and support | **Cognition and Learning**  Please detail both strengths and needs for the child/ young person.  Examples for consideration:   * Attainment, assessment, and tracking data * Do they access play / activities independently? * When they learn a new skill do they need lots of repetition? Do they retain new learning? Do staff need to re-visit prior learning? Every day? Or after a period of absence? * If the child’s/young person is requiring focused / key adult support, what does this look like? What support do they provide which is additional to / different from? * What advice and support from professionals are you implementing? What is the impact of this support/advice? * Pupil voice: Sally shared that ….... | **Social, Emotional and Mental Health Difficulties**  Please detail both strengths and needs for the child/ young person.  Examples for consideration:   * Please explain how they interact with staff/peers/family members. * If you feel they need support with managing emotions – how is this support provided by staff at your setting? * Do they need space to calm when emotionally dysregulated? Do they need an adult to support them to calm? Do you understand causes for upset? How have you identified them? How are you working to identify them? * How are you supporting them to manage their own feelings and to develop their understanding of their own emotions? * What advice and support from professionals are you implementing? What is the impact of this support/advice? |
| **Sensory and / or Physical**  Please detail both strengths and needs for the child/ young person.  Examples for consideration:   * Do they have any identified needs regarding gross and fine motor skills? What are the impact of these? * Are there any sensory difficulties/needs? How do these present? What support is in place for these? Sensory diet? Sensory tools, equipment? * Are they able to independently manage their personal care needs? Please provide detail. * Vision/hearing needs? * Do they have a physical disability/diagnosis? If so, how does this impact? * What advice and support from professionals are you implementing? What is the impact of this support/advice? * Pupil voice: Sally shared that ….... | **Independence and Self Help**  Please detail both strengths and needs for the child/ young person.  Examples for consideration:   * It is usual for children under 5 years of age to need support with self -help skills and support to develop independence. * What do you need to do that is different or additional to their peers? * To support independence and self-help, do you need to reinforce instructions/requests with gestures /photos/objects? Is this speech and language therapy advice? * Pupil voice: Sally shared that ….... |  |

**Guidance for writing clear targets**

***Targets on Support Plans should:***

* be SMART
* state the planned outcome for the child in positive terms
* be written using ‘clear’ language, enabling everyone involved with the child to have the same interpretation

SMART targets should include the following elements

* who – use the pupil’s name
* does what - clearly describe the skill / behaviour that you hope to observe the child demonstrating by the end of the review period.
* under what conditions - will provide a clear description of what needs to be in place at this stage of their learning/development process in order for them to complete the task and achieve success.

The conditions may include:

* the level of adult support that you expect will continue to be necessary at the end of the review period – these may be physical, visual or verbal prompts.
* specific materials to be used and/or how materials are presented.
* the environment or context.
* to what degree of success - tells us how competent they need to be in order to meet the target.

The criteria set will, therefore, depend on the stage the child is at in the learning/development process, and to some extent, the nature of the task. It may be appropriate for a lower level of success to initially be set, with it then being increased at a subsequent review. For example, if a child is learning to catch a ball it is likely that only a few attempts to catch will be successful in the early stage, so the first target could be to catch the ball on 2 out of 5 attempts. Having achieved this level, when the target is reviewed the criteria may be increased to catching it on 4 out of 5 occasions. The way the criterion for success is expressed needs to be appropriate to the task, for example it could be a distance, an amount of time, or the number of times per session / per week etc.

***SMART targets are:***

* Specific – specific to the pupil’s needs, interests, current skill level and what provision is being put in place
* Measurable – something that can be observed. (Ask: Can you clearly answer Yes or No if someone asks if the child has achieved the target?
* Is there clear evidence to show that the target is achieved, and can this achievement be measured? )
* Achievable –set at an appropriate level; given the child’s current skill, ask yourself how much progress you would expect them to make by the next review date – this would form a realistic target. Also consider whether the target is manageable for your setting with the resources you have.
* Relevant – be related to the child’s ability. They should be easy to remember, realistic and seen as part of the child’s everyday routine.
* Time bound – There should be a clear timescale for the targets to be achieved. A guide would be around 6 -8 weeks.