



Support Plan: Guidance for Completion

 Bristol's SEND
Local Offer



First Page:

This is a snapshot of key information about the child and the plan.

Year Group can be completed as description (e.g. pre-school), or as numerical reference (e.g. -1).

Guidance about eligibility for Disability Access Fund (DAF) can be found here: [Funding for early years SEND - Bristol Early Years](#)

The 'Start date of plan' should be the date that the child's **first** support plan was completed.

The 'Date of this version of the plan' should be the date when the current version of the plan was agreed.

Section 1: Contact Details

These should be completed for the child and main carers with identifying reference numbers, where known.

It should be clear who has parental responsibility for the child.

Section 2: Background Information

The Story of Me should be completed in the third person to provide relevant information and context for the child's strengths and differences. Where possible, their voice should be captured by noting what they have said or communicated in other ways. There is a nice example of a child's communication identity here: [my_communication_identity.png \(1920x1080\) \(cloudinary.com\)](#)

For example:



Sarah was born without complication and has an older brother. Since she was a baby, she has had difficulties sleeping and parents recognised that she was very different to her brother in her responses to games like peekaboo. As soon as she was able to move independently, she has shown her curiosity and joy in activities that allow her to swing, spin, climb and bounce. With support from the health visitor, referrals were made to health for assessments and she is on the waiting list for these. She started at ABC nursery when she was 30 months old and found it very difficult to settle. Her key person made some additional visits to her house and created a photo book of nursery for her. It was agreed that it would be better for her to do five mornings rather than three full days, and she gradually settled into this routine. Mum went back to work when Sarah turned three and she spends three afternoons a week with her nan and grandad. Sarah's parents separated when she was 18 months old, and her dad is expecting a new baby with his partner. Sarah and her brother spend every other weekend and one day a week at her dad's house.

All About Me...

The All About Me page is designed to capture information that focuses on the child's wellbeing, based on knowledge about their individual likes, dislikes, traits and responses. It should be completed by the key person and parents/carers, and there is a completed example in the [transfer documents pack](#). A provider may already have their own template that they use to capture this information, and it's fine to replace this page with that.

Aspirations: Parent and child voice

The Aspirations page should be completed to capture long term hopes for the child that planned outcomes should link to. Guidance can be found in the [Council for Disabled Children Preparing for Adulthood Tool](#) and the Bristol [Children and Young Person's Outcomes Framework](#). Whilst the child is very young, it is anticipated that this section will be completed in the third person on behalf of the child, to try and capture what is important to them and for them. For example: Sarah's key person has attempted to capture Sarah's voice based on her observation of her and interactions with her. Sarah engages in sensory based experiences and loves to be outside. She particularly enjoys the story of The Gingerbread Man and will move when the 'Run, Run, Run' phrase is said. Relationships: *We think it is important for Sarah to be able to have social interactions with children of her own age. We hope that she will be able to go to friends' birthday parties when she starts at school.*

Please also note the following from the SEN Code of Practice 8.5 and 8.6: *When a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. Health workers, social workers, early years providers and schools should encourage these ambitions right from the start. They should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them. Early years providers and schools should support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another (for example, from nursery to primary school). Maintained nurseries and schools must ensure that, subject to certain conditions, pupils with SEN engage in the activities of the nursery or school together with those who do not have SEN and are encouraged to participate fully in the life of the nursery or school and in any wider community activity.*

Section 3: Current Learning and Progress

This section should be completed to capture the child's current attainment and their progress since the last review. It should include clear assessment information, such as previous and current range in DEYO that the child is working at in each area of the EYFS. You can also add some information that helps put this in context, for example:

Physical Development

Moving and Handling: Sept '23 - Range 3; Jan '24 – Range 3 but Sarah is now consistently demonstrating 4 more of the statements within the range

Health and Self-Care: Sept '23 - Range 3; Jan '24 – Range 3 Sarah has some significant sensory differences which are making progress within this range difficult, but she is starting to achieve some in range 4.

Section 4: Strengths, Needs, Outcomes and Provision (Using graduated response – assess, plan, do, review)

	<p>This is the section that uses all of the other information that is been captured to identify what provision the child needs to enable them to make progress towards the long-term aspirations that were identified, to attain the early learning goals, to minimise identified risks and to support wellbeing. When writing this section...</p> <ul style="list-style-type: none">✓ Refer to views, aspirations and interests in section 1✓ add Health or Social Care provision which supports education.✓ Make sure the outcomes are SMART<ul style="list-style-type: none">○ Specific○ Measurable○ Achievable○ Realistic○ Time limited
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Strengths (assess) should recognise interests and abilities of the child that can be extended and used to support in their areas for development.

Needs (assess) recognise the barriers that the child experiences due to their differences. The 'Need and/or identified barrier' column in section 2 of the [OAP Guidance](#) document may support you to identify these.

Outcomes should identify what the child realistically wants to achieve, or what their family want them to achieve based on the child's preferences. Aspirations should be unpicked to identify 'outcomes sought'. Long-Term and Short-Term outcomes are the realistic stepping stones identified as progress towards the aspirations. [Outcomes explainer- professionals.pdf \(councilfordisabledchildren.org.uk\)](#)

Example:

Aspiration	Outcomes Sought	Long Term Outcome (by end of key stage)	Short Term Outcome (by next review)
We want Bea to enjoy her childhood and have the same opportunities as her brother	Bea wants to be able to go to cafés with us. We want her to have positive, meaningful friendships and she would really like to have sleepovers with friends like her brother does.	By the end of pre-school, Bea will enjoy a meal in a café with her family every month.	In 4 months, Bea will use her communication book to choose her snack at home and at nursery every day.
		By the end of pre-school, Bea will participate in a weekly group or club outside of nursery.	In 4 months, Bea will complete a short turn-taking activity with a peer every session, when supported by an adult.

Provision (plan, do) should identify the support and resources needed to be able to achieve the outcomes i.e. what the adults will provide, when and where.

Review should be completed at the next meeting to note the impact of the provision in relation to the identified outcome. Was it achieved? What next? New short-term outcomes may then be identified as the next step towards the long-term outcomes, or adaptations to the provision may be agreed if the short-term outcome wasn't achieved but is still considered appropriate.

My long term outcomes	My short term outcomes	Provision/ Support	Delivery and monitoring	What difference did it make/ what are the next steps....
By the end of pre-school, Bea will participate in a weekly group or club outside of nursery.	In 4 months, Bea will complete a short turn-taking activity with a peer every session, when supported by an adult.	Adults to take frequent opportunities to encourage Bea to take turns, beginning with an adult. Activities should have short, clear turns that are visually appealing to watch. Adult should model the language and pause as they hand over the turn. Adults to encourage and engage in 'trades' to swap an object for an identical one so that she becomes familiar and comfortable with sharing transactions before moving onto non-identical exchanges and having to wait for preferred items. Bea should also have opportunities to be left to explore and play independently without anxiety that she will be expected to share.	All practitioners during freeplay opportunities. Key adults during structured activities, aiming for at least 5 trades per session. To be supported at home.	Bea found this difficult to start with and needs the turns to be kept very short. She is now happy to make identical trades for most items, releasing once she has the traded item. We will continue to build on this.
	In 4 months, Bea will participate at Stage 2 of Attention Autism every session	See separate 'Attention Autism' guidance for details of the activity. Bea will be prompted and encouraged to join the activity every session in the separate identified area of the nursery, alongside three other children. Activities will be based on the interests of those children, including Bea, and will reflect the learning and themes that the whole class is exploring e.g. 'Handa's Surprise'.	Two practitioners every session after snack.	

Section 5: Additional Information

Additional Health Information: You should refer to any needs that the child may have that are specifically health/medical. For example, 'Bea has epilepsy and there is a separate seizure management plan in place'. This may also include information about diagnostic processes, for example 'Bea is currently on the waiting list for an autism assessment'. Further detail can be added, but it may be more appropriate to cross-reference to other documents to avoid duplication and reduce risk of information becoming out of date.

Additional Care Information: You should refer to any social care status or support that the child and their family is receiving, for example 'Bea was previously Child in Care and has a Personal Education Plan that is regularly reviewed' or 'Bea's parents are currently receiving a package of Home Start support'. Further detail can be added, but it may be more appropriate to cross-reference to other documents to avoid duplication and reduce risk of information becoming out of date.

Section 6: Individual Provision Plan

This should set out the specific provision that the child needs throughout the session, which is additional to or different from that provided for a child following a typical development pathway of the same age. This should focus on what the child needs to have a good day and addresses the risks to a good day; it should not focus on what the child cannot do or finds difficult. You should consider environment, routine, resources, interactions and specific activities. There should be a clear link to the identified precautions in any individual risk assessment, any advice provided by other professionals, and the agreed outcomes in section 4.

Section 7: The People who Help Me

This should be completed with details of all professionals involved in the support of the child. Reports produced by other services can be recorded here and would then form an appendix to the Plan.

Section 8: Timeline of Provision

The timeline should outline the key events and actions that have already occurred and that are planned. For example, 'Information provided to family about Rainbows group and The Local Offer'; 'Pack of individual visuals provided for use at home'; 'Social Communication Questionnaire to be completed and reviewed with the family to decide whether referral for autism assessment should be made'. This list of previous actions may be simplified in future versions of the Plan as appropriate. Next transitions should also be recorded, and details should be added as appropriate, such as the deadline for primary school admissions.

Section 9: Agreement to the Plan

The plan should be signed by key professionals in the early years setting and the parents/carers.

Section 10: Information, Advice and Support

A copy of the whole plan should be provided to the parents/carers, but their attention should be drawn in particular to these additional sources of support and guidance. It may be appropriate to separate out this page as a handy reference for them.