

Support Plan: Birth-25 years

My support plan

My name is

Click here to enter text.

Current setting: Click here to enter text.

Age: Click here to enter text.

Year Group: Click here to enter text.

Next steps: We have decided to...

Continue to use BSSP as overview of need and provision

Apply for Early Years SEN/ Top Up funding

Request an EHC needs assessment (settings contribution to needs assessment)



Version number:

Date the support plan was started:

Review date:

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Information, Advice and Support

SEND Support Plans are for children and young people with identified special educational needs or a disability. They are non-statutory plans and should be used for children and young people who are on SEN Support in their educational setting. These plans can be used to request a statutory needs assessment / as a schools contribution to the needs assessment process/ apply for top up funding where applicable.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is usually resources or support that is additional to and different from what practitioner / teachers and settings would be able to provide for the majority of pupils in the setting.

Find out more about special educational needs in education from:

Bristol's SEND Local Offer

Bristol's Local Offer - www.bristol.gov.uk/localoffer

A website full of information for parents, carers and young people with special educational needs and disabilities in Bristol, up to the age of 25. It has information on what services are available, events that are happening in the local area, where you can get support and advice and how you can feedback on the services you use.



Supportive Parents - www.supportiveparents.org.uk

"Supportive Parents provides the statutory SENDIAS Service in Bristol, North Somerset and South Gloucestershire. It provides free, impartial, confidential, information, advice and support to children, young people from 0-25 and their parents about any type of special educational need or disability. They offer information from the first concern right through the process of seeking statutory support to improve education experience. Supportive Parents are an independent charity and company limited by guarantee."








You may be eligible for certain benefits or grants if your child or young person has special educational needs. You can find out more from www.gov.uk/browse/benefits/disability.

All information is stored in accordance with Bristol local authority data protection policy

www.bristol.gov.uk/data-protection-foi/data-protection-policy

- CDC Outcomes Training for all teams [New CDC E-learning course: Holistic Outcomes in EHC Plans | Council For Disabled Children](#)
- The Outcomes Framework is now available on the Local Offer under the [Children and young people's outcomes framework - Bristol's SEND Local Offer - bristol.gov.uk](#) along with an [easy read booklet version](#) for families and young people.
- The Ordinarily available provision document is available here [Ordinarily Available Provision - Bristol's SEND Local Offer - bristol.gov.uk](#)

My contact details					
My first name is			My last name is		
	I was born on (Date of birth)			My number is (telephone number)	
	I live at (Home address & Postcode)			My Email address is (if applicable)	
				At home I speak (Home language)	

My parent(s) / carer(s) contact details	First	Second
Surname, Other name/s		
Relationship to child/young person		
Home address & Postcode (if different from above)		
Telephone/mobile number		
Email address		
Any communication needs (e.g. you speak another language)		

Important Information

My Primary need is		My secondary need is	
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The name of the place where I go to learn is (School or setting)	
My key adult's name is (Name of SENDCo/teacher/practitioner/mentor/tutor)	

NHS number		Social Care Status/ Ref (If applicable)	
UPN / ULN / EY ref number		Pupil premium	

The people who help me (agencies involved)

Name	Role	Contact detail (number / email address)	They work in:		Report attached:
			<input type="checkbox"/> Education <input type="checkbox"/> Health	<input type="checkbox"/> Social Care <input type="checkbox"/> Other	<i>Date of report</i>
			<input type="checkbox"/> Education <input type="checkbox"/> Health	<input type="checkbox"/> Social Care <input type="checkbox"/> Other	
			<input type="checkbox"/> Education <input type="checkbox"/> Health	<input type="checkbox"/> Social Care <input type="checkbox"/> Other	
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			<input type="checkbox"/> Education <input type="checkbox"/> Health	<input type="checkbox"/> Social Care <input type="checkbox"/> Other	
			<input type="checkbox"/> Education <input type="checkbox"/> Health	<input type="checkbox"/> Social Care <input type="checkbox"/> Other	

MY VIEWS, INTERESTS AND ASPIRATIONS (SECTION 1)

How I participated in the development of my plan

Summary of how views and aspirations were gathered and when (e.g. when gathered or written/adapted)

How my parents/ carers participated in the development of my plan

Summary of how views and aspirations were gathered and when (e.g. when gathered or written/adapted)

The story of me

*In child/ young person's words:
I was born with
I walked when I was....
I talked when I was....
I live with And have x sisters etc.
I also spend time with....
I have a diagnosis of xxxx which xxx*

Growing up – There are things we all need to learn as we grow older if want to have good health, be independent, feel part of my community and have a job or meaningful activity (these are known as the **Preparing for Adulthood Outcomes**).

<p>The things that help me to have good health are...</p> <p>I think I would have better health if...</p>
<p><i>Positive qualities, strengths, personal achievements and talents</i></p> <ul style="list-style-type: none"> • <i>Extra curricular</i> • <i>Domestic – eg, cooking, looking after siblings</i> • <i>Creative – dance, drama, art, other languages, music</i> • <i>Physical – any sport/specific activities</i> • <i>Games – board/computer</i> • <i>Social – making friends/supporting others</i>
<p>I feel part of my community when...</p> <p>I would feel more part of my community if...</p>
<p><i>I could play with friends in the park</i></p> <p><i>I could use my wheelchair independently on the pavements (people didn't park on the pavement)</i></p> <p><i>I would manage my behaviours and have conversations which are appropriate for social groups/ clubs</i></p> <p><i>I would remember my own personal details (full name, address, postcode, telephone number) and list three key people to contact in an emergency</i></p> <p><i>I would develop self-regulation strategies to reduce my anxiety and help me feel calm when coping with change.</i></p>

<p>Being independent in my life means I can...</p> <p>Things I would like to be able to do for myself are...</p>
<p><i>Dress and undress myself</i></p> <p><i>Learn to tie my own shoes</i></p> <p><i>Learn how to be safe during unstructured times</i></p> <p><i>Make safe choices</i></p> <p><i>Use the toilet</i></p> <p><i>Find my own coat/bag/shoes</i></p> <p><i>Go to the shop on my own</i></p> <p><i>Get the bus to and from college independently</i></p>
<p>In the future I want to be able to have a job doing / or be able to...</p> <p>I would like to learn to...</p>
<p><i>Short term aspirations and long-term aspirations including paid employment/ purposeful activity, independent living and community participation</i></p> <p><i>Go to college to study.....</i></p> <p><i>To become a</i></p> <p><i>To live on my own</i></p> <p><i>To develop my English and maths skills to be more independent</i></p> <p><i>To be able to do my own washing, cleaning and cook my own meals for supported or independent living</i></p>

<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>

What people like about me/ I am good at...	What I find hard....	
<p><i>Positive qualities and strengths, personal achievements and talents e.g. I have a strong sense of what I want to do; I like to be independent; I respond well to adult support.</i></p> <ul style="list-style-type: none"> • <i>Extra curricular</i> • <i>Domestic – eg, cooking, looking after siblings</i> • <i>Creative – dance, drama, art, other languages, music</i> • <i>Physical – any sport/specific activities</i> • <i>Games – board/computer</i> • <i>Social – making friends/supporting other</i> 	<p><i>Daily challenges</i> <i>least favourite activities/ lessons</i> <i>things to be avoided</i></p> <ul style="list-style-type: none"> • <i>Curriculum</i> • <i>Learning behaviours – sitting on a chair, following instruction, distraction of self or others</i> • <i>Sensory over/under stimulation – audio, tactile, visual</i> • <i>Transitions – between home & school, between classes, between playground & classroom</i> • <i>Personal needs – hygiene, personal space, bathroom needs, overheating, hunger and thirst</i> • <i>Language – understanding instruction, using language appropriate to the situation and audience, ability to make feelings known</i> <p><i>Safety – risk taking behaviours, safety of others in their presence, play and interaction with others</i></p>	
What is important to me/ my main interests.....	How best to support me.....	Strategies and resources
<p><i>Important routines, favourite activities/ lessons and things that are important</i> <i>preferred hobbies and leisure activities at the educational setting, at home and in the wider community</i></p>	<p><i>Let me sit at the front of the class so I can see my teachers face and hands</i> <i>Use a timer and visuals to let me know how long I have to do something</i> <i>Get my attention before speaking to me</i> <i>Give me time to process instructions and repeat if necessary</i> <i>Give me clear simple instructions</i> <i>Let me have time with an adult one to one so that I understand tasks and can learn at my own pace and sustain attention</i> <i>Break my learning into small chunks that I can achieve one at a time</i> <i>Use my personalised visual timetable and my now and next board/ choice box</i> <i>Let me wear my noise reducing headphones when I need them</i> <i>Using visual and practical resources to help me understand concepts</i> <i>Give me something appropriate to fiddle with and a sensory cushion to sit on</i> <i>Give me movement/ sensory breaks throughout the day</i> <i>Interventions ...</i></p>	
These people are important to me....		
<p><i>Important people in my life including family, pets, friendships, staff etc</i></p>		

How best to communicate with me...

Verbally/ non-verbally using Makaton/ British Sign Language/ Other Alternative or Augmentative Communication systems

First/ Second language

Single words/two word phrases

How to get my attention

A summary of how I communicate and engage in decision making eg I actively engage in by

Progress Made So Far

For school age CYP only

Quantitative Outcomes for Pupil									
Date/Age									
Area/Subject									
Attendance									
Progress Summary to date (using standardised measures)									
<p><i>XXX made +4 months in reading using assessment etc</i> <i>Other measurable data – Attendance has...</i> <i>This enabled XXX to access learning that was adapted to his level alongside his peer</i></p>									

Qualitative Outcomes for Pupil
Independence/confidence/attitude to learning
<p><i>XX needs constant support to stay focused on at activity be that academic work, playing alongside a peer or eating his lunch as he very easily gets distracted.</i> <i>He wants to learn and responds well to positive encouragement. He loves praise and showing his achievements to adults. He cannot complete a task without adult support</i></p>
Social skills / relationships
<p><i>XXX takes a while to form trusting relationships with adults and often his peers give him a wide berth as they are wary of his unpredictable behaviour.</i> <i>He is beginning to show willingness to be friends and play appropriately with others for short periods of time- this has to be closely monitored</i> <i>He is able to interact appropriately with his peers when in directed small groups</i></p>
Behaviour / ability to make well informed choices
<p><i>When XXX has 1:1 support his behaviour is more manageable as he is so keen to please and he likes the security of someone supporting him to make the right choices</i> <i>He is running out of the classroom less and able to make the right choice when given the option to eg "sit on the carpet or at your workstation"</i></p>
Other e.g. attendance, involvement of parents, participation in wider school activities (school council, clubs etc)
<p><i>Since XXX has been on medication his seizures seem to be better controlled and this has improved his attendance.</i> <i>Mum is fully engaged with the school and works well with outside agencies</i></p>

Timeline of provision/support (What has been done to date and agreed next steps)

Date	Details
	<i>Action to date: Meeting with parents Meeting with professionals, parents and SENCo Placed on SEN register Further assessment of need Additional intervention identified and put in place Staff training Referred to paediatrician/ EP....</i>

STRENGTHS, NEEDS, OUTCOMES AND PROVISION (SECTION 2)

Using graduated response – assess, plan, do, review

This part of the plan has information on:

- **Strengths** - What you're good at
- **Needs / assess** – What you need help with
- **Outcomes** – What you want to be able to achieve in the future
- **Provision / plan, do**– What support or resources you need to be able to achieve the outcomes you want.
- **Review**- Did you achieve it?

This plan should make sure all needs have been identified.

This section looks at strengths, needs, outcomes and provision to help you live your life:

Communication and Interaction – Support needed to help communicate effectively.

Cognition and Learning – Support needed to help with learning.

Social, Emotional and Mental Health – Support needed for wellbeing, to ensure positive interactions and to keep safe.

Sensory and/or Physical – Support needed to access learning.

Top Tips

When writing this section...

- ✓ Refer to views, aspirations and interests in section 1
- ✓ add Health or Social Care provision which supports education.
- ✓ Make sure the outcomes are SMART
 - **Specific**
 - **Measurable**
 - **Achievable**
 - **Realistic**
 - **Time limited**



My strengths, needs, outcomes and provision

My strengths are...

*Summarise strengths refer to professional reports if appropriate
Refer to attainment in relation to communication & interaction if these have been assessed/ measured
e.g. I can...
I am able to...*

My needs are...

Education or training that is in addition to, or different from that made generally for others of the same chronological age in settings

Speech and language needs

E.g. I communicates mainly through physical actions (pointing, gestures, nodding, flexing fingers and flapping arms)

I become visibly upset when I am unhappy, uncomfortable, tired, uncertain or anxious.

Listening and attention needs

I find it hard to concentrate for longer than 10 minutes and need brain breaks

Social communication needs

I find it hard to understand how other people are feeling and this makes me feel stressed

Cognitive functioning

I find it hard to do the same work as everyone else so I need.....

I have dyslexia so find reading and writing hard

Concentration and focus needs

I find it hard to concentrate for more than 10 minutes especially if I am in a bad mood/ tired. I can get very anxious and upset if I am asked to do something, which I don't want to do or is too difficult for me.

I find it hard to read the board unless.....

Social welfare needs

Emotional well-being needs

Mental health needs

E.g. I like familiar routines, as they give me reassurance about what is happening now and in the near future.

I find change difficult and this can lead to me feeling anxious and running around the school.

At times of change, I show obsessive and repetitive behaviours. This stops me from leaving home and participating in community activities

Sensory needs

I find busy, noisy places overwhelming

Physical needs – Gross motor

E.g. I have Cerebral Palsy which affects my right side. I can walk unaided with confidence, but I experiences difficulty when trying to move quickly. When in busy environments I can find it difficult to move round small places.

Physical needs – Fine motor

I find it hard to hold a pencil and need to type/ communicate by....

My long term outcomes	Area of need Communication and Interaction (C&I), Cognition and Learning (C&L), Social, Emotional, Mental Health (SEMH) Or Sensory and Physical (S/P)	My short term outcomes (towards long term outcomes)	Provision/ Support Strategy or intervention	Delivery and monitoring Who, when, frequency	What difference did it make/ what are the next steps.... Was the outcome achieved
<p><i>link to aspirations on</i></p> <p><i>I would like to go to college and study....</i></p> <p><i>I want to be able to....</i></p> <p><i>I would like to engage in activities with others</i></p> <p><i>To manage change and my anxieties so that I do not need to selfharm</i></p> <p><i>To be able to cope in a range of environments</i></p>	<p><i>Communication & Interaction</i></p>	<p><i>By next review</i></p> <p><i>To answer my name when the teacher calls the register (by ...)</i></p> <p><i>To point to an emotions card to show if I am happy or sad (by...)</i></p>	<p><i>Daily</i> programme delivered by across all areas of learning, (as recommended by my speech and language therapist) to help me use my listening and memory strategies.</p>	<p><i>Be specific</i></p> <ul style="list-style-type: none"> • Key Person/Early Years Support Worker • SENCo • Family members <p><i>Throughout the nursery session in different areas and a variety of activities.</i></p>	<p><i>to be completed on review)</i></p> <p><i>Was the outcome achieved:</i></p> <ul style="list-style-type: none"> • Yes. <i>I have been answering my name with a 'yes' for 4 weeks</i> <p><i>What difference did it make:</i></p> <ul style="list-style-type: none"> • <i>I am now able to indicate what I want from a choice of three symbol cards.</i> • <i>I am now able to participate in</i> by <p><i>Next step</i></p> <ul style="list-style-type: none"> • <i>I will be able to independently make a choice by accessing, selecting and exchanging a picture symbol with an adult</i>
	<p><i>Cognition and Learning</i></p>	<p><i>To read a level</i> book by the end of year 3</p>	<p><i>Daily use of Dyslexia-specific resources and strategies across all sessions to develop my word reading skills and short term auditory memory E.g. Nessy, Wordshark, tracking exercises etc.</i></p>	<p><i>E.g. dyslexia qualified/ trained staff</i></p> <ul style="list-style-type: none"> • Class teacher/ teacher • LSA/ TA/ Learning Mentor • SENDCo • Family members <p><i>Daily and....</i></p>	<p><i>Was the outcome achieved:</i></p> <ul style="list-style-type: none"> • Yes. <p><i>What difference did it make:</i></p> <p><i>I can now read level Books</i></p> <p><i>I feel more confident in....</i></p> <p><i>I can now focus my attention for 5 minutes.</i></p> <p><i>Next step</i></p> <p><i>I will be able.....</i></p>
	<p><i>Social, emotional, mental health</i></p>	<p><i>By next review . I will be able to take turns with a peer in activities during</i></p>	<p><i>Provide structured activity in a distraction free environment; reduction of distractions to gradually decrease</i></p>	<p><i>As above</i></p>	<p><i>Was the outcome achieved:</i></p> <ul style="list-style-type: none"> • Yes, <i>when a visual prompt is used alongside a verbal prompt.</i>

		<p>freeplay every session when verbally prompted by an adult using a supporting visual. To be able to get to school on time every day</p>	<ul style="list-style-type: none"> • Follow and build on interest in ...to motivate turn-taking. • Use visuals e.g. whiteboard to support understanding of turn-taking; use of visuals to gradually decrease. • Model expectation; • Affirm expectation verbally using reduced and repeated language. • Use a visual Anxiety Five Point Scale to develop self-regulation and emotional resilience skills and reduce and independently manage anxiety or stress at different points on the scale in different community contexts (as advised by....) • Mrs X to help me to clarify subtle signs of anxiety escalation (behaviour, physical indicators etc 		<p>What difference did it make:</p> <ul style="list-style-type: none"> • I am now able to take turns with two peers when verbally and visually prompted by an adult for up to 10 turns in a structured activity . • I am now able to tolerate my peers alongside me in other structured activities such as snacktime. • I have had only 6 lates in term 3 which has reduced from 23 in term 2 <p>Next step</p> <ul style="list-style-type: none"> • When verbally and visually prompted by an adult, I will be able to share resources with up to three peers at an open ended activity
	Sensory/ Physical	<p>To independently get to assembly 3 x a week.</p>	<p>Adjustment of the routine so that I can go into the classroom before my peers arrive.</p> <ul style="list-style-type: none"> • Adults to be alert to indicators that my anxiety is increasing and to reassure. • Small group activities in a quieter environment every session to reduce sensory overload. • Use visual checklist (progressing to a printed checklist) to ensure physical and sensory needs are addressed, prior to going to assembly. E.g. I have had a drink, I have used the bathroom, I have the resources I need. <p>Teacher/ LSA to initially assist me to check-off my list and work towards independent use</p>	<p>Be specific. E.g.</p> <ul style="list-style-type: none"> • Class teacher/ Form tutor/ teacher • LSA/ TA/ Learning Mentor • Physiotherapist • Family members 3 x a week 	<p>Was the outcome achieved:</p> <ul style="list-style-type: none"> • <p>What difference did it make:</p> <ul style="list-style-type: none"> • I have managed to attend assembly 3x week for 4 weeks and am using my checklist independently. <p>Next step</p> <ul style="list-style-type: none"> • Mediation of the sensory environment to reduce noise levels, reduce visual stimulation and to create calm area within the room

ADDITIONAL HEALTH INFORMATION (SECTION 3)

You should add information about health needs like on-going health care needs and personal care needs

I have developed a good sleeping pattern and I sleep for 7 hours without waking.

I can swallow my tablets without them being crushed up anymore.

I can use the toilet independently and am dry at night

Summarise all health needs gathered from all professional reports.

E.g. As well as Cerebral Palsy I have a visual field difficulty - homonymous hemianopia - which means that the left side of my vision is severely reduced. This affects my ability to navigate safely in unfamiliar or busy environments

E.g. Diabetes, Epilepsy, hearing loss that is moderate in both ears at mid to low frequencies and profound in both ears at high frequencies, Asthma etc.

Add in any relevant detail reported by the health professionals in relation to the health need identified. E.g. My Asthma is worse in winter I also am more vulnerable to chest infections at this time of year.

I attend appointments at the hospital every eight weeks whereis monitored by my consultant.

My care plan is shared with everyone who helps me.

ADDITIONAL CARE INFORMATION (SECTION 4)

You should include any social care information and links to other plans and/or personalised support plans.

I have settled well into my new foster placement and am getting on well with the family.

I am developing adult independence skills. I understand how to use public transport and am learning how to manage my money and maintain personal safety while using the bus.

Summarise all social care needs gathered from all professional reports – e.g. TAC, CIN, CP Plan, PEP (Inclusion of this information MUST be with the consent of the young person/family/ primary carer/ legal guardian)

e.g.:

• My behaviour at home means that there are times when my personal safety and that of my sibling can be at risk.

• I have extremely limited mobility. This means that I face significant challenges in joining in with social activities including family outings and holidays.

My home is adapted to give me a self-contained bedroom with walk in shower and has storage space for the equipment I use on a daily basis

Important dates and transitions	Date
The date I will change school/setting or change key stage For example Starting Nursery, Nursery to Primary school or year 9 to year 10, or year 11 onward	DD/MM/YYYY

School aged Individual Costed Provision Map

** For School age CYP only **

Number of pupils in class/ group:		Number of Support Staff/ TAs allocated to class/group:	
Place (CORE SCHOOL BASED) Ordinarily Available Provision - what is available for all- Quality First Teaching			Cost £4,000

Needs, outcomes and provision – provision in additional to and different from universal provision.

N.B. For children/ young people in receipt of enhanced pupil premium (CiC/ PLAC) please reference where provision is covered from that funding stream and exclude from costing.

Area of need	Provision/ support to meet needs	Cost & time
<i>SEMH: Refusing/anxiety around entering class/start of day</i>	<i>TA to meet parent in quiet space – links with home eg: share news, games, toys etc. Share feelings for start of day. Go through visual timetable.</i>	<i>5x 10 mins p/w = 0.85hrs x £x x 44.5 weeks = £x</i>
<i>SLCN: social communication</i>	<i>Termly S&L assessment and targets Small group Lego therapy 2 x 30mins facilitated by specialist S&L LSA (2 adults :3 children) Think sheets for teens and tweens- 1:1 with HLTA Termly advice by speech and language therapist</i>	<i>Additional S&L LSA : total 1 hr= £x a week x 44.45 weeks= divided by 3 children=£ No cost 1 hr a term by = £x hr x 6 hr year=£x</i>
Targeted and specialised provision Element 2 and 3 total cost		£
-£6,000: Element 3 requested		£

Agreement to this plan

We agree that....

- ✓ People listened to everyone's views and aspirations when writing this plan.
- ✓ We are happy with what is written in this plan and support identified.
- ✓ We are happy for this plan to be shared with other professionals.

My signature	Date Click here to enter a date.
My parent(s) / carer(s) signature	Date Click here to enter a date.

Professionals Agreement: We agree to support achieving the outcomes in this plan by delivering the provision we agreed and to help you review your progress when it is due. We agree that we will protect your information in line with GDPR and our organisations data protection policies.

Signed by SENDCo/ key working lead (on behalf of all the people who helped write this plan)	Date Click here to enter a date.
Head teacher/ setting lead signature	Date Click here to enter a date.