

# **SEND Support Plan**



**SEND Information, Advice & Support Service  
September 2015**

## An Introduction to 'One Planning'

The SEND Support Plan was created in response to feedback from parents/carers, SENCOS and services working with children and young people.

One Planning is based on the principle that:

A consistent approach should be used for all children and young people 0-25 who have SEND;

The child, young person and their parent/carer should be at the centre of all decisions that affect their life and their circumstances;

The child, young person and their parent/carer should only have to tell their story once; and

Information should be easily accessible to all the relevant professionals in their life.

One Planning is not simply a paper exercise. It is meant as an active process involving the child, young person and their parent/carer in all decisions relating to their SEND, right from the start.

The plan should be co-produced between the child/young person and their parent/carer, key people in their lives and relevant professionals.

It is not something that is 'done to', 'imposed', or 'consulted on'.

The plan should be facilitated by a key person trained in person centred approaches and the skill to adapt the language of the plan to be meaningful and relevant to the child or young person.

## Initiating the 'One Planning' Process

The Process of 'One Planning' is beneficial for all children and young people across the 0 to 25 age range identified with additional needs which impact on their education.

It is **highly recommended** that the SEND Support Plan is completed for all children and young people at Stage 1 of Central Bedfordshire's Graduated Approach to SEND; when an additional need over and above usual classroom differentiation has been identified

It is **expected** that all children and young people who are identified as being at Stage 2 of Central Bedfordshire's Graduated Approach to SEND would have a SEND Support Plan.

All requests for an EHC Needs Assessment **must** be accompanied by a SEND Support Plan with supporting evidence in order to be considered for an EHC Plan by the Local Authority.

The **SEND Support Plan** is designed to be completed electronically. It is best practice that the plan is created following a thorough structured conversation with the child or young person and their parent/carer.

The plan is based on hopes and aspirations, and outlines the support that will be best placed to achieve the best outcomes in the short and long term.

## What does the plan look like and include?

The plan is separated into the following sections:

- Personal Information
- All about Me
- My Agreed Outcomes
- Resources and Provision
- Arrangements for Review
- Contributors to the Plan
- Consent for Information Storage

## The Front Cover

The child or young person is invited to include an image if they wish to do so. This can be a photograph of themselves or an image of their choice such as the family pet. They may also like to include a short caption or sentence about why the photograph or image is important to them.

For children under 16 years of age, permission must be sought from the parent/carer before using a photograph.

## Personal Information

This is completed depending on the age of the child or young person. Some will be able to complete this independently. Others will need help or someone to complete it on their behalf.

## All About Me

This information is child centred and best if completed by or with the child or young person. It should include what is important and their hopes for the future.

These hopes can relate to any aspect of their life, not just educational. It is important to discuss and include how any provision or actions will make a difference.

## My Agreed Outcomes

The information should be appropriate to the age of the child or young person, and their age and stage of development and circumstances.

Long term outcomes should be based on what is meaningful and relevant in the context of the child or young person's life.

Short term outcomes should reflect the smaller steps needed to achieve the long term outcomes.

## Resources and Provision

There are a number of sources of funding including the school SEND Budget, Pupil Premium, and Personal Budgets (if applicable).

Quality first teaching and good differentiation are the first source of natural support available to the child or young person and should be expected in every case.

## Arrangements for Review

How often the SEND Support Plan is reviewed will depend upon the needs of the child or young person and the nature of the agreed outcomes. Sometimes outcomes take time to achieve.

The focus should be on best quality teaching and support, and the effectiveness of the support in place rather than amounts of time.

## Contributors to the Plan

The following people are included in this section of the SEND support plan:

Those who have agreed to work to the next steps and provide the support outlined in the plan.

Those who have contributed to the plan either via discussion or report.

Those who have been sent the plan at the request of the child, young person or the parent/carer.

## Consent for Information Storage and Information Sharing

This part outlines the level of information that the child/young person and the parent/carer are willing to be shared with others. It also provides information about how the information will be stored once the SEND Support Plan has been completed.

## Further Information

Central Bedfordshire's Graduated Approach to SEND refers to three documents that outline additional needs requiring SEND support in the four broad areas of need:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health Sensory and/or Physical

Each document outlines the minimum provision that should be in place in all educational settings to meet needs in these four areas.

These three documents are arranged in age groups as Early Years 5-16 Years 16-25 Years, and can be located at:  
**[www.centralbedfordshire.gov.uk/learning/local-offer](http://www.centralbedfordshire.gov.uk/learning/local-offer)**

CBC SEND PYPPS has made all reasonable efforts to ensure that the information contained in this leaflet is accurate and up to date at the time of publication. It does not constitute legal advice and CBC SEND PYPPS cannot accept any responsibility for any loss or damage suffered as a consequence of any reliance placed upon it.



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### Further Information

Central Bedfordshire Council SEND PYPPS Special Educational Needs & Disability Parent & Young Person Partnership Service

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