



IVY ROAD PRIMARY SCHOOL SEN SUPPORT PLAN

1 Introduction

This document sets out how the school /college plans with children, young people and their families to ensure that, at any time when their learning progress may be vulnerable, provision is tailored to the needs of the pupil and targets are developed with children, young people and their families to support learning progress. It describes a graduated response to providing support which will enable all pupils to succeed and have high aspirations.

2 Background

There are many reasons why learning progress may be vulnerable. National figures suggest that, at any one time, 20% of pupils may be experiencing difficulties with learning. For most pupils, difficulties with learning and achieving progress will be temporary and short term. Schools and Colleges regularly monitor progress and encourage pupils not only to identify and celebrate progress but also to recognise that at times their learning needs support and that this is a normal and positive stage which brings benefits to long term learning and achievement.

Pupils whose learning is vulnerable can be supported by an SEN Support Plan which will identify the areas of need and will identify the outcomes which need to be achieved, alongside the provision which will be required to meet those outcomes.

3 Key principles

Support Plans are not a statutory requirement. However these can ensure that:

- monitoring identifies learning needs
- discussion with pupil and families is timely and supportive
- plans are in place to ensure appropriate curriculum and learning access
- plans are developed with the pupil, family and other professionals where appropriate
- plans are written in 'plain English'
- plans are never a 'punitive' measure
- plans are not provision; they describe needs and the provision that is available to meet needs
- the outcomes to be achieved reflect the needs of the individual pupil
- Preparing for 'transition' points and the journey to adulthood.

4 Which pupils need a SEN Support Plan?

Learning is an individual process. Regular and careful monitoring of pupil progress is an essential tool in ensuring that the curriculum presented to pupils meets their needs and allows all pupils to progress at the level appropriate for them. This will vary from time to time and may be different in individual subject areas, reflecting the different and varied strengths of individual pupils

5 Person centred planning and reviews

All Plans and reviews will use a person-centred approach. Person-centred approaches are a practical way of ensuring that the principles that underpin the Code of Practice are upheld. A person-centred way of working puts children, young people and families at the centre and advocates that everyone has the right to exercise choice and control in directing their lives and support. This document provides guidance around how to use a more person-centred approach. This is a way of ensuring that the culture enshrined in the Children and Families Act is embedded in all our work.

5.1 What is a person-centred review?

A person-centred review represents a significant cultural shift for many of us. We often focus on the process and the service rather than the child and what matters to them and their family.

A person-centred review involves the child or young person but is facilitated by an adult within the school/college setting rather than service led. It is essential that the child/young person is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way for example each member of the review will be asked what they like and admire about the child or young person.

The person-centred way of working gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

5.2 Supporting the child or young person in preparing for the review

Supporting the child or young person to prepare is essential to ensure that the principles outlined in the SEND Code of Practice are upheld. It is important to consider what to share at the meeting and how the meeting should be organised.

To enable the child or young person to fully contribute, the following are examples of approaches that could be considered: drawings, photographs, symbols or objects, and a variety of media such as a scrapbook, diary, a slide show/power point, 'This is my life' poster, or something that they have made that they are proud of.

It needs to be remembered that some children/young people will be reluctant to contribute or take part in the review. In gathering the child/young person's views, the emphasis should be on how they feel about themselves, about school and their learning, as well as their aspirations for the future and what they need to do to achieve this.

The child/young person should be encouraged to think about where they would like the meeting to be held (it would be appropriate to give them a choice), and who they wish to invite, for example they may wish to invite a friend or additional members of their family. It would be appropriate to ask them if they would like to bring their favourite book, a game on their phone, or a piece of music which can be played at the start or during the review meeting.

If the child or young person has communication needs, it is important to provide alternative methods of communicating, for example Talking Mats, Makaton, BSL, PECS, communication profiles and/or symbols.

Appendix 1: Group Intervention Plan

Group Intervention Plan

Year /Tutor Group	
Pupils involved	
Reason the intervention is required	
Review date	
Intervention	
Delivered by	
Reason for choosing this particular intervention	

Intervention Review				
Pupil	Pre Plan	Post Plan	Progress	Further Action?

Intervention Evaluation	
Cost of intervention	
Progress made	
Pupil feedback	
Any suggested changes	

Completed by		Date	
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Appendix 2: Individual Support Plan

Pupil Support Plan

A Pupil Support Plan is for a pupil whose access to learning requires additional support and for whom the financial resources required to meet their educational needs can be met within the budgets available to school/colleges.

Child/young person			
Surname		[Child / young person's chosen picture or symbolic choice]	
Other names			
Address			
Date of birth			
Language at home			
Child/ young person's parent/s or person responsible			
Address if different		Relationship to pupil	
Telephone		Mobile	
Email			
Best time for contact		Best method of contact	
Any other important information e.g. medical, social, communication			
This is me			
What I want to do/be in the future			
Things I am good at		Things I find difficult	

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How I liked to be helped

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What is important to me now and in the future

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If this section has been completed by or with someone else please fill in the details below

Name		Relationship	
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What the family think is important now and in the future

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Strengths and difficulties

Summary:

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The outcomes we want to achieve

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Key people involved:

Name	Role	Name	Role

The person responsible for monitoring this provision

On a daily basis

Responsible for support and additional provision

The outcomes we want to see this year			
No.	What we want to achieve and what success will look like	What approaches will be used	What provision will be made available

Review	
When will this plan be reviewed	

I agree that copies of this document may be shared with education and training providers who can help me.

Signatures		
Party	Signature	Date
Child/Young person		
Parent/s		
School		