

SEND Support Plan

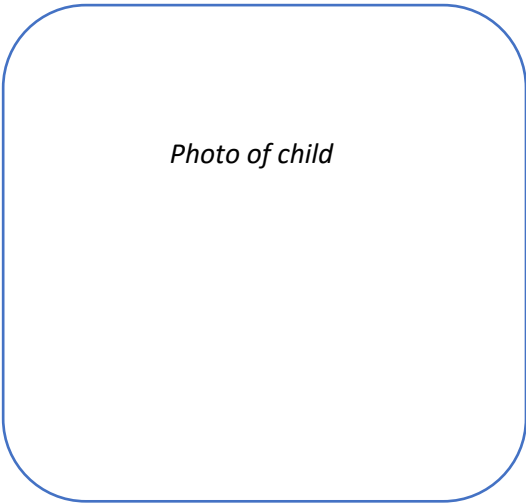


Photo of child



Name	
Date of Birth	
Early Years Provider	

SEND Code of Practice (DfE, 2015)
The defined areas of Special Educational Need

Area of Need	Main	Other	Definition
Communication and interaction:			Speech, language and communication needs (SLCN) including difficulty in saying what they want, understanding what is being said or social rules of communication Autism Spectrum Conditions and / or those with particular difficulties with social interaction. Significant difficulty with communication / language and imagination and relating to others.
Cognition and Learning:			Those who learn at a slower pace than their peers, even with appropriate differentiation. Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD) that require support in all areas of the curriculum and associated difficulties with mobility and communication. Profound and Multiple Learning Difficulties (PMLD) Severe and Complex Learning Difficulties and /or a Physical disability or Sensory Impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning including a range of conditions e.g. dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties:			Experienced social and emotional difficulties may have behaviours that manifest in many ways including becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
Sensory and / or physical needs:			A disability which prevents or hinders them from making use of the educational facilities generally provided including those with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI – a combination of difficulties with vision and hearing) which require specialist support and/or equipment to access their learning, or habilitation support. A physical disability (PD) that requires additional ongoing support and equipment to access all the opportunities available to their peers.

This plan was drawn together by

Name:	Role:
Name:	Role:
Name:	Role:
Name:	Role:
Name:	Role:
Name:	Role:
Name:	Role:
This plan was led by:	

Section 1a: General Details

Full Name			
Date of Birth		Year Group	
Home Address			
Gender		Ethnicity	
Home Language		Other languages	
NHS Number			
UPN / Capita number			
Parental Responsibility (Name)		Relationship to child	
Parent address and tel. number and email			
Parental Responsibility (Name)		Relationship to child	
Parent address and tel. number and email			
Siblings			
Child Looked After (CLA)	Y/N	CLA Lead Professional	
Child Protection Plan (CP)	Y/N	CP Lead Professional	
Early Intervention Single Assessment(EISA)	Y/N	EISA Lead Professional	
Current Calderdale Continuum of Needs	1 2 3 4 5	Other Lead Professional	
Previous Social Care involvement	Y/N	Date	
Attendance % this term		Attendance % last term	

Section 1b: (Child's name) Additional Needs and SEND

Additional needs / diagnosis					
First identified (SEN Support)					
Early Years Provider					
Hours attended	Monday	Tuesday	Wednesday	Thursday	Friday
Sessions attended	Term time / Stretched offer / Holiday Care				
Funding Source	Early Education Entitlement	Extended Entitlement (3/4yr olds only)	Early intervention Childcare	Parental / Carer funding	
Additional Funding					
Inclusion Funding for Educational support	<i>Amount per week</i>		Date started		
DCatch Funding for Childcare	<i>Amount per week</i>		Date started		
Disability Living Allowance	<i>Rate</i>		Date started		
Disability Access Fund (DAF)			Date started		
Any other funding					
Other areas of need					
Health / Medical					
Social Care					

Section 1c: Professionals supporting (child's name)

Role	Name	Contact Details (Address, Tel. no. Email)
SENCO		
Key Person		
GP		
Health Visitor		
SALT		
Family Support		

Section 2a: All About (child's name)

Wherever possible, the child should contribute directly to this 'picture'. Where it is not possible any information should be written in the third person to show it is the view of others. Photographs, drawings, videos etc. may be attached as a method of showing the voice of the child in such cases.

Please see the latest All About Me / One Page Plan attached at the back this SEND Support Plan.

What's important to (name)	
What's important for (name)	

Section 2b: (Child's name) History

This should be completed with the child/young person's family - it should give an overview of the family situation and other relevant background information

Key Events (Chronology of events)

Keep brief, descriptive and about the Child not about who did what and when unless relevant

Section 2c: (Child's Name) Achievements

Achievements over the last year, at home	
Achievements over the last year, at the Early Years Provider	

Section 2d: (Child's Name) Aspirations

Child's wishes for future	
Parents' Aspirations for the future	
Professional Aspirations for the future	

Section 3a: Assessment

Current Learning & Development Profile

(Summary of Progress: Early Years Outcomes using Derbyshire EYFS Tracker)

Current Age: months					
EYFS PRIME areas of development	Physical	Moving and Handling (Gross)		Moving and Handling (Fine)	Health and Self Care
		Baseline Date	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
		Mid-Point progress date	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
		Current Date	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
	Communication and Language	Understanding		Speaking	Listening and Attention
		Baseline Date	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
		Mid-Point progress date	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
		Current Date	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
	Personal Social and Emotional	Managing Feelings and Behaviour		Self Confidence and Self Awareness	Making Relationships
		Baseline Date	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
		Mid-Point progress date	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
		Current Date	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
	Other areas of learning		Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure
	Other areas of learning		Months Arriving/Developing/Secure	Months Arriving/Developing/Secure	Months Arriving/Developing/Secure

Section 3b: (Child's name) Strengths and Needs

(to be completed by Setting/Parent & moderated by Specialist where involved)

Health Development	
Vision	
Hearing	
Feeding	
Sleeping	
Toileting	
Characteristics of Effective Learning	
Strengths	
Special Educational Need	
Next Steps	
Physical Development	
Strengths	
Special Educational Need	
Next Steps	
Communication and Language Development	
Strengths	
Special Educational Need	
Next Steps	
Personal Social and Emotional Development	
Strengths	
Special Educational Need	
Next Steps	
Other Areas of Learning and Development e.g. Literacy, Numeracy etc.	
Strengths	
Special Educational Needs	
Next Steps	

Section 3c: How (child's name) needs are met

Please see the latest provision map with the child's Individual Learning and Development plans (ILDp) at the back this SEND Support Plan	
Current ILDP Number and review date	
Date and number of previous ILDP	
Date and number of previous ILDP	
Other support in place	
Service / Support provider	Details of input
<i>e.g. PEYST</i>	<i>Weekly home visits Jt visit with SALT</i>
<i>e.g. SALT</i>	<i>Episode of care Jan – March 2018</i>

Section 4: (Child Name's) Outcomes Plan

Targets should be Clear, Specific and Measurable and work towards aspirations over the next year Progress towards these targets will be planned, delivered and monitored through Individual Learning & Development Plans (ILDLP)			
Outcome	Who will	Do what	By When

Section 5: Consent

This plan belongs to the parents and all those contributing to it take shared responsibility for the delivery of all aspects of the individual needs and support identified.

Early Education Funding and Inclusion funding (DCatch) come with provider agreements which layout the responsibility of the Early Years Provider for meeting the individual needs of all children including those with SEND.

Accountability for SEND provision sits within the Children and Families Act (2014), SEND Code of Practice (2015) Equality Act 2010 which all serve to ensure that individual needs are adequately met

Calderdale Council is registered with the information Commissioners Office (ICO) under the provisions of the Data Protection Act 1998. The Council takes its responsibilities under the Act very seriously.

The information provided by you is collected for the purposes of providing you with a SEND Support Plan as you have requested. We need to collect this information in order to provide a plan which details the co-ordinated approach to meeting your child's individual needs. This information may be shared with other Services and Agencies in line with our Information Sharing Agreement which you have previously signed. Completion of this form/sharing your information with us constitutes explicit consent from you for us to process your data for the purpose of this plan. You may withdraw this consent at any time by writing to the Early Years Service Manager.

In addition you have the right to see what information is held about you, to have inaccurate information corrected, to have information removed from our system unless we are required by law or a statutory purpose to keep it and the right to complain to the Data Protection Officer if you feel that your data has not been handled in accordance with the law. The Council's Data Protection Officer can be contacted at information_management@calderdale.gov.uk

The information provided in this plan will be kept for 35 years from the Child's date of birth, in line with our data retention policy for children with SEND. At this point your data will automatically be removed by us or it maybe removed sooner at your request.

	Signature	Date
Parent/Carer		
Parent/Carer		
SENCo/Manager/Head		
Lead for this Plan		

Section 6: Supporting Documents

Name of document	Provided by	Date
<i>e.g. ILDP 1 17.7.17</i>	<i>EY provider</i>	<i>17.7.17</i>
<i>e.g. SALT Report</i>	<i>SALT</i>	<i>17.7.17</i>
<i>e.g. EISA TAC minutes</i>	<i>Family support worker</i>	<i>17.5.16</i>
<i>e.g Assessment Tracking</i>	<i>Nursery/School</i>	<i>17.5.16</i>