BARNET EYSEND

A GUIDE TO

WRITING A SEN SUPPORT PLAN

and

RUNNING SEN SUPPORT PLAN REVIEW MEETINGS

In Early Years Settings



Barnet Early Years SEND Advisory Team is committed to supporting early year's settings to move to more inclusive environments for children with a variety of special educational needs and disabilities. Please contact your SEND Advisor for further information. This Document has been produced by Barnet Early Years SEND Advisory Team

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Complete the SSP form using the Assess * Plan * Do * Review cycle ..... **Error! Bookmark not defined.**

ASSESS – where are we now? ..... **Error! Bookmark not defined.**

PLAN – short term outcomes and targets. .... **Error! Bookmark not defined.**

Unclear ..... **Error! Bookmark not defined.**

Clear/SMART ..... **Error! Bookmark not defined.**

DO – how adults can support using strategies which are linked to planning. ..... **Error! Bookmark not defined.**

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Introduction to SEN Support Plans, assess-plan-do-review cycle

What is an SEN Support Plan (SSP)?

It is a programme of work that sets specific learning outcomes for a child, taking into account their strengths and areas of need and using the 'Assess, Plan, Do, Review' approach. The plan also states the resources and strategies that will be needed to help the child achieve these outcomes.

Why do you need SEN Support Plans?

The Special Educational Needs (SEN) Code of Practice states that the SEN Support Plan should only include what is additional to or different from the differentiated/adapted curriculum (in other words what is different from or additional to what is offered in your normal planning). The SEN Support Plan helps everyone working with the child to focus on their needs and ways of meeting them. This should then be incorporated into the planning.

Who needs to have access to the SSP?

The child's parents and everyone who is working with the child should have a copy of the SSP. SEND Advisors, Speech and Language Therapists and other involved professionals may need to see the plan when they visit the child or are asked to give advice.

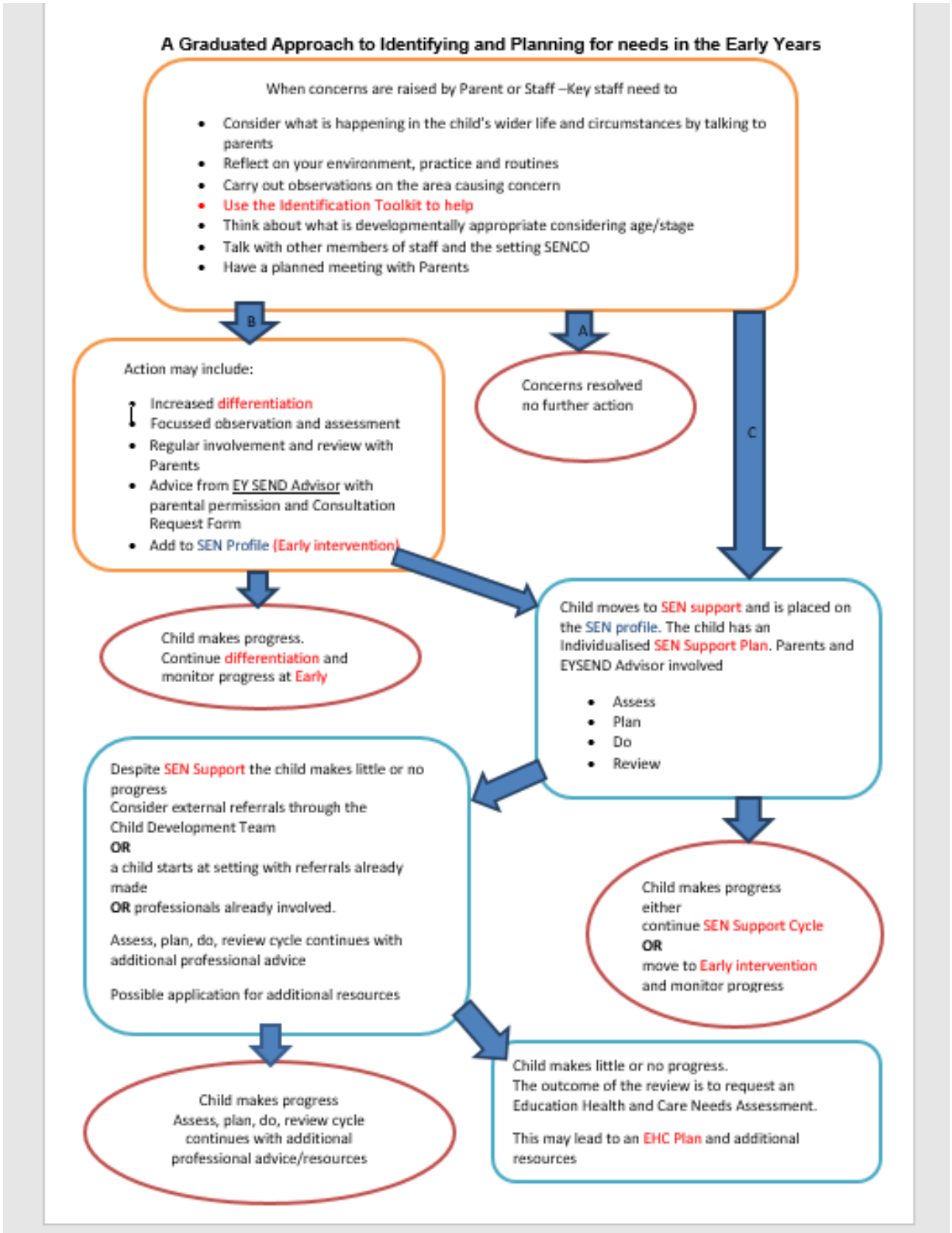


Who needs to be involved in planning the SSPs?

All staff who working with the child, involved professionals, the child and the parents should be involved.

How long does an SSP last for?

The SEN Code of Practice states that SSPs should be reviewed "ideally three times a year or more frequently, but at least twice a year." In the early years, it is generally recommended that termly reviews take place.


A Graduated Approach to Identifying and Planning for needs in the Early Years
When concerns are raised by Parent or Staff –Key staff need to
Consider what is happening in the child's wider life and circumstances by talking to parents
Reflect on your environment, practice and routines
Carry out observations on the area causing concern
Use the Identification Toolkit to help
Think about what is developmentally appropriate considering age/stage
Talk with other members of staff and the setting SENCO
Have a planned meeting with Parents
B
A
C
Action may include:
Increased differentiation
Focussed observation and assessment
Regular involvement and review with Parents
Advice from EY SEND Advisor with parental permission and Consultation Request Form
Add to SEN Profile (Early intervention)
Concerns resolved no further action
Child makes progress. Continue differentiation and monitor progress at Early
Child moves to SEN support and is placed on the SEN profile. The child has an Individualised SEN Support Plan. Parents and EYSEND Advisor involved
Assess
Plan
Do
Review
Despite SEN Support the child makes little or no progress
Consider external referrals through the Child Development Team
OR
a child starts at setting with referrals already made
OR professionals already involved.
Assess, plan, do, review cycle continues with additional professional advice
Possible application for additional resources
Child makes progress either continue SEN Support Cycle
OR
move to Early intervention and monitor progress
Child makes progress Assess, plan, do, review cycle continues with additional professional advice/resources
Child makes little or no progress. The outcome of the review is to request an Education Health and Care Needs Assessment.
This may lead to an EHC Plan and additional resources

Checklist before writing an SEN Support Plan

☐	1. Have you differentiated/adapted your planning to suit the needs of the child? Don't assume that slower progress always means that a child has special educational needs – children develop at different rates.
☐	2. Look at factors within the setting (new room, staff changes, new routines etc.) and in the child's own circumstances (new baby, moved house, family upset etc.) which may be affecting progress. You may want to explore some of these areas with your staff team and parents (see 6 below).
☐	3. Start to identify areas of concern. Use existing record keeping and the Barnet Early Years Identification Toolkit, looking for areas of strength and need in specific areas of planning and learning (e.g. communication and language needs, physical needs, emotional and social needs, learning and cognition).
☐	4. Gather evidence through focussed observations (e.g. communication and language needs, physical needs, emotional and social needs, learning and cognition)
☐	5. Discuss your findings – with staff team. Evidence of concerns gathered through observations may be referred to.
☐	6. Discuss your findings - with parents/carers. Information shared with parents/carers should be dealt with sensitively. You need to think carefully about how to do this Parental permission will need to be sought in order to discuss findings further with your SEND Advisor (Consultation Request completed)
☐	7. Talk to your SEND Advisor - is it now appropriate to consider writing a SSP? Follow the 'Guidelines for Identifying and Planning for needs in the Early Years'



Think about the following before you begin:

- In which areas of development does the child need additional support?
- Which area is of greatest concern?
- What are they good at already, what are their strengths?
- What does the child like to do, what motivates them?
- What would parents or other professionals like to be included in a SSP?
- Do you need any particular resources e.g. books, toys?
- Do any other changes need to be made e.g. to routines, allocation of staff etc.
- Who is going to oversee / monitor that these things happen?



- How can the outcomes/targets be included into the planning?
- How will information be disseminated to all adults who come into contact with the child?
- How will parents remain involved? When is the best time for them to come to an SSP meeting?

What to Do for an SSP / SSP Review Meeting

1. PREPARATION FOR THE MEETING

Inviting/informing participants:

Contact the parents/carers to agree and confirm the date for the meeting and ensure that they can attend. N.B. You should already have spoken with them before this time about their child's needs, the SSP meeting SHOULD NOT be their first meeting with you. You may also want to let them know a little about what the meeting will be like and why you have called it.

Inform all setting staff who are working with the child of the date of the meeting and arrange cover.

Send out invitations to any professionals involved with the child (Appendix A). Attach the 'Information Request' proforma (Appendix B) so that they can contribute to the SSP, even if they can't attend the meeting. It is helpful to have a list of names and contact details for those involved with each child to speed up this process. (Appendix C)

Admin

- Collect all the information you need about the child for the meeting. This may include up to date reports, outcomes/targets from professionals, significant observations (especially looking at SSP outcomes/targets), key worker's / support staff's comments (if they will not be present).
    - Mark a date in your diary three/four weeks before the next meeting is due to take place to remind you to :
    - Remind parents/carers about the date.
    - Make sure you have staff to cover for you and the key worker / support staff to attend the meeting.
- Decide on a suitable place to hold the meeting and book if necessary.
- Make sure you have a blank review and SSP sheet (which you can partly fill in prior to the meeting).

2. AT THE MEETING

You will need to 'chair' the meeting or oversee how it runs. This means that you need to:

- Ensure the meeting starts and finishes on time. (As a guide, 30-45 minutes should be enough time!)

- Make it clear that the specific purpose of the meeting is to review and/ or write the SSP. Remember everybody's time is precious. If other issues need to be discussed either plan for some time at the end of the meeting or arrange another appointment.



- Follow the forms! (See following guidance on using the SSP and SSP review form). As far as possible, record what is said directly onto the Proformas - it is time efficient and saves work afterwards (the key worker can make additional notes if necessary).

- Don't forget to celebrate effort, achievement and the hard work of parents/carers, staff and children! This is a good way to start. Also remember that strengths can be used in the target setting.

- Remember to always finish on a positive.

Writing the SSP

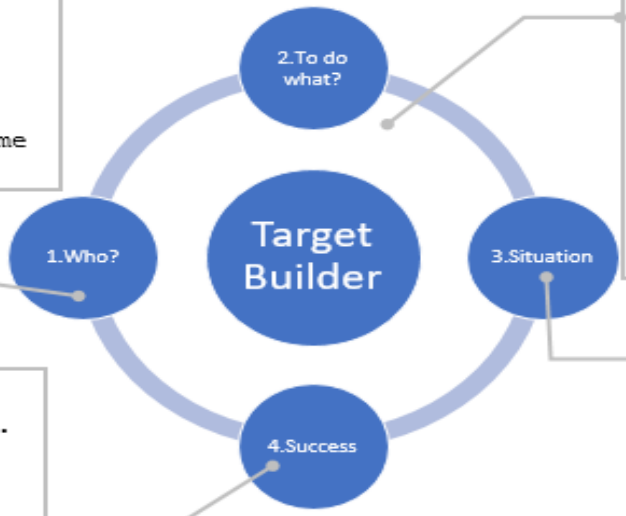
- Use the target builder to help you write SMART targets.

- Remember to set a review date (normally done termly).

Target Builder

Writing Clear Targets: Who, What, Situation, Success

Targets are the smaller steps to achieving the longer-term outcomes for the child



1: Who?

- State who the target is for, i.e. for the **child** to achieve e.g. "Jamie to use…" (**NOT** "adults will encourage…").
- Beginning with the child's name ensures that this is clear.

2: To Do What?

- What the child will achieve e.g. Jamie will
- What the **observable achievement** is, i.e. an action e.g. "look at, point to, name", (**NOT** "understand, listen, learn".)
- Stating things that you can **see** or **hear** the child doing will help make this clear.

3: Situations

- Under what **situations** can the child realistically be expected to achieve the target? E.g. "with verbal request, in a small group, 1:1, with adult or visual support, independently".

4: Success

- To what degree of success? E.g. "4/5 tries, 90% of occasions, consistently".
- How often? E.g. 4-5 times a day, 3 times

Examples

Making Choices

- Jamie will make a choice from 2 objects by pointing towards the object when working in a 1:1 situation with his key worker 4 out of 5 times

Following a Nursery Routine

- Jamie will put his coat on his peg independently 3 out of 5 times per week

Understanding Finish

- Jamie will tolerate the train activity finishing independently when in a group situation 4 out of 5 times across the day
- Jamie will tolerate a motivating activity finishing with adult support 4 out of 5

Turn Taking

- Jamie will come to the snack table and wait his turn with visual support 100% of the time

3. AFTER THE MEETING:

- A copy of the SSP should be given / sent to all those concerned whether they were involved with / present at the writing of the SSP (see 'adults involved' section of the SSP form). This includes people who were unable to attend (see 'copy to' section of SSP form). It is very important to do this as soon as possible after the meeting (within a week is a good time span to aim for.)

- N.B. The review date can be highlighted on the SSP. It may be necessary to contact professionals who were unable to attend to ensure that they can come or send on information to the next one.

- The SSP is now a working document which should be included in all the planning activities of the staff. It should be kept where staff can refer to it and annotate it if necessary. Additional copies can be kept in the child's file. It should not be left open for anyone to see.

- Remember the tips from the beginning of this guidance as you start the whole process again.

Appendix A

INVITATION/EMAIL TO A SEN SUPPORT PLAN/REVIEW MEETING

To:

From:

Date:

Dear

We / I would like to invite you to the SEN Support Plan/review meeting for

(Name of child)

D.O.B.

To be held on: (date)

At: (time)

Venue :

At this meeting we will be discussing progress and next steps.

As a professional involved with this child your input is of great value.

If you are unable to attend in person we would very much appreciate you completing the attached pro-forma. In this way your views and suggestions can be fed into the meeting and the subsequent SSP.

Thank you for taking the time to complete this.

Yours sincerely,

Appendix B

INFORMATION REQUEST – SEN Support Plan/REVIEW

Child's Name:	
Child's D.O.B:	
Child's home address:	
Date of SSP meeting:	
Name of person completing this form:	
Position/job title:	
I WILL /WILL NOT be attending	

Suggested outcomes/strategies. Please suggest one priority target

Suggested outcomes/target:	Suggested strategies/ideas/resources to meet target

Appendix C

Professional Contact Information Sheet

Child's Name:	
Child's D.O.B:	
Child's home address:	
Telephone:	
Parent/s/Carer/s name/s	

Professionals involved	Contact details	Days available