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**School’s SEN Support Plan**

Sally Stewart

20.03.12



**SEN support plan**

**Date of initial plan: 15th November 2020**

This document is designed to be a support plan for an individual child. It can be built on as the child moves

through the academic year, with a new document being built for each new academic year. Specialist

teachers can have input directly into the document with other services providing input as their report

system allows. The document remains a school document, with school using it as an opportunity to record

the plan for individual children. It will be used to begin initial conversations with Specialist teachers with

any CREHCP and funding requests being based on the use of this form. Part of the initial conversations with

parents will confirm that they are happy for the information to be shared with all relevant parties, with

them signing below to agree consent for the SEND team’s involvement, if required.

**This template has been produced by Milton Keynes Council Inclusion Specialist Teaching Team, ownership of the document remains with parents/carers and the child/ young persons school.**

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**School’s SEN Support Plan**

Child’s views – please include your school document here that shows the child’s views. This can be the ‘One page profile’ that you use in school.

**One Page Profile – Sally**

**What do I want you to know about me?**

I am funny

I love dogs and animals

I live with my Mum.

I like stories and books

I am a Brownie

I am good at running and singing

I want to work in a zoo when I am older.

I have lots of friends.

**Things I find difficult**

I worry a lot

I sometimes don’t want to go to school or leave my mummy.

I hate it when I lose a game, I always want to win.

I like to know what is happening in school

**How to help me**

My timetable with pictures tells me what is happening and when – I like to know what is going to happen.

Let me say a proper goodbye to Mummy and give her an extra hug and kiss; I like to carry my Mummy cushion.

Don’t shout or get angry with me – that really worries me.

Help me play games at playtime.

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**School’s SEN Support Plan**

Parent/carer views - ‘Tell Your Story Once’

 This document should be completed by setting staff and parents, as part of a conversation. It can

be shared across professionals to enable them to input into the child’s support. It can only be shared with parental permission

**Chronology of important/significant events in your child’s life**

|  |  |
| --- | --- |
| **Date** | **Event** |
| 20.03.13 | Born at MK Hospital at 32 weeks. Normal pregnancy. |
| 20.05.15 | 2 year check – concerns over speech and interaction. Not saying many words. |
| 25.07.15 | Hearing and sight check – all clear |
| 13.09.17 | Domestic Violence incident in the home, witness by SS. Police involved |
| 20.09.17 | Parents separated |
| 1.10.17 | Started at London school. |
| 25.11.17 | Sibling born |
| 12.01 18 | Mum, sibling and SS move in with grandparents. Weekly contact with Dad. |
| 23.02.19 | Grandmother admitted to hospital |
| 13.05.19 | Grandmother died at home. SS’s Mum had to do CPR, ambulance called. SS was present |
| 30.06.19 | Mum struggling with caring for children and her Dad – CFP support involved |
| 23.09.19 | Referral to SALT through school – concerned about speech and interaction. |

**Family Details**

Mum – Sophie (lives with)

Dad – Mike (weekly contact)

Granddad – Bob (live together. Grandad needs care from Sophie).

Sibling – Tom (brother 3 years old)

English speaking

SS witnessed domestic violence and grandmother becoming seriously ill and mother doing

CPR.

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**School’s SEN Support Plan**

**Health**

No medications

Generally well and healthy

She wears glasses

Immunisations up to date

Met physical milestones but was late with speech and communication milestones.

**Child’s education history**

|  |  |  |
| --- | --- | --- |
| **School or setting name** | **Date (From/To)** | **Additional support?** |
| Cloud 9 Nursery | 4.09.15 - 17.07.17 | SALT drop in |
| London School | 1.10.17 to present |
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**Previous professional involvement**

*Has your child had previous involvement from an EP or other health/educational professional e.g. Speech and Language Therapist, Specialist Teacher (including Teacher of the Deaf, Qualified Teacher for Vision Impairment, Teacher for Multi-Sensory Impairment), Paediatrician, Occupational Therapist, Physiotherapist, Social Worker, CFP, CAMHS, other organisations etc.? What was the outcome/impact of involvement? Is anyone currently involved?*

SALT – targets set. Nursery and school working with. Due to COVID no update or

involvement from SALT

since March 2020.

CFP – support for Mum, managing with caring for Grandad and two young children.

**Any other relevant information – please state below**

|  |
| --- |
| Sally struggles to sleep – she goes to sleep ok but wakes up through the night and struggles to go back to sleep.Grandad can get frustrated with Sally and lose his temper, raising his voice. He does help to care for Sally and she enjoys spending time with him.Sally sees her Dad weekly – sometimes Dad cancels at short notice. Dad lives on his own and has different parenting styles to Mum – Sally gets spoilt with material things and is allowed to do what she wants. |

**Signed by parent/carer: Date:**

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**School’s SEN Support Plan**

**Name of person completing form: Date:**

**Name of editor: Date:**

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**School’s SEN Support Plan**

**Summary of Needs**

**Background and summary of Sally’s Special Educational, Health and Social Care needs**

Sally is currently 7 years old and in Year 2.

Speech and Language difficulties identified – Sally struggles with expressive language, understanding and interaction. SALT involved and outcomes set.

Referral made to school nurse – concerns over Social Communication Needs (scored highly on FACT+ - social communication, interaction difficulties and anxiety, along with showing lack of flexibility of thought). Sally has been identified as having special needs since she joined our school in Foundation Stage – she really struggled to settle, follow routines and engage in teacher led activities. She has had support and interventions throughout her time in school but is not making the expected progress and is now working below her peers (roughly 2 years below in English and Maths).

Her challenges around social communication and anxiety are becoming more evident as she gets older – she notices that she is different to others and struggles with playtimes and social times.

Mum had CFP support after her Mum died. Mum actively engages with school and is worried about Sally. Sally’s attendance is currently 92%. She did not attend school during COVID lockdown (March – July 2020). Mum struggled to engage Sally in home learning as she sees school work as things to be done at school and should not be done at home.

Sally wears glasses; hearing checks were ok.

It may not be appropriate or relevant to set an outcome for each area, however it prompts a review of each area and the opportunity to acknowledge relevant information. A detailed timetable may be attached to show provision.

Please remember that as a school you are responsible for **the first 12.85 hours or £6,000** for each child’s additional needs. This level of support should be shown below through the help needed and also within the attached timetable.

Please detail the reasonable adjustments to enable access, FACT cycles, Ordinarily Available Provision (QFT) implemented, targeted work programmes implemented and their outcomes.

Any funding decisions will be recorded here to show amount, dates of award and what it is to be used for. This would include any funding for equipment or training. School remains responsible for the checking that any money has been received and for the purchasing of equipment.

**Funding decisions**

{school’s logo and name can be inserted here}

**School’s SEN Support Plan**

**Communication and Interaction (EYFS: Communication and Language)**

**What can I do well and what have I achieved so far?** *Consider the reasons behind this and plan to build on it?*

* Sally has a number of friends who she plays with inside and outside of school.
* Sally follows whole class routines (tidy up time, reading time, wash hands etc)
* Sally follows social cues in familiar situations (lining up, sitting on carpet etc).
* Sally communicates verbally and makes her needs and wants understood (I want, Can I go to toilet etc).
* Sally is developing a wider vocabulary
* Sally enjoys and actively participates in group story and singing time.
* Sally will happily talk about her interests (dogs, cats, dolls etc.) with peers and adults.
* Sally can understand and follow two step instructions (‘coat on’, ‘drink milk’)
* With support, Sally will play games involving taking turns.
* Sally initiates play with children she knows well.
* Sally understands when she and others are happy and sad.
* Sally is able to show preferences around her choice of activities and play.
* Sally plays imaginatively with toy animals and dolls – she really enjoys small world activities.
* Sally has a sense of humour and enjoys simple jokes.

**What do I find difficult?** *Consider the reasons behind this and plan to overcome it.*

* Sally gets distressed separating from Mum and when coming into school (she clings to mum, cries, **verbalises that she doesn’t want to go to school).**
* **Sally needs to be in control of situations (she gets upset when told to do things and doesn’t like other** children taking the lead in play and activities).
* Sally struggles with change and unknown activities in schools **–** she gets upset, shouts and screams.
* **Sally doesn’t always respond to her name –** she appears to ignore the adult.
* Sally struggles to transition between activities and lessons **– she doesn’t s**top when asked and get distressed (she can rip things up, throws things and refuse to do the next activity/lesson)
* Sally struggles to have a two way conversation useless it is something she wants to talk about **–** she struggles to engage and listen to a partner and tries to control the conversation by talking about her interests.
* Sally has a black and white mind-set **–** she has very little flexibility of thought and struggles to apply **knowledge and understanding from one situation to another (she say ‘no, that’s not right’, It should be like this’, You have to do it this way’ etc.**

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**School’s SEN Support Plan**

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| * Sally gets highly anxious about getting things wrong, failing or losing a game **–** she get very upset, will hide under her desk and run out of the classroom.
* Sally struggles to regulate her emotions when she is confused, frustrated, scared, anxious or angry **–** she will hide, run and hit out.
* Sally has poor organisation skills **–** she regularly loses her coat and lunchbox and shows no awareness of where they may be (likely to be in cloakroom). She also forgets to take her reading book and book bag home.
* **Sally’s behaviour changes when she is anxious – she doesn’t follow the ru**les and routines. She will shout and scream and run away or hide.
* Sally needs ample time to process information and instructions.
 |

**What help do I need to support my communication and interaction skills?** *(including provision, strategies and resources. Please refer to the supporting document detailing environmental, quality 1st teaching, targeted and personalised provision to support)*

**Quality First Teaching**

* Name is used before an instruction
* Resources clearly labelled and organised with pictures
* Own seat/space (including on carpet and during lines)
* Classroom rules and expectations taught and clearly displayed
* Reward System
* Zones of Regulation intervention run throughout the school and part of class daily routine.
* Peer support through buddy system (Y5/6 children)
* Structured play and lunchtimes with resources
* Use of songs and music in routines and instructions
* Consistent and clear classroom and school routines
* Processing time given
* Visuals used in all lessons
* Practical activities in lessons
* Visuals used to support instructions (listen, carpet time, finished etc.)
* Talk time to engage in special interests.
* Transition into school plan **– time on ‘dog’ game on iPad for 10 mins every day**
* Now and next language used

**Targeted Provision**

* Personalised visual timetable with visuals for omissions and changes.

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**School’s SEN Support Plan**

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| * Safe space within the classroom
* Special cushion in classroom
* Special interests used as motivators and in learning.
* Social Communication Intervention (Socially seeking) 30 mins 3x a week with trained TA)
* Social stories used to prepare for change or events.
* Comic strip conversations used when something has happened with a peer.
* 15 min daily sensory circuit with a group of children
* **Personalised Provision**
* Work station within classroom (also acts as safe space)
 |

**Short term outcomes for Communication and Interaction**

Outcome: With support, Sally will use a visual to successfully transition from the sensory circuit activity each day into her phonics lesson 80% of the time .(no crying, running away or upset)

Set by: Senco, class teacher and Specialist teacher Allie Tranter

Date set: 12.11.20

Help needed:

* Adult will prepare and remind Sally before and during the session what will be happening at the end of the sensory circuit session.
* Now and Next board visual with pictures to remind Sally what is expected and what will be happening next.
* With adult support and a visual Sally will choose a sensory toy from a box to use as she travels from sensory circuit room to RWIinc room.
* Sally can use the sensory toy as the group settles.
* The first phonics activity will be a sensory one (sand, playdough or gel pad)
* Sally will receive a special sticker if she transitions successfully and a bead will be put in the class reward jar. Review: 4 weeks’ time

Date of Review: 4 weeks

***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.***

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**School’s SEN Support Plan**

**Short term outcomes for Communication and Interaction**

Outcome: With support, Sally will be able to recognise situations from a group of pictures where she may feel worried or anxious, 80 % of the time

Set by: Senco, class teacher and Specialist teacher Allie Tranter

Date set: 12.11.20

Help needed:

* Daily intervention with 3 other children 15 minutes.
* Using the Zones of regulation intervention book teach Sally what feeling worried or anxious may feel like (what her body may do – shake, breath heavily, funny feeling in tummy, thoughts). Draw this on a picture to create a visual to use.
* Visuals to show when Sally is known to get worried and anxious – discuss why these things worry her and what would help.
* Zones of Regulation visual to show strategies Sally could use when she is feeling worried, could also discuss what behaviours are not ok.
* Create images showing where Sally feels happy and sad (known emotions) and begin to add in ones where she feels worried and anxious.
* Staff and parents to know and have Z of R visual to support Sally when she is anxious.
* Staff to prepare and have proactive strategies for known times/activities when Sally gets anxious.

Date of Review: 4 weeks

***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.***

**What can I do well and what have I achieved?** *Consider the reasons behind this and plan to build on it?*

* Sally can recite numbers to 20 in sequence and accurately count up to 15 objects.
* Sally can say what would be 1 more than and 1 fewer than amounts up to 20
* Sally can name the following 2d shapes: square, circle, triangle, rectangle and octagon
* Sally can compare objects by size and length use the vocabulary bigger, smaller, longer, shorter)
* Sally can recognise and name black and white and the colours red, blue, green, yellow, orange, brown and purple.

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**School’s SEN Support Plan**

* Sally knows the grapheme-phoneme correspondences of set 1 of RWInc phonics – she can see and say them, hear and write them
* Sally can independently write her first and surname.
* With support, Sally is beginning to read CVC words consisting of known grapheme-phoneme corrspondences
* Sally can name at least 20 animals (and categorise them as pets, farms and zoo)
* Sally is reading Pink level RWInc books.
* Sally is able to learn songs off by heart.
* Sally enjoys creative lessons – arts and crafts.

Sally has a superb memory for dog breeds – she can name 20 dog breeds from photos.

|  |
| --- |
| **What do I find difficult?** *Consider the reasons behind this and plan to overcome it.** Sally struggles to write a noun-verb-article**–**noun sentence without support.
* Sally struggles to complete her differentiated work independently.
* Sally struggles to access the year 2 curriculum due to her difficulties with reading and writing **–** (she needs an adult to support her with reading and recording)
* Sally worries about getting her work and tasks correct **– this will often mean she won’t try.**
* Sally did not achieve the Early learning goals and did not pass her phonics screening in Year 1.
* Sally struggles to blend and segment phonemes
* When working within her counting range (0-15) Sally cannot solve addition or subtraction problems without concrete resources and support.
* Sally has very little place value knowledge and is struggling to recite and count beyond 20.
* Sally struggles to retain skills and information from one day to the next and so struggles to make connections from prior to new teaching, even in subjects she enjoys.
* Sally does not complete homework at home **– she refuses as ‘it is work so I do it at school’**
 |

**What help do I need to support my cognition and learning?**

*(including provision, strategies and resources. Please refer to the supporting document detailing*

*environmental, quality 1st teaching, targeted and personalised provision to support)*

**Quality First Teaching**

* Differentiated planning, teaching and activities
* Use of visuals to support learning (word/picture banks, examples, demonstrations)
* Group work and activities
* Use of IT resources
* Tasks broken down into small chunks

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**School’s SEN Support Plan**

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| * Teacher and TA regularly work with Sally both as an individual and as part of a group.
* Practical and motivating activities used in lessons and learning.
* New vocabulary taught alongside visuals
* Multi-sensory teaching approaches and activities
* Oral rehearsal before writing
* Adult checks understanding throughout lesson
* RWInc Phonics programme followed (Daily 45 min sessions)
* Use of pencil grip and talking tins
* Use of concrete resources in maths lessons
* Use of literacy and maths games
* Homework club
Targeted Provision
* Pre and post tutoring and overlearning in a group
* Use of Rolling Programme (daily 5 mins) to learn spellings
* RWInc intervention (3 x 30 mins a week, small group)
 |

**Short term outcomes for Cognition and Learning:**

**Outcome:** Sally will independently complete a 3-5 minute learning activity twice a day, 80% of the time.

Set by: SENCo, class teacher and Specialist teacher Allie Tranter

Date set: 12.11.20

Help needed:

* Now and Next visual to be used so that Sally knows what she is expected to do and what will happen when she is finished (something motivational for Sally).
* Task must be explained/demonstrated to Sally so that she knows what to do or be structured in a way so that Sally knows what to do (use TEACCH structures and strategies), achievable, have a clear beginning and end and be motivational and interesting.
* Sally’s sensory needs and anxieties to be considered and supported before she is expected to do the task.
* Sally to complete the task at her workstation.
* Tasks can be practical and sensory

Date of Review: 4 weeks

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**School’s SEN Support Plan**

***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.***

**Short term outcomes for Cognition and Learning:**

Outcome: Sally will be able to recognise and create numbers 11 – 20 without counting, using two Numicon shapes (at least one of which will be a 10-shape) 80% of the time.

Set by: SENCo, class teacher and Specialist teacher Allie Tranter

Date set: 12.11.20

Help needed:

* Group Numicon intervention – daily x 30 mins a day. – focus on recognition of 1-10 shapes.
* Numicon activities to practise and consolidate recognition and naming of the shapes and creation of teen numbers (pairs games, matching games, secret sack activities, etc)
* Numicon shapes to be used in maths lessons

Date of Review: 4 weeks

***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.***

**Social, Emotional and Mental Health**

|  |
| --- |
| **What can I do well and what have I achieved?** *Consider the reasons behind this and plan to build on it?* Sally’s behaviours are linked to her challenges around social communication needs**.** |

**What do I find difficult?** *Consider the reasons behind this and plan to overcome it.*

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**School’s SEN Support Plan**

**What help do I need to support my social, emotional and mental health development?**

*(including provision, strategies and resources. Please refer to the supporting document detailing*

*environmental, quality 1st teaching, targeted and personalised provision to support)*

**Short term outcomes for Social, Emotional and Mental Health**Outcome:

Set by:

Date set:

Help needed:

Date of Review:

***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.***

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**School’s SEN Support Plan**

**Short term outcomes for Social, Emotional and Mental Health**Outcome:

Set by:

Date set:

Help needed:

Date of Review:

***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.***

**Sensory and / or Physical**

**What can I do well and what have I achieved?** *Consider the reasons behind this and plan to build on it?*

* Sally can skip and hop – she enjoys physical act ivies.
* Sally likes to climb
* Sally is able to ride a two wheeled big.
* Sally is learning to swim outside of school.
* Sally uses her chewellry regularly
* Singing and music helps calm Sally
* Sally enjoys her daily sensory circuits and these help with her transition into school
* Sally uses the toilet independently

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**School’s SEN Support Plan**

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| --- |
| **What do I find difficult?** *Consider the reasons behind this and plan to overcome it.** Sally struggles to hold her pencil correctly and form letters correctly. Her handwriting is immature and challenging to read.
* Sally struggles to hold and use scissors; this can frustrate her.
* Sally has poor fine motor skills –this impact on handwriting and some self-help skills (doing up buttons, zips and shoes.
* When anxious, Sally chews objects (sleeve, pencil, cushion, fingers).
* Sally doesn’t like load noises (fire alarm, recorders, bangs etc.) – she covers her ears and can get upset and distressed.
* Sally sensory seeks throughout the school day (strokes others clothing, taps table, chewing, swaying/rocking, plays with water)
 |

**What help do I need to support my sensory/physical development?**

*(including provision, strategies and resources. Please refer to the supporting document detailing environmental, quality 1st teaching, targeted and personalised provision to support)*

Daily sensory circuit

Pencil Grips

Handwriting intervention 1 x 15 mins daily in group of 6 children

Chewellry

Ear defenders

**Short term outcomes for Sensory/physical**

Outcome: With support, Sally will use a correct thumb and two finger pencil grip during her daily

handwriting writing intervention, 80% of the time

Set by: Senco, class teacher and Specialist teacher Allie Tranter

Date set: 12.11.20

Help needed:

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**School’s SEN Support Plan**

* Try a range of pencil grips.
* Use visuals and demonstrations to teach Sally how to hold her pencil correctly.
* Use role play and a singing rhyme to remember to use the grip.
* Focus on pencil grip only during HW intervention –use praise and visual reminders.
* Have a reward system for when Sally is using correct pencil grip (it will be challenging and uncomfortable to begin with)
* Do finger exercises in handwriting session.
* Use pencil grip to draw and write things Sally likes.
* Ensure pencil grip is available in class in case Sally chooses to use it.

Date of Review: 4 weeks

***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary.***

**Short term outcomes for Sensory/physical**

Outcome: Sally will be able to thread 20 cotton reels onto a lace in 30 seconds. (fine motor skill

development)

Set by: Senco, class teacher and Specialist teacher Allie Tranter

Date set: 12.11.20

Help needed:

* Daily activity at workstation (with adult and independently)
* Sally to choose the colours of cotton reels
* Sally to decorate the cotton reels
* Make a song to sing as Sally is threading the cotton reels – sing together.
* Make threading the reels a game and race.
* Take it in turns to thread the reels.
* Involve other children in the game.
* Thread other things onto the lace.

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**School’s SEN Support Plan**

 Keep a record of when there has been an increase of reels threaded (so that Sally can see her

progress). Don’t tell her she needs to do 20 but encourage her to do it quicker each time

Date of Review: 4 weeks

***Review outcomes as: 0 – no progress 1- partially achieved 2- achieved 3- exceeded 4- outcome not implemented, including a summary***

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**School’s SEN Support Plan**

Pupil Assessment and Tracking – please add school data. Use school tracking system (target tracker, EYFS document etc.). Please provide an explanation of descriptors to allow comparison against year group expectations.

**School explanation of descriptors**

Each year band has been broken down into six steps with in the year group:

- beginning (b)

- beginning + (b+)

- working within (w)

- working within + (w+)

- secure (s)

- secure + (s+)

Each pupil begins a year group as a ‘b’ and progress through the levels as the year evolves.

The three broader sections may be thought of in these terms;

- B/B+ Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the

previous band still to gain complete confidence in.

- W/W+ Working Within – Pupil learning is fully focussed on the criteria for the band. This is a teacher best fit decision but

could be informed by statement assessments between around 40% and 70% achieved.

- S /S+ Secure – Confidence in all of the criteria for the band. There may be pupil learning still focused on gaining

thorough confidence in some minimal elements but the broad expectations for the band have been met.

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**School’s SEN Support Plan**

**Additional Information**

**Detailed timetable** – what happens when and why?

**ABCD behaviour log** – what has happened as a result of the behaviour – use these to look at what has happened, explore the reasons why and adjust provision as a result. The ABCD log is a short term provision and would only be used – typically this would be no more than 6 weeks and no less than 2 weeks

**PBS documents** – if staff are trained/using these

**One page profile** - must be included

**When did the SENCo last observe the child and what happened as a result of this?**

**Have you had a consultation with an outside agency? How have the strategies impacted on the child?**

**Have you contacted the SEND Support line? What was the outcome of any recommendations?**

**If an academy chain** – what support has been given by the specialists already available to you? How has this impacted?

**FACT documents** – if not appropriate please explain why and if strategies from the document have been used to support

**SALT support** – if not accessed please explain how any potential communication difficulties have been explored

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**School’s SEN Support Plan**

**High Needs Top-Up Funding**

Any funding will be based on the information contained within an individual’s SEN support plan. Specialist teachers will discuss with the school if funding is recommended and bring their recommendations back to a weekly discussion amongst the members of I&A, SEMH, Sensory – ICT, SEND and Finance teams. You would then be informed if funding has been agreed and for how long.

Any equipment funding will also be via the use of this support plan for children without an EHCP; the specialist teacher report can be attached detailing the equipment being requested.

The decision will take into account the schools **notional budget** and **trigger point** of EHC plans that should be reached before which additional funding will be discussed.

It is only in exceptional circumstances funding would be awarded if the trigger point is not reached. This includes funding for equipment. Funding is awarded based on school circumstances and the child’s level of need; funding does not automatically transfer if a child moves school.

Any funding awarded may form part of wider group funding across the school. It is widely recognised that full time 1-1 support is often not the best way to support a child as it can result in dependence on the adult, rather than support independence. Funding may be awarded to support training, or to purchase resources for school.

The use of any funding will be audited through the support process; it can be removed if not used to support the child as detailed.

Funding is awarded as a short term intervention and cannot be relied upon to support staffing needs.

**Please note anything shown on this page is for the use of the SEND teams and school and will not be shared with parents.**

Please note anything shown on this page is for the use of the SEND teams and school and will not be shared with parents.

**School name:**

**SEN Notional budget and trigger point:** *(Please note this runs in line with the financial year)*

**Number of EHCP’s in school:**

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**School’s SEN Support Plan**

Summer Term:

Autumn term:

Spring Term:

Please include the names of any children that are being included in a group funding application. *(Permission for the sharing of names would be given as parents would have agreed to our involvement)*

**Child’s name: DOB:

Child’s name: DOB**

|  |  |
| --- | --- |
| {school’s logo and name can be inserted here}**School’s SEN Support Plan****Parent/Carer consent for SEND Services Involvement** |  |

Milton Keynes SEND Services aim to provide effective support to children and young people in the right way and at the right time. For this to happen, informed consent to become involved with the support of any child/young person until they are 16 years old is legally required.

*This consent must come from the person(s) with legal parental responsibility for the child/young person.*

After their 16th birthday, young people, in conjunction with their parent/carers, need to give their permission for SEND Services to work with them.

This consent form is designed to give all teams within Milton Keynes SEND Services parent/carer permission to:

* Work with your child/young person
* Collect, store, discuss and share their information as appropriate in line with General Data Protection Regulations (GDPR)

If your child has had their 16th birthday, both you and they need to sign this form giving consent to involvement from SEND Services.

As part of our processes, SEND Services reports and/or records of involvement are shared with school/setting and parent/carer (and young person if over 16 years old).

If you would like to discuss any issues about our involvement before completing this consent form, please do not hesitate to contact us (SENDsupport@milton-keynes.gov.uk or 01908 657825).

**Date of request:**

**Name of child/young person:**

**DOB:**

**Year Group:**

{school’s logo and name can be inserted here}

**School’s SEN Support Plan**

**School / Setting:**

**Main school contact/SENCo:**

**School/Setting Contact telephone number:**

**School/Setting Contact email:**

**For parents/carers:**

* I give permission for the involvement from SEND Teams to work with my child/young person.
* I give permission for information to be collected, stored, discussed and shared with relevant partners to enable SEND Teams to support the work they do with me and my child/young person. This means that my information may be shared with: Health Services including CAMHS; Social Services including Children and Family Practices, Social Care and/or YOT; SEND Services including Children with Disabilities Team; Inclusion Specialist Teaching Team; EHC Specialist Teaching Team; and Educational Psychology Service; Children’s Centre/Setting/School and/or other relevant parties as appropriate.
* I understand that I may withdraw my consent for SEND Teams to work with my child/young person at any time.
* I understand that my consent is assumed to be ongoing unless I indicate in writing that I am withdrawing my consent for involvement from SEND Services.
* I understand that information from these discussions will be stored on the MKC SEND Team secure database for future reference and that this information is available to me upon request.

**Parent/Carer Signature: Date:**

**Parent/Carer name (print):**

**Relationship to child/young person:**

**Parent/Carer phone number:**

**Parent/Carer email:** *(Please advise SEND Services if parental responsibility changes)*

{school’s logo and name can be inserted here}

**School’s SEN Support Plan**

**For young people over 16 years old:**

* I give permission for SEND Teams to work with me.

I give permission for information to be collected, stored, discussed and shared with relevant partners to enable SEND Teams to support the work they do with me. This means that my information may be shared with: Health Services including CAMHS; Children and Adult Social Services including Children and Family Practices, Social Care and/or YOT; SEND Services including Children with Disabilities Team; Inclusion Specialist Teaching Team; EHC Specialist Teaching Team and Educational Psychology Service; Setting/School and/or other relevant parties as appropriate.

* I understand that I may withdraw my consent for SEND Teams to work with me at any time.
* I understand that my consent is assumed to be ongoing unless I indicate in writing that I am withdrawing my consent for involvement from SEND Services.
* I understand that information from these discussions will be stored on the MKC SEND Team secure database for future reference and that this information is available to me upon request.

**Young Person Signature: Date:**

**Young Person name:**

**Young Person phone number:**

**Young Person email**

We collect and use information about you so that we can provide you with SEND services under Children and Families Act 2014 Legislation. Information can be found at[https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/send-privacy-notice.](https://Full) Full details about how we use this data and the rights you have around this can be found at [www.milton-keynes.gov.uk/privacy.](http://www.milton-keynes.gov.uk/privacy) If you have any data protection queries, please contact the Data Protection Officer at data.protection@milton-keynes.gov.uk

SEND Support, Milton Keynes Council, Civic, 1 Saxon Gate East, Milton Keynes MK9 3EJ

Tel: 01908 657825