



Graduated approach

Provision that the local authority expects to be made available (ordinarily available provision) for children and young people with special educational needs and disabilities (SEND) in all education settings from 0-25.

Information guidance for professionals.

Review in December 26



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Introduction

Any provision or support should be provided in line with the needs of the child or young person and is not dependent on any formal diagnosis.

All settings must apply the principles underpinning [SEND Code of Practice: 0 to 25 years](#) and have regard to the [Equality Act 2010: guidance](#). The key principles of the SEN code of practice should be applied in all settings and throughout the child or young person's (CYP) learning journey and must have regard to:

- The views, wishes and feelings of the CYP and the child's parents/carers.
- The importance of the child or young person and parents/carers, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the CYP and the child's parents/carers, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

This document has been co-produced with SENCOs, headteachers, parent/carers, health professionals and education and learning professionals.

Terminology used in this document

CYP: children and young people.

staff: adults who support CYP.

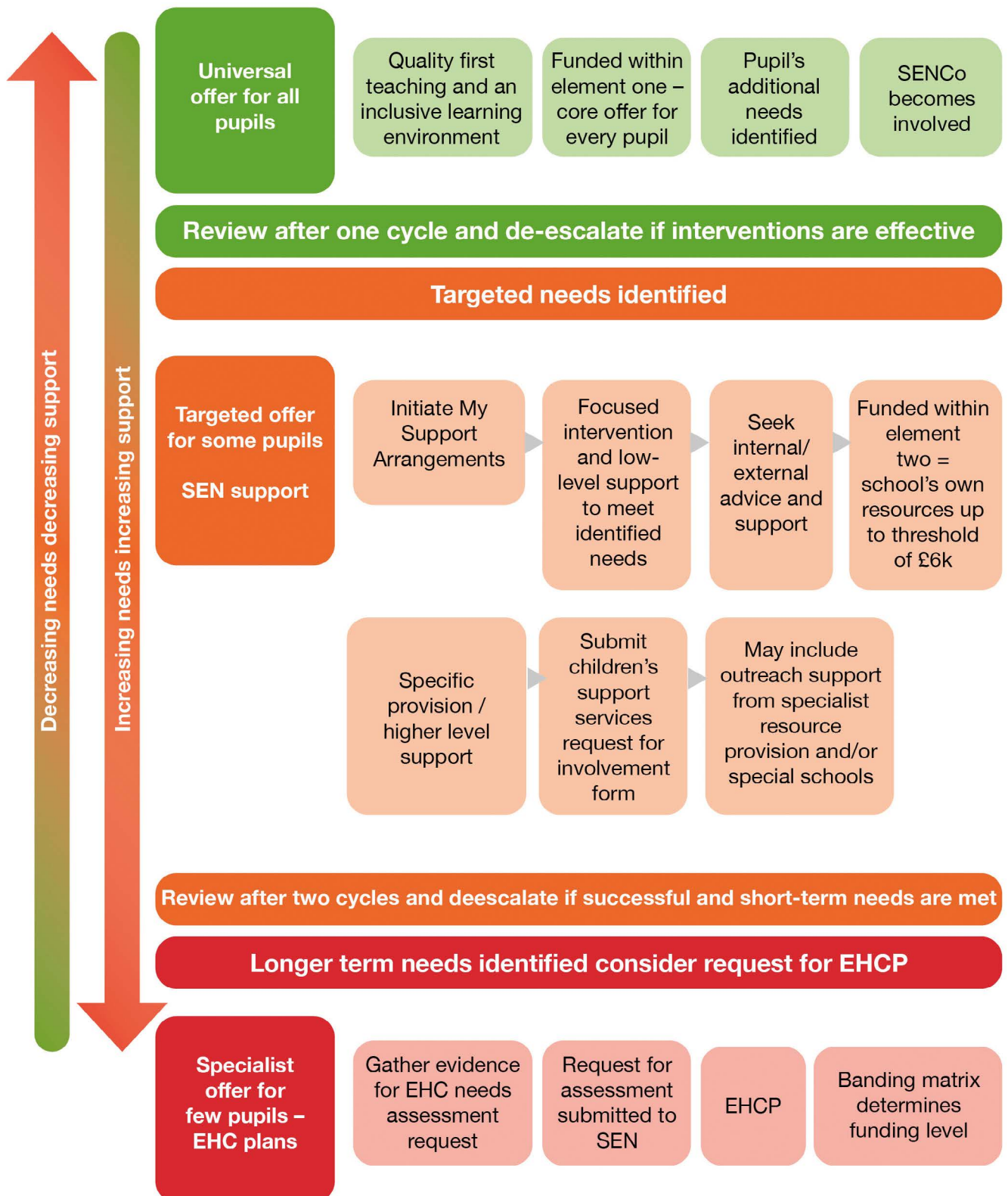
settings: educational placements including early years provision, schools, and colleges.

SEND: special educational needs and disabilities.

SENCo/SENDCo: special educational needs or disabilities co-ordinator.

SEMH: social, emotional and mental health difficulties.

Bracknell Forest graduated support overview



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SECTION 1: This section outlines the expectations on early years and all educational settings, according to the needs of the CYP.

General Overview	Signposting
The setting works with parents/carers and CYP in decision making and is evident through their participation	The school SEND information report is co-produced with parents/carers. Bracknell Forest Information, Advice and Support Service (IASS) provide free, confidential and impartial information, advice and support to children and young people who have (or may have) SEND and their parents and carers. www.bracknellforestiass.co.uk Email: IASS@bracknell-forest.gov.uk Tel: 01344 354011 Parent/carers are signposted to special educational needs and disabilities – local offer: https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?localofferchannel=0 Parents/carers are aware of the range of communication channels available to them for sharing information about their child with the setting. Parents/carers are aware of the SEN status of their child and the provision to support, including any individuality tailored interventions in place. CYP are involved in the graduated approach: assess, plan, do, review process. Setting and reviewing targets and identifying their own learning strategies. CYP understand and are able to contribute to the targets they are working to achieve through their individual learning plan (ILP) or their individual education plan (IEP) or my support plan. Formal and informal events take place to seek views in relation to SEN provision in the settings, for example, CYP and parent/carer surveys, coffee mornings. Use of home and setting diary/bookbag/messaging and social media to support communication directly with parents/carers in addition to communication given via CYP.
Universal provision	Quality first teaching and an inclusive learning environment. All adults have high expectations and seek to promote independence and self-care skills wherever possible. Students' individual progress is monitored through regular formative and summative assessment. Staff ensure that formative assessment and feedback are a feature of teaching and learning. A regular cycle of assess, plan, do, review is used to ensure that CYP with SEND are making progress. CYP's strengths and difficulties in learning and behaviour are observed and monitored by the SENDCo and class teacher in a range of environments to inform planning. Observation and assessment are used to inform planning and interventions starting from their strengths, interests and what they can do. Expertise is in place to manage reasonable examination arrangements for assessments, national tests and public examinations. There is regular communication between the home and school to discuss progress and support.

General Overview	Signposting
Universal provision to support language and communication needs	Quality first teaching and an inclusive learning environment. Whole school awareness and understanding of communication and interaction needs. Speaking and listening skills are taught as part of a wider literacy curriculum. Key vocabulary is introduced and explained as part of new learning. Spoken language is adapted to make sure all children can understand it. Different modes of communication are used in teaching, for example, visual, auditory and kinesthetic. There are opportunities to develop speaking and listening skills in a group. Refer to the CYPIT online resource for advice: integrated therapies online toolkit https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-young-peoples-integrated-therapies/ CYPIT Online workshops for early years families and practitioners: https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-young-peoples-integrated-therapies/speech-and-language-therapy/ Family hubs provide play-based support for parents with children aged 24-36 months who have a speech and language delay and no other concerns. Communication and language support (children under four)

General Overview	Signposting
Universal provision to support cognition and learning needs	Quality first teaching and an inclusive learning environment. Teaching and learning are planned, based on regular assessment using the assess, plan, do, review model. Refer to the SEND Code of Practice: 0 to 25 years. Adaptations are made to ensure the development of literacy, numeracy, expressive language and communication skills to promote independent learning. Minor adaptations are made to the teaching environment to cater for individual needs, for example, a seating plan, desk top cues and word mats in class toolkit. Provision to include a range of approaches/materials for students with specific learning difficulties. These may include multi-sensory teaching strategies, a specific focus on phonological awareness, repetition and over-learning. Regular formative feedback is given to students through marking and verbally. A range of different teaching approaches and resources are used to ensure students can access learning. Students are supported to understand new learning and remain on task. Effective use of assistive technology to support learning including speech to text software, C-Pen, read aloud software. The Teacher handbook: SEND has been developed as a resource for teachers to use over time as they embed inclusive practice in their classrooms (published by Nasen).

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General Overview	Signposting
Universal provision to support social and emotional needs	Quality first teaching and an inclusive learning environment. Understanding links between SEMH and behaviour. To support CYP, we must learn how to meet any underlying emotional and developmental needs. Knowledge of CYPs learning, language, communication and social and emotional needs is vital, when understanding how to strengthen emotional literacy and positive responses. All behaviour to be understood as a form of communication. A whole setting curriculum supports the social and emotional development of all CYP relationship, sex and health education. Relational and restorative practice should be used to build, maintain and repair relationships. Awareness that CYP with SEND are vulnerable to bullying and appropriate support and monitoring is acknowledged and effective. A whole setting behaviour policy/relationship policy is applied consistently throughout the setting, where positive regard, compassion and positive relationships are commonplace. A whole setting approach to foster wellbeing and resilience. There is an appropriate safe space identified, for students to freely access when they feel overwhelmed/dysregulated. CYP have access to emotionally available key adults, where they feel supported and heard. There are opportunities for movement and sensory breaks to help children regulate their emotions and behaviour. There is a whole setting focus on strengths. All students can tell you something they enjoy and something they are good at. Opportunities for positive play, access to outdoor learning and space to move, are vital to enhance the holistic development of all CYP. Support available for CYP to make positive transitions, for example, from one phase/year to another. A range of social activities are available and accessible for all CYP.

General Overview	Signposting
Universal provision to support physical and sensory needs	A whole setting physical education program is used and differentiated to meet students' individual needs. There is a whole setting accessibility plan and risk assessment in place. All adults have awareness of students' physical and sensory needs, for example, hand preference, use of glasses, sensory sensitivities, need for fiddle toys or ear defenders and the impact of learning and accessing the curriculum. Adjustments are made to the learning environment to ensure it is accessible to students with sensory/physical impairment. Medication is managed in line with the supporting pupils with medical conditions at school guidance. Hearing/vision/multisensory impairment is managed in line with the Berkshire sensory consortium quality first teaching documents. Berkshire Sensory Consortium Service Quality First Teaching Documents. CYPIT sensory processing online workshop and videos: Sensory Processing online workshops Children Young People and Families Online Resource (berkshirehealthcare.nhs.uk)

SECTION 2: Support for broad areas of need

This section is separated by the four areas of need set out in the [SEND Code of Practice: 0 to 25 years](#).

Many CYP may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision, the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

This provision detailed below should be in addition to the expectations recorded in section one. Adapted provision to support communication and interaction needs.

Communication and interaction identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
Difficulties saying what they want to do and being understood.	Use of symbol communication systems, for example, picture exchange communication system (PECS) to support the CYP capacity to communicate their needs. Small group or individual language sessions to include modelling language through rhyme, song and good quality text. All attempts to communicate are supported and valued.	Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional. Individual or small group support is provided to help the student achieve targets agreed with an external professional.
Difficulties understanding what is being said to them. Difficulties with communication, for example, engaging in reciprocal conversations appropriate to the age of the CYP; understanding non-verbal communication.	Allow extra time for CYP to process information received and additional time to respond. The CYP name is used first to draw their attention before delivering information or instructions. Simple instructions are used and delivered in an appropriate order. Ensure the language used is developmentally appropriate for the CYP. Visual structure and strategies are used in a planned and structured way to help students access teaching and learning and CYP are aware when transitions will occur. Key vocabulary is pre-taught / provided on an individual or small group basis. Adaptations are made to the	Appropriate advice is sought from a Speech and language therapist; Berkshire Healthcare children, young people and families Schools will need to discuss their concerns and request help regarding CYP's speech, language and communication needs with the speech and language therapy team. This can be during the school planning meeting or by emailing the team on BracknellSchoolsSALT@berkshire.nhs.uk Specialist teacher for autism (Email) childrensupportservices@bracknell-forest.gov.uk

Communication and interaction identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
	timetable to allow students to access targeted support, where needed. Listening skills are actively developed through structured small group and individual programmes of work. Language skills are actively developed through structured small group programmes of work, for example, early listening and communication. Berkshire Healthcare children, young people and families Staff are aware of their tone of voice and their body language. They remain calm, avoid sarcasm, figures of speech and idioms. Staff are skilled in adjusting the pace and order of activities to maintain focus, attention.	Educational psychology (Email) Educational.Psychology@bracknell-forest.gov.uk CDC: Early years practitioner: (Email) Child-development.centre@bracknell-forest.gov.uk Additional support and resources: https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-young-peoples-integrated-therapies/about-our-therapy-services Autism Education Trust Home page Nasen National Autistic Society (autism.org.uk)
CYP do not understand or use social rules of communication, for example, greetings.	Social skills programmes are delivered in small groups and support is available to generalise learning across the wider home/school environment, for example, friendships or social skills, nurture groups and play based activities. Role-play and drama, photographs and videos are used to explore social interactions and develop communication skills. For younger children also consider storytelling and the use of props, for example, puppets.	Communication and language support Bracknell Forest Council (bracknell-forest.gov.uk)
Difficulties with social communication and developing relationships, for example, being with others, interactive play, building positive relationships with adults and peers, attending to group activities.	Social understanding and awareness are developed, for example, using social stories and comic strip conversations, role play, games and targeted intervention as advised by specialist professionals. Backward chaining into activities and events to secure successful inclusion, for example, assembly or activities the CYP finds challenging. Regular mentoring support from a	

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Communication and interaction identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
	trusted adult and the use of peer support programmes, such as circle of friends, peer mentoring and buddying are used to develop social interactions, social awareness and understanding. Use of the Bracknell Forest Council (BFC) neuro-diversity person centered profiling tool to fully understand the needs and celebrate the strengths of each CYP.	

Adapted provision to support cognition and learning needs.

Cognition and learning identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
Difficulties with learning, making less than expected progress over time across the curriculum and working below age related expectations. Evidenced through school-based assessments. Specific learning difficulties affecting one or more aspects of learning, for example, literacy difficulties, numeracy difficulties, language impairment. Uneven profile of skills and attainment.	Provision to include: • Clear and simple instructions presented visually. • Allow processing time and give time to respond when questioning. • Pre-teaching key and topic-based vocabulary. • Opportunities to revisit and revise new learning. • Targeted scaffolding to support individual needs. • Alternative ways of recording information, for example, laptop, scribe, shared writing, speech to text software. Targeted learning is provided within small groups in lessons where students experience difficulty. Including: • Neuro-diversity approaches. • Metacognitive approaches. • Curriculum adaptations.	Appropriate advice is sought from a: • Specialist learning teacher. • Educational psychologist. Recommendations and interventions made by professionals. Learning opportunities are adapted to incorporate highly differentiated or alternative curriculum work and, where appropriate, address targets agreed with an external professional. Complete a request for involvement form for an assessment of learning skills from support for learning. Direct individual or small group support is provided to help the student achieve targets agreed with an external professional. Resources and advice: British Dyslexia Association (bdadyslexia.org.uk)

Cognition and learning identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
	• Use of multi-sensory approaches. • Evidence based interventions to develop spelling, reading, number and handwriting skills. • Opportunities to reinforce prior learning. • Support to develop self-actualisation - to become independent and resilient learners.	https://www.dyslexia.uk.net/services/ Home page Nasen KS2 Primary Maths Resources Maths Hub Third Space Learning Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)
Generalised learning difficulties but with some areas of strength.	Additional adaptations are made to daily routine and environment to accommodate individual needs, for example, movement breaks/visual timetable/prompts and instruction sheets/use of multi-sensory approaches and materials, maths mats, frequently used word mats, font, coloured paper, overlays.	Request for direct teaching from support for learning to support individualised interventions. See SEN support tool kit, CPD, further advice available at: See toolkit sessions from support for learning: Welcome to Support for Learning Can-Do Bracknell Forest (bracknell-forest.gov.uk)

Adapted provision to support social and emotional needs.

Social and emotional mental health identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
Presenting as withdrawn or isolated and presenting as significantly unhappy or stressed.	Small groups or one to one work with an emotional literacy support assistant (ELSA) or learning mentor or equivalent. ELSA Network – emotional literacy support assistants Resources for emotional literacy support assistants - ELSA support (elsa-support.co.uk) Use of relational and restorative practice to build, maintain and repair relationships. Identification of key adult/s to build positive and trusting relationships. Small group/nurture, friendship or social skills activities to support personal, social, and emotional development. A range of differentiated opportunities for social and emotional development, for example, buddy systems, friendship strategies, circle time, peer mentoring. Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning.	Direct individual or small group support is provided to help the student achieve targets agreed with an external professional. Appropriate advice is sought from: Mental health professionals • Early help, mental health support teams (MHST), child and adolescent mental health services (CAMHS). • Medical professionals • Paediatrician, speech and language therapy (SALT), occupational therapy (OT). • Education and learning specialist support services. • Behavioural specialists (SEMH and inclusion) SEMH and Inclusion Service - formerly known as Behaviour Support Can-Do Bracknell Forest (bracknell-forest.gov.uk) • Autism outreach support • Specialist teachers (SFL) • Email: childrensupportservices@bracknell-forest.gov.uk
Displaying behaviours that challenge	Understand that behaviour is a method of communication. What is the student communicating through their behaviour? Understand the basis for the behaviour, for example, what is the history/context? Behavioural analysis: Build strong relationships with parents/carers to co-ordinate a whole family approach. Regular communication is open and transparent to help understand	Educational Psychologists Email Educational.Psychology@bracknell-forest.gov.uk Liaise with other professionals to work collaboratively.

Social and emotional mental health identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
	experiences in all environments. Is the wider context understood, are there other agencies involved? Settings to use screening, assessment tools and seek external advice to help support the development of positive behaviour responses. Look for patterns and triggers to identify what may be causing behaviours using assessment tools such as - ABC, STAR, Boxall Profile, support plans, graduated approach (plan, do, review periods). • Is the behaviour evident at particular times of the day or in certain situations? What are the triggers? Are the triggers internal/hidden? Use ABC model. • Are you seeing adaptive survival responses such as fight, flight, freeze and collapse survival responses? • Is the student hyper or hypo aroused due to sensory sensitivities? • Is the behaviour conscious or unconscious? • Does the child seek control to reduce their anxiety? • Does the child seek connection through any means to reduce their anxiety? • Is the behaviour a work avoidance strategy? Reduce anxiety as a barrier to learning by considering access to teaching, for example, are there parts of the curriculum that they find easier to manage than others? Use these to develop CYPs self-esteem and confidence.	

Social and emotional mental health identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
	Give CYP limited choices, rather than restricting them. Offer “take up time” to respond to choice, whenever possible. Use distraction techniques and give responsibility to develop self-esteem and confidence. Provide alternate strategies which allow the CYP to communicate their needs and wants, for example, PECS, visual and concrete resources. Small group or one to one work with an emotional literacy support assistant (ELSA)/learning mentor or equivalent ELSA Network – emotional literacy support assistants Resources for emotional literacy support assistants - ELSA support (elsa-support.co.uk) Use individual behaviour support plans, pastoral support plans and risk assessments to identify outcomes and provision and to review impact in a timely manner. Explicitly teach de-escalation strategies. Employ co-regulation strategies with a key trusted adult to support the CYPs capacity to problem solve. Ensure staff are aware of and monitor their own regulations and swap with another staff member to avoid escalation. Staff are consciously aware of their use of voice, gesture, and body language. A culture of self-reflection to be encouraged, modelled and supported whereby staff can reflect on their own interactions and responses and consider whether an alternative response from themselves could lead to a different outcome?	Team Teach - Level One Can-Do Bracknell Forest (bracknell-forest.gov.uk) Use resources to embed this ethos in your setting. What is restorative practice? (anti-bullyingalliance.org.uk)

Social and emotional mental health identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
	unconditional positive regard (Carl Rogers), provides appropriate limit setting, understands their attachment and mental health needs, knows their life story, and offers repeated enriched relational, regulatory and reflective opportunities. Trauma Informed Schools UK Understanding that CYP are more vulnerable to the stress of trauma and this can affect all areas of childhood development Use of trauma informed approaches, for example: PACE Playfulness, acceptance, curiosity and empathy https://ddpnetwork.org/about-ddp/meant-pace/ Use of trauma responsive language: WINE Wonder, imagine, notice, empathise. Embedding the six principles of nurture www.nurtureuk.org/what-is-nurture/ Use trauma responsive language and restorative conversations to engage	The Educational Psychology Service can provide a range of bespoke training packages to meet individual setting needs relating to SEMH including person-centred profiling and developing relational approaches. Email: Educational.Psychology@bracknell-forest.gov.uk
Patterns of emotionally based school avoidance (EBSA).	CYP Looking at the history, when did the behaviour start to change? Consider if the behaviour is triggered by something we can change? Keep a log. Build and maintain a trusting relationship with the student and parent/carer. Maintain connections - let the CYP know you are keeping them in mind.	Emotionally Based School Avoidance (EBSA) video and Download the Emotionally Based School Avoidance (EBSA) Guidance for Schools from the Educational Psychology pages on the Bracknell Forest Can Do website Liaison with children's social care and the virtual school. Assessments - including Boxall

Social and emotional mental health identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
	Collaborate and plan with parent/ carer, to ensure consistency between the home and setting. Regular review of support plans including any reasonable adjustments that need to be made in line with the Equalities legislation. Ensure a named, trusted adult is available for phased re-integration and individual time is available in an agreed safe place. Backward chain – bring the learner in at the end of assembly or school day to ensure successful participation and inclusion. Incorporating safe spaces into the provision to support re-integration Support available for staff working with CYP. with social, emotional and mental health (SEMH) via group or individual supervision or debrief sessions. Download the emotionally based school avoidance (EBSA) guidance for schools from the Educational Psychology pages on the Bracknell Forest Can Do website	profiling, behaviour support plans, behaviour analysis, graduated approach (assess, plan, do, review). Collaborative working with other professionals. Liaison with educational welfare service. Email: EBSA@bracknell-forest.gov.uk Consider the use of AV1 telepresence solution or similar, for pupils who are unable to access the school setting”. Where this is for a medical reason - make a referral through the BFC tuition service

Adapted provision to meet physical and sensory needs.

Physical and sensory identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
Physical disability	Adaptations to timetabling and room allocation to support students with mobility needs. Adapted equipment to access specific aspects, for example, cutlery, crockery, scissors. Staff have appropriate training to meet physical needs. Moving and manual handling training	Appropriate advice is sought from a: • Health/medical professional; https://cypf.berkshirehealthcare.nhs.uk/ • A qualified teacher of the deaf. • A qualified teacher of the vision impaired. • A qualified teacher of the multi- sensory impaired. • A specialist teacher of autism.
Physical sensitivity including hyper and hypo responses and sensory processing difficulties	All staff have had training and are aware of CPY's individual sensory impairment and its implications for communication, learning and social and emotional wellbeing. Management of the learning environment, for example, noise, seating, visual distractions, environmental audits,	Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.
Visual impairment	Adaptations to teaching resources, for example, large print, braille, subtitles, modification of materials and language. Use of specialist technology and equipment which is effectively managed. Support in practical lessons for health and safety. Communication strategies. Appropriate seating arrangements. The use of assistive technology and specialist equipment, such as radio aids, sound field equipment or low vision aids, to support learning where needed. Quality First Teaching Documents for Sensory Impaired Learners	Individual or small group support is provided to help the student achieve targets agreed with an external professional.

Physical and sensory identified barrier and/or need	Targeted provision: specific and short-term provision for individual and small groups of pupils with similar needs	Specialist support and individualised provision for a few learners
Hearing impairment	For example: Adaptations to teaching resources, such as the use of enlarged print, use of subtitles. Equipment for life skills/curriculum activities, for example, talking scales. Support in practical lessons for health and safety. Communication strategies. Appropriate seating arrangements. Visual reinforcement. Additional resources for inclusive play, for example, a bell in the ball so all can play together. Environmental audits are undertaken in support of individual needs, for example, light, sound, mobility. Arrangements to prepare students for a change to their usual routine, for example, school trips. Support to develop the skills needed to access the curriculum, for example, touch typing. The use of assistive technology and specialist equipment, such as radio aids, sound field equipment or low vision aids, to support learning where needed.	

My support Plan

Guidance for professionals:

This My Support Plan is intended as a guide to best practice for the information that should be captured and monitored should a request to assess for an EHCP be made, as evidence to support how the graduated approach has been used.

Completing the My Support Plan paperwork for a request to assess for an EHCP IS NOT a requirement.

Settings can use their own local paperwork when submitting paperwork for a request to assess for an EHCP referring to the fields in this document to support that request.

This document is an example of what evidence is required to support a request to assess for an EHCP. This document is not downloadable or editable but a Word based version is available if you would like to use it. Please contact childrensupportservices@bracknell-forest.gov.uk

Pupil name:.....

Education setting:

Date of My Support Plan:

Date when My Support Plan will be reviewed:
.....



What everybody needs to know about me

My aspirations for the future	What really matters to me?
What am I good at? My strengths and skills	How best to communicate with me
What people need to know to support me	Other things my parents would like people to know about me

My Team

People in my Family

Name	Relationship	Address	Contributed to my support plan?	Parental responsibility Y/N

Professionals supporting me and my family

Name	Role	Supporting (child/family)	Contributed to my support plan?	Agency	Contact details

My Progress

Area of Learning	Current Attainment	Attainment at previous review (if applicable)	If current attainment is below age related expectation, please identify potential barriers to learning

My Special Educational Needs, Desired Outcomes and Provision

My Communication and Interaction Needs
Please provide details of the child/young person’s needs.

To be completed at the support plan meeting			To be completed at the review meeting				
Summary of need	Outcomes sought	Educational provision to meet my outcomes	Has the outcome been achieved?			If not, describe what happens next	Describe how additional support will be provided
			Yes	Partially	No		

My Cognition and Learning Needs

Please provide details of the child/young person's needs.

To be completed at the support plan meeting			To be completed at the review meeting				
Summary of need	Outcomes sought	Educational provision to meet my outcomes	Has the outcome been achieved?			If not, describe what happens next	Describe how additional support will be provided
			Yes	Partially	No		

My Social, Emotional and Mental Health Needs

Please provide details of the child/young person's needs.

To be completed at the support plan meeting			To be completed at the review meeting				
Summary of need	Outcomes sought	Educational provision to meet my outcomes	Has the outcome been achieved?			If not, describe what happens next	Describe how additional support will be provided
			Yes	Partially	No		

My Physical and Sensory Needs

Please provide details of the young person's needs.

To be completed at the support plan meeting			To be completed at the review meeting				
Summary of need	Outcomes sought	Educational provision to meet my outcomes	Has the outcome been achieved?			If not, describe what happens next	Describe how additional support will be provided
			Yes	Partially	No		

Health and Social Care Details (if appropriate)

My health needs (including confirmed diagnoses)		
Identified health needs	Is medication taken for this health need? Y/N	Is the child/young person in receipt of any other medical support for this condition? If yes, please state
My social care needs		
Please detail any social care involvement		
Is the child looked after? Y/N If yes, which Local Authority is responsible?		

In preparation for adulthood my needs regarding friendship, being part of the community, gaining independence and healthy living

Please provide details of the child/young person's needs.

To be completed at the support plan meeting			To be completed at the review meeting				
Summary of need	Outcomes sought	Educational provision to meet my outcomes	Has the outcome been achieved?			If not, describe what happens next	Describe how additional support will be provided
			Yes	Partially	No		

Parent/carer voice to be captured at the review meeting

Please provide your view of the support provided and its impact on your child.

Personal Details and Consent

Pupil Name:	Date of Birth:	Gender:	Year Group:
Address:			
Is the young person in receipt of Pupil Premium?		Attendance for current term:	
Yes ☐ No ☐			

Please sign below to indicate that you:

- Have contributed to the development of the My Support Arrangements.
- Understand the support that will be provided through the My Support Arrangements.
- Agree to a photo of the young person being used on the cover of their document.
- Agree to a copy of the document being stored in the school's and Local Authority's SEN files.
- Consent to a copy of the document being shared with the people listed in the 'My Team' section of this document and with a Local Authority SEN Officer, as appropriate.

Young Person (if appropriate).....

Parent/carer.....

Education setting representative.....

Author of My Support Plan.....

Date

To view to Council's Privacy Policy please visit
<https://www.bracknell-forest.gov.uk/help/privacy-notices/our-privacy-notice>

Supporting documentation

Please include and provide details below of all supporting documentation as attachments when you submit the My Support Plan. Examples of supporting documentation could include SaLT report, Medical diagnoses and other evidence of support needs.

Supporting Documentation Provided

Title of documentation/ report	Date of documentation/ report	Author of documentation/ report

Questions? Email: childrensupportservices@bracknell-forest.gov.uk