

**Early Years Special Educational Needs Support Plan Guidance Notes**

**Newcastle Local Area, Getting It Right Together, SEND Quality Assurance Framework (August 2020) states that:**

SEND Leaders in Newcastle think that we can be really good at what we do if:

* SEN Support is **shaped by** the views, wishes and feelings of children, young people, their families and carers
* We can demonstrate that the SEN support is totally **person centred.**
* Settings consistently provide **quality first provision**

SEN Support plans are developed through a robust ‘**Assess, Plan, Do, Review’** cycle, including clear timelines of interventions, professional involvement and outcomes.

[Newcastle Local Area, Getting It Right Together, SEND Quality Assurance Framework, August 2020](file:///C%3A%5CUsers%5C18506%5CDownloads%5CGetting%20it%20Right%20Together%20Framework%200920.docx)

This document will be required by the LA for requests to SEND Advice, Support and Allocation Panel (SEND ASAP), referrals for ARP, (Additionally Resourced Provision) and EHCP, (Education, Health ad Care Plan) assessment applications. It is hoped, however, that SENCOs will find it useful and will adopt it for all pupils at SEN support ensuring consistency across the city.

**Completing the Early Years SEN support plan:**

* The SENCO or child’s keyworker can complete the support plan. Best practice would be for them to do this together.
* The information on page one may not need to be updated every term and at every review meeting – just check information at the start of each review and amend as needed.
* The plan should be written with the family/carers and take into consideration the child’s views and interests gathered by observation. The child’s strengths should be included on the plan. This may be within the ‘My parents want you to know this about me’ and ‘My Strengths and Achievements’ sections.

Page 2 of the plan follows the Assess, Plan, Do and Review cycle.

**“My long-term targets”** – this is the **Assess** section. It is a long-term target so can be a more general statement compared to the short-term targets. The long-term target is likely to be a year long target and so might not be changed at every review.

**“My short-term targets”** – this is the **Plan** section. This section should include SMART targets/expected outcomes. This section will be looked at during each review and amended accordingly. The target should be written clearly and not open to interpretation. The target should be measurable so it is clear when the target has been achieved and can be updated.

**“How will you help me do this”** – this is the **Do** section. Clearly state the strategies/interventions you will use to support the child. The

strategies/interventions could be taken from the [Universally Available Provision for Early Years](https://search3.openobjects.com/mediamanager/newcastle/repository/files/universally_available_guidance_2.pdf) and those advised from outside professionals. You may want to include activities/support the family could carry out at home, if applicable.

**“How did I get on?” –** this is the **Review** section. In this section complete the progress the child has made. This could be added during the review meeting and include parental input. The review section will help you to set a new short-term target.

The support plan should be reviewed termly with the professionals involved and parents/carers and recorded in the **“How did I get on?”** section of the document. This should take place during the termly review meeting for the child. The **“Next steps”** should also be discussed and completed during the review meeting.

At age phase transitions or if a child leaves the early years setting please invite the new setting to the transition review and complete the All About Me transition document.