

**School SEN support plan guidance notes**

**For pupils in nursery and reception please use the Early Years SEN support plan and guidance.**

**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:\Users\18506\Downloads\Getting%20it%20Right%20Together%20Framework%200920.docx)

This document will be required by the LA for requests to SEND ASAP (advice, support and allocation panel), ARP referrals and EHC 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 SEN support plan:**

* The information on page one may not need to be updated every term.
* The plan should be co-produced with the child / young person (CYP) and family/carers. The CYP strengths should be included on the plan. This may be within the ‘Things I want you to know about me’ and ‘My family say about me’ sections.
* The word ‘family’ on the first page could be amended to ‘carer/people I live with’ where necessary. When gathering the CYP and family/carer views please include their dreams and aspirations. Keep in mind the four areas in preparing for adulthood (PfA) [PfA outcomes by age phase](https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf) In Newcastle the PfA strategy describes the four areas as:

CYP will be

1. enabled to take part in education, training and employment

2. able to have friends and make a positive contribution to their community

3. able to live as independently as possible

4. able to enjoy the best possible health and mental wellbeing.

* Page 2 of the plan follows the Assess, Plan, Do and Review cycle. Key assessment information should be included in the Assess section and progress in the Review section. The Plan section should include SMART targets/ expected outcomes. In the Do section suggested strategies/interventions could be taken from the [SEND Mainstream Guidance](file:///K:\SENCO%20Guide\SENCO%20Guide%202021\School%20Effectiveness%20July%2021\Section%203%20linked%20documents%20amendments%20highlighted\SEND%20Mainstream%20Guidance%20July%202021.docx), 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.
* The support plan should be reviewed termly with the CYP and their parents/carers and recorded in the review section of the document.
* At age phase transitions or if a CYP leaves the school please also complete the Newcastle Transition documents [Primary Transition 2020](https://search3.openobjects.com/mediamanager/newcastle/repository/files/primary_transition_nov_2020.pdf) or [Secondary Transition](https://search3.openobjects.com/mediamanager/newcastle/repository/files/secondary_transition_document.pdf)
* Where applicable, complete the access arrangements section.