# **Individualised planning for children with additional needs**

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## The graduated response cycle

What are your legal requirements?

* Settings are required to have regard to the [SEND Code of Practice 2014 (opens in new window).](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) The code explains the approach that settings should adapt to support children with SEND.
* EYFS: special educational requirement (3.67) “Providers MUST have arrangements in place to support children with SEN or disabilities.”
* SEN support is designed to provide a graduated approach based on a cycle of action that can be revisited with increased detail, increased frequency and with the increased involvement of parents.

This cycle is known as the Graduated Response which include the 4 stages of

**ASSESS, PLAN, DO, REVIEW**

### Development of whole setting inclusive practice

SENCO’s and early years practitioners should look to continuously develop their inclusive practice. We have included an action plan at the end of this document so that any lessons learnt from supporting individual children can be embedded within your general practice to support all existing and future children. The action plan can also be used to demonstrate to ofsted inspectors how you have implemented new areas of learning and support into your setting**.**

### What is a special educational need?

The legal definition of Special Educational Needs within the SEND Code of Practice 2014 is:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, this is provision different from or additional to that normally available to pupils of the same age.”

If a child meets criteria for an education health care plan on entry into school reception class, the evidence of the graduated response cycle will be requested from the child’s early years provision, so all paperwork must be completed accurately and smartly in order to demonstrate the progress, or lack of progress made despite your high quality SEN/D interventions.

## Individual support plan (ISP)

### When should practitioners use individual support plans?

When a child is in their preschool year or below (unless advised otherwise by the inclusion team / professional involved), and only strategies have been received not targets, from outside specialist agencies (e.g. GR2 and above, speech and language therapy or physiotherapy).

When a child is in their preschool year or below (unless advised otherwise by the inclusion team) and you need to evidence that you are doing additional and / or different for a child at GR1, because the child does not have outside agencies involved yet. (In this instance if a group provision map is already in place, you would not need to complete the support plan.)

When the key adults require strategies to support a child’s behaviour, at any age. These strategies should be recorded on the support plan and should then be shared with parents.

### How often should practitioners review individual support plans?

Review them every 6-8 weeks (i.e. half termly) with key person, SENCO and parents

### If a child has not achieved the targets set, what should practitioners do?

They should revisit and adapt the targets to make them achievable, referring to the Early Support tracking documents/Outside Agency report for next steps.

### If a child has achieved the targets set, what should practitioners do?

Refer to the specialist report for next step targets. If all targets have been achieved, contact the specialist agency and request a new observation of the child and report for developmental support.

### Setting has not received a report from an outside agency.

If a report has not been received, practitioners should contact the specialist agency (with consent from parents) to request that they are sent a copy. Alternatively, the parents can provide a copy of the report.

**(Next steps – complete the record of intervention/actions observed throughout the 6-8-week period (i.e. half-termly), followed by the minutes of review of intervention sheet at the end of the 6/8-week period)**

### Individual support plan (ISP)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Child’s name** |  | **DOB** |  | **Date of plan** |  |

**Parents / professionals contributing to individual support plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Names** |  | **Role** |  |

|  |  |
| --- | --- |
| **Specific need/s** |  |
| **Strategies** |  |
| **Parent / carer views** |  |

**Parent/carer signature: Date: Review date:**

## Individual provision map (IPM)

### When should practitioners use individual provision maps?

When a child is receiving support and targets from outside specialist agencies (e.g. speech and language therapy, physio’s).

When children are claiming graduated response 2 or higher, due to outside agency involvement and are in their pre-school year (or earlier if advised by the inclusion team).

### How often should practitioners review individual provision maps?

Review them every 6 - 8 weeks (i.e. half-termly), with key person, SENCO and parents.

### If a child has not achieved the targets set, what should practitioners do?

They should revisit and adapt the targets to make them achievable, referring to the early support tracking documents, or outside agency report for next steps.

### If a child has achieved the targets set, what should practitioners do?

Refer to the specialist report for next step targets. If all targets are achieved, contact the specialist agency and request a new observation of the child and report for developmental support.

### Setting has not received a report from an outside agency.

If a report has not been received, practitioners should contact the specialist agency (with consent from parents) to request that they are sent a copy. Alternatively, a copy of the report should be requested from the parents.

### SMART targets

All targets should be specific, measurable, achievable, relevant, time bound, further guidance can be downloaded from the [Early Years Resources – Letter S (opens in new window)](http://www.worcestershire.gov.uk/WCFEducationServices/info/31/early-years-inclusion/67/early-years-inclusion-z-resources/8)

**(Next steps – complete the record of intervention/actions observed throughout the 6-8-week period (at least half-termly), followed by the minutes of review of intervention sheet at the end of the 6/8-week period.)**

### Individual provision map/Individual education plan (gr2 and above)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Child’s name:** |  | **DOB:** |  | **Date of plan:** |  |
| **Professionals / agencies involved:** |  | **Graduated Response Level:** | **2 / 3 / 4 / Exceptional** | **Key Person:** |  |

|  |  |
| --- | --- |
| **Observed strengths** |  |
| **Child's preferred activity** |  |
| **Areas for development** (should be taken from the outside agency report) |  |

**SMART Targets** (refer to SMART target guidance)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Current achievement / baseline** (e.g. Child can….**)** | **SMART Targets** (E.g. Child will….) | **How will this be achieved (i.e. provision)?** | **Resources** | **When/who/where** | **Achieved/outcome** (e.g. Yes / No) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Parent/carer signature: Date: Review date:**

## Record of intervention / actions observed

### When should practitioners use the record of intervention sheet?

To record the progress of the target, every time it is carried out when using an IPM. This in turn, informs the minutes of review, which you will complete at the end of the 6 - 8 week cycle.

To record daily and/or weekly progress on the strategies used, when using a Support plan. This in turn, informs the minutes of review, which you will complete at the end of the 6 – 8 week cycle.

Not to be used to write down other evidence related to the child, which is not related to either the IPM or the ISP. It should only be used for the IPM or the ISP.

### What should practitioners record on the record of intervention sheet?

It should be used to record:

* Success of interventions stated in the individual provision map or individual support plan
* If a child was absent during a planned IPM intervention time
* Staffing support in place during IPM / ISP
* Activity used to complete IPM / ISP

The use of a record of intervention for the above, is evidence of supporting children and can therefore be used as evidence of any inclusion supplement funding use. We do not recommend that the record of intervention evidence is used to record any monitory values for inclusion supplement funding.

### Who should complete the record of intervention?

The key person, with support from SENCO and any information provided by parents on interventions that have been applied in the home environment.

### Record of intervention/actions observed

Target:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **Who / what** | **Comments** | **Target achieved**  (e.g. √/ x or yes/no) |
|  |  |  |  |

**Please record each time an activity is carried out and the outcome of the activity**

## Minutes of review of intervention

### When should practitioners use the minutes of review of intervention?

Every 6-8 weeks, when you are reviewing your individual support plan or individual provision map.

### Who should be involved in the review of intervention?

Parent/carers should be involved, and we recommend arranging a review meeting with parents/carers every 6-8 weeks. The key person and the SENCO should also attend. Cases that are more complex a ‘Team around the Child’ (TAC) meeting should be arranged as required, so that all specialist agencies involved can feed into the review.

### Why should practitioners carry out a review of interventions?

Practitioners should be reviewing the impact of the strategies or targets which have been implemented in the last 6 - 8 weeks. The record of intervention/actions observed should be discussed and this will show whether the interventions have been successful.

### What should be the outcome of a review of intervention meeting?

In consultation with parents/carers, new targets should be set, and the assess, plan, do, review cycle started again. Individual plans should be updated and/or tweaked, and copies provided to parents/carers with a discussion on how these targets are to be supported in the home environment.

### Minutes of review of intervention

|  |  |  |  |
| --- | --- | --- | --- |
| **Child’s name** |  | **Date:** |  |

**Parents / professionals contributing to the review of the individual provision map/ support plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Names:** |  | **Role:** |  |

|  |  |
| --- | --- |
| **Progress towards targets:**  (include strengths of the child) |  |
| **Parent/carer views:** |  |
| **Areas for development:** |  |
| **Next steps:** |  |

Parent/carer signature: Date: Setting signature:

## Inclusion action plan

|  |  |  |
| --- | --- | --- |
| **What will you implement into your whole setting practice?** | **By whom** | **By when** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| **Comments on implementation and impact of above actions** |
|  |