Waltham Forest Early Years GuidanceA close up of a logo

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**Writing effective SEN support plans**

This guidance will support you in writing effective SEN support plans, with parents, to meet the needs of the children you are working with in your school or setting. Using some of the examples in the guidance will help to ensure the support plans you write are SMART.

**Preparing to write the plan**

* Gather all the information, evidence and observations in one place.
* The plan will usually be written at a meeting that includes **parents / carers**. They can consent to involving other people who can helpfully contribute.
* When preparing for this meeting, think about the **child’s** strengths, interests and how they learn best - their characteristics and style of learning.

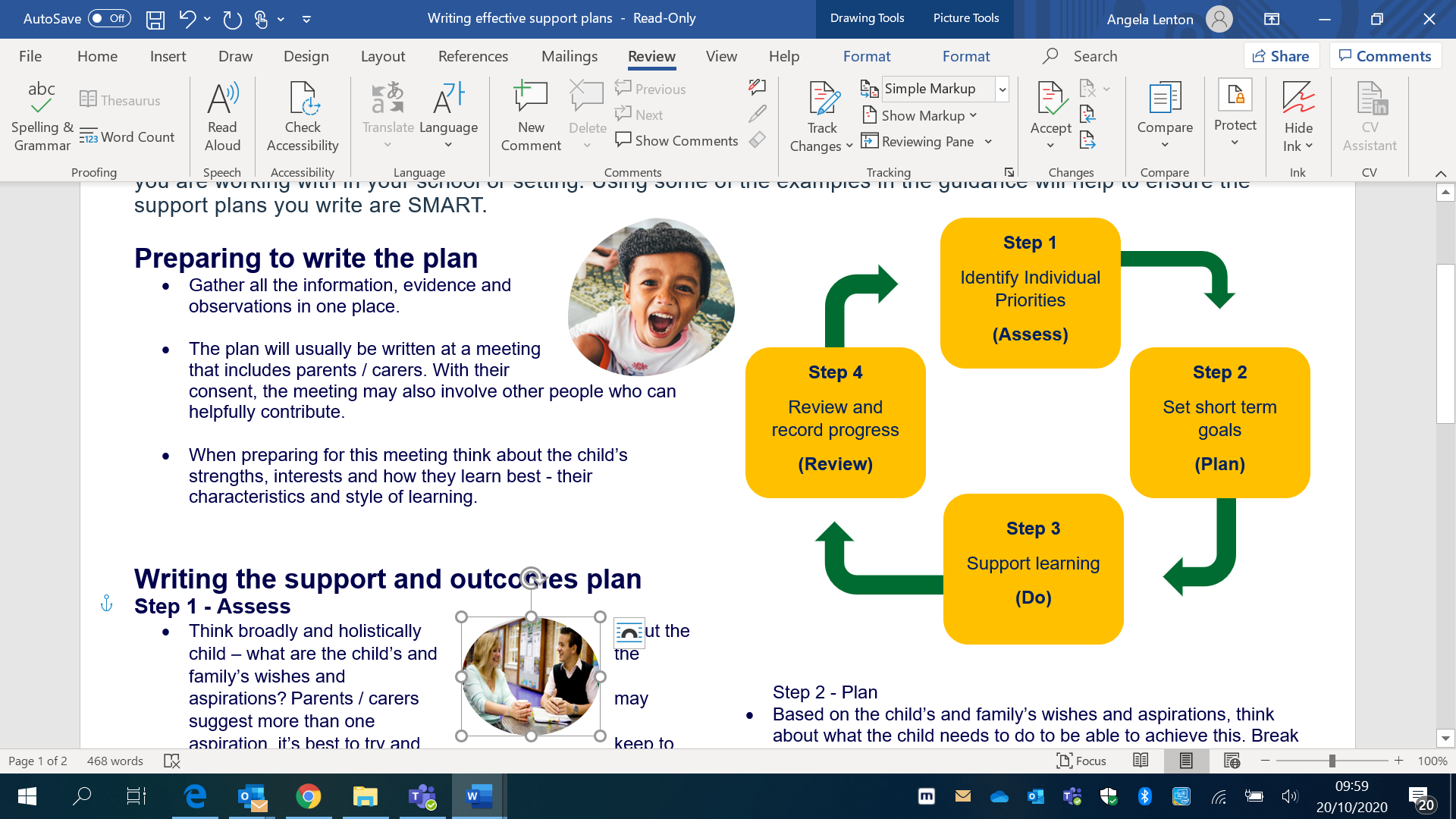
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Description automatically generated**Writing the support and outcomes plan**

* Think broadly and holistically about the child – what are the **child’s** and the **family’s** wishes and aspirations? Parents / carers may suggest more than one aspiration, it’s best to try and keep to one or two in the first instance.
* Based on the child’s and family’s wishes and aspirations, think about **what** the child needs to do to be able to achieve them. Break this down into its components. For example, if a **parent/carer** wants their **child** to have a friend, the **child** may need to practise to take turns and be encouraged to take part in parallel play.
* Think about, ‘**what does……need to be able to**

**do to achieve this?’**

* + **‘What can …….do now?’** List the **child’s** strengths. It’s important to have a good understanding of the **child’s** strengths; these can be built on and used to help achieve next steps.
  + **Who** is involved with the child? Note down the **parents / carers** and all the **key people** actively involved in helping the **family** and the **child** with his or her learning and development.
* Write the child’s outcomes / next steps to aim for by the next review. These should be **S**pecific**, M**easurable**, A**chievable**, R**elevantand **T**ime related (**SMART**).
* Record the strategies **you**, the **parents / carers** and any **other important people** in the child’s life will use to help the child achieve the outcomes.
* **Who** will be responsible for carrying out the strategies and recording progress towards the outcome? **How** will you monitor the progress and keep in touch with parents / carers about how things are going at home and in the setting?
* Remember to set a review date meeting!



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**Step 1**

* Focus on outcomes (long and short term).
* Consider strengths and interests.
* Identify barriers to learning.
* Consult with others (including parents / carers and

child / young person).

**Step 2**

* Write your own personalised learning and development intentions.

**Step 3**

* Motivation and enjoyment (use strengths and interests).
* Creativity.
* Structure and routine.
* Flexibility (pace and timing; staffing; demands and expectations).
* Positive relationships.
* Awareness and understanding of needs (e.g. emotional; sensory).
* Visual clarification.
* Functional and purposeful activities (outcomes; contexts).
* Use (and share!) available support, training, resources.
* Individualise!

**Step 4**

* Make judgements on progress.
* Support with evidence (e.g. photos, comments, observations).
* Share information.
* Use to inform next steps.

See an example of a completed [My Early Years Support Plan](file:///C:\Users\ALenton\OneDrive%20-%20London%20Borough%20of%20Waltham%20Forest\Documents\SEND\Training\Example%20of%20My%20Early%20Support%20Plan%202020.pdf)

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Download a blank [Provision Map](file:///C:\Users\ALenton\OneDrive%20-%20London%20Borough%20of%20Waltham%20Forest\Documents\SEND\Forms\Blank%20Provision%20Map%20for%20My%20Early%20Years%20Support%20Plan.docx)