

**The West Sussex Individual Support Plan (ISP)**

Maryanne Woodland – Senior Educational Psychologist  
Gemma Humphrey – SEND & Inclusion Adviser  
Suzanne Devereux – Educational Psychologist

1

---

---

---

---

---

---

---

---



**Thanks to the Burgess Hill Locality**

WEST SUSSEX SERVICES FOR SCHOOLS Website: schools.westsussex.gov.uk

2

---

---

---

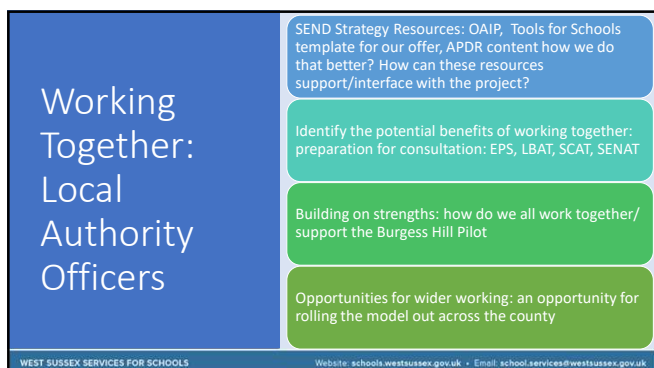
---

---

---

---

---



**Working Together: Local Authority Officers**

SEND Strategy Resources: OAIP, Tools for Schools template for our offer, APDR content how we do that better? How can these resources support/interface with the project?

Identify the potential benefits of working together: preparation for consultation: EPS, LBAT, SCAT, SENAT

Building on strengths: how do we all work together/support the Burgess Hill Pilot

Opportunities for wider working: an opportunity for rolling the model out across the county

WEST SUSSEX SERVICES FOR SCHOOLS Website: schools.westsussex.gov.uk Email: school.services@westsussex.gov.uk

3

---

---

---

---

---

---

---

---

## Working Together: Burgess Hill Locality and the AIIB

**Project focus:**  
To develop a SEN support / additional needs template for use. The group were keen to use the template alongside the Ordinarily Available Inclusive Practice (OAIIP) guide which has been developed by schools with support from the local authority.

**Aims**  
To support the consistency of quality first teaching and SEND practice.  
To support consistent implementation of the graduated response.  
To facilitate joint working between class teachers/key workers and SENDCo's.  
To improve the evidence base for referral request  
To provide a consistent approach and offer for parents  
To promote positive educational outcomes for children and young people within the Burgess Hill Locality.

WEST SUSSEX SERVICES FOR SCHOOLS  
Website: [schools.westsussex.gov.uk](https://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

4

---

---

---

---

---

---

---

---

## What is the ISP?



Professionals in West Sussex have co-developed a template to document the graduated response

WEST SUSSEX SERVICES FOR SCHOOLS  
Website: [schools.westsussex.gov.uk](https://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

5

---

---

---

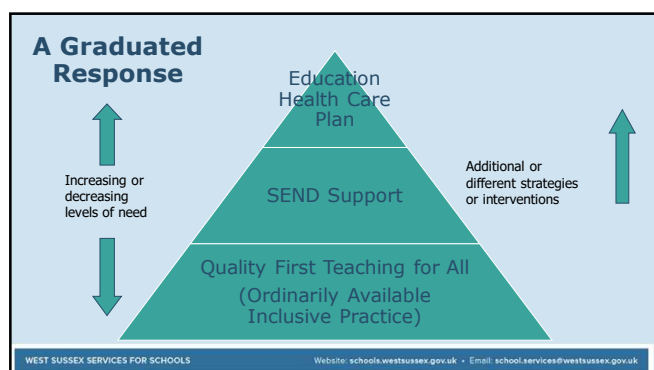
---

---

---

---

---



6

---

---

---

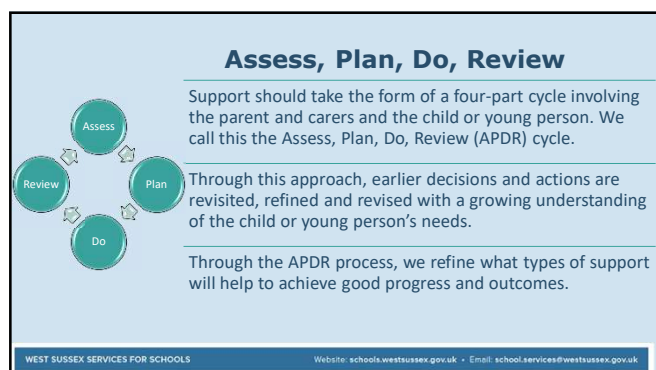
---

---

---

---

---



7

---

---

---

---

---

---

---

---

### The Two Coloured Sections of the ISP

**Individual Support Plan (ISP)**  
**DRAFT**

Photo of child / young person

Name of child / young person: \_\_\_\_\_  
 Date of birth: \_\_\_\_\_  
 Name of school / setting: \_\_\_\_\_

Action	Date	View group of child / young person	Name and position of person completing update
Section 1 started			
Section 1 completed			
Section 2 started			
Section 2 completed			
Section 3 started			
Section 3 completed			

This form should be completed over time to provide a record of the support that has been put into place and the difference it has made to the child or young person. This record should become part of the child or young person's education record and accompany them as they progress through their educational pathway as they move between classes and education schools and settings.

Section 1 to be completed by the teacher of a child or young person's progress in core subjects and needs register (support that is provided directly from teaching and different from their peers).

Section 2 to be completed with the teacher of the child or young person's progress in core subjects and needs register (support that is provided directly from teaching and different from their peers).

Section 3 to be completed with the teacher of the child or young person's progress in core subjects and needs register (support that is provided directly from teaching and different from their peers).

WEST SUSSEX SERVICES FOR SCHOOLS  
Website: [schools.westsussex.gov.uk](https://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

8

---

---

---

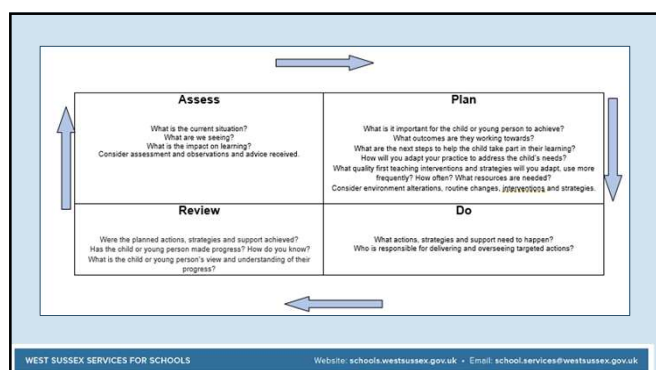
---

---

---

---

---



9

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Shared Section of Information

**Assess**

Once Section 2 is started, information here will be added to by: SENCo, Inclusion Manager, Pastoral Leader, Designated Safeguarding Lead. This section will be built over time, as more is learned about a child or young person's profile of needs.

**My Strengths and Areas of Need**  
Cognition and Learning

My Strengths

My Areas of Need

**Communication and Interaction**

My Strengths

My Areas of Need

**Social, Emotional and Mental Health**

My Strengths

My Areas of Need

**Sensory and Physical**

My Strengths

My Areas of Need

**Independence and Community Engagement**

My Strengths

My Areas of Need

Added to over time, as more is learned about the child or young person. Multi-professional and co-productive.

WEST SUSSEX SERVICES FOR SCHOOLS      Website: [schools.westsussex.gov.uk](https://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

13

---

---

---

---

---

---

---

---

### Termly Plans and Reviews

Plan, Do, Review

My Termly Support Plans			
Plan Name	Date	Plan number	1
Trinity targets, plan	Strategies and support in place	Review date	Self Progress review - what has gone well? Additional services needed?
SMART TARGET 1			
SMART TARGET 2			
SMART TARGET 3			
SMART TARGET 4			
Child or young person's view of progress:			
Parent/Carer view of progress:			

SMART targets must relate to my specific areas of need, based on an assessment of my strengths and areas for development. Strategies and support may be identified using the GSP and must be consistently implemented over time before impact is evaluated.

Suggested formats for termly targets and review process, to document APDR in one place.

Plan, Do, Review

My Termly Support Plans			
Plan Name	Date	Plan number	1
Trinity targets, plan	Strategies and support in place	Review date	Self Progress review - what has gone well? Additional services needed?
SMART TARGET 1			
SMART TARGET 2			
SMART TARGET 3			
SMART TARGET 4			
Child or young person's view of progress:			
Parent/Carer view of progress:			

SMART targets must relate to my specific areas of need, based on an assessment of my strengths and areas for development. Strategies and support may be identified using the GSP and must be consistently implemented over time before impact is evaluated.

After every review cycle, more information must be added to the big picture.

WEST SUSSEX SERVICES FOR SCHOOLS      Website: [schools.westsussex.gov.uk](https://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

14

---

---

---

---

---

---

---

---



15

---

---

---

---

---

---

---

---

### Green Section (Section 2) of the ISP

Section 2 provides a deeper insight of the child or young person and should be completed if the child or young person continues to require additional support that is significantly differently from their peers.

**SECTION 2: For children and young people who continue to require additional support that is significantly differently from their peers.**

**A: Understanding the child or young person: profile and background**

Child / Young Person's Details			
Name	Date of Birth	Year Group	
Address		Post Code	
Ethnicity	Religion	Home Language	

Parent / Carer details (parental responsibility)		Child for the LA	
Name	Relationship to the child	Name	
Address (if different from above)	Postcode	Relationship to the child	
Telephone numbers	Email address	Post Code	
Name	Relationship to the child	E-mail address	
Address			
Telephone number			

Educational setting details	
Name	Address
Contact person / person	Telephone number
	E-mail Address

Details of child / young person's GP	
Name	
Address	

WEST SUSSEX SERVICES FOR SCHOOLS
Website: [schools.westsussex.gov.uk](http://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

16

---

---

---

---

---

---

---

---

---

---

### Green Section (Section 2) of the ISP

Over time, this section must demonstrate a growing understanding of the child's needs and clearly document the setting of appropriate targets, a clear record of additional intervention and the impact that this has made. Parents, carers and the child or young person should be active participants in all stages of this process.

WEST SUSSEX SERVICES FOR SCHOOLS
Website: [schools.westsussex.gov.uk](http://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

17

---

---

---

---

---

---

---

---

---

---

### Green Section (Section 2) of the ISP

Section 2 should be completed by the SENCo and the person who knows the child best, or has oversight for well-being and progress.

For example, in a primary school this may be the class teacher, in a secondary school this could be a form tutor or head of year.

WEST SUSSEX SERVICES FOR SCHOOLS
Website: [schools.westsussex.gov.uk](http://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

18

---

---

---

---

---

---

---

---

---

---

## Green Section (Section 2) of the ISP

The information captured should be shared when making support requests and referrals to external services. For example, this could include consultations with Educational Psychology Service, Learning Behaviour Team, Autism and Social Communication Team, Fair Access, Speech and Language Therapists, Physiotherapy, Occupational Health, Children and Adolescent Mental Health Service, and other services such as Early Help if there is a holistic family support need.

**6. Partners who are supporting or have historically supported the child or young person. Professionals who support the:**  
 (e.g. School Services, Early Help, Learning Teacher, Fair Access, Day Services etc)

Agency/Service	What did you ask for/what support you needed	Date	What did you get and is agreed recommendations to support school's learning	What happened/feedback of the school's support of support of child/young person?

WEST SUSSEX SERVICES FOR SCHOOLS

Website: [schools.westsussex.gov.uk](https://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

19

## Workshop Discussions

What do you like?

What needs more clarity?

What else would be useful to add?

What training might you need?

WEST SUSSEX SERVICES FOR SCHOOLS

Website: [schools.westsussex.gov.uk](https://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

20

Please go to  
[www.menti.com](https://www.menti.com) or type in  
 Menti into Google



Please add your most pertinent point from post its to summarise discussions for everyone to see!

WEST SUSSEX SERVICES FOR SCHOOLS

Website: [schools.westsussex.gov.uk](https://schools.westsussex.gov.uk) • Email: [school.services@westsussex.gov.uk](mailto:school.services@westsussex.gov.uk)

21



---

---

---

---

---

---

---