**Guidance for completing the Individual Support Plan template**

Please click on the arrow to the left of each heading to access further information and guidance

# Quality First Teaching

Quality first teaching strategies can meet the individual needs of many children and young people. As a starting point, it may be useful to consider whether the child or young person needs a higher frequency of specific strategies (such as use of visual prompts) at key times or a more frequent use of strategies which have already been observed to be helpful. Taking this approach supports learners in building upon their developing skills and promoting their learning independence in the longer term.

To support you in this process, a quality first teaching document (the ‘Ordinarily Available Inclusive Practice’ or [OAIP](http://schools.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/)) guide has been co-developed with schools for your use. This is a practical grab pack for all teaching and learning staff, which includes useful information and prompts on best practice teaching. There is also further information on the [SEND Toolkit Section](https://schools.local-offer.org/send-toolkit/) of Tools for Schools.

# The ‘Assess, Plan, Do, Review Cycle

The graduated response is about meeting the needs of children and young people in a measured and meaningful way. This process begins in the classroom, the key steps are known as the **Assess, Plan, Do, Review (or APDR) Cycle**. It is helpful to record each stage of this cycle on the Assess, Plan, Do, Review template in Section 1 of the West Sussex Individual Support Plan link. (Include Link when live*)*

As part of the pilot, you also have the option of using a TME for the ‘plan’ and ‘do’ phases of the APDR Cycle (please see Appendix A for template)

Reviewing is a fundamentally important part of the graduated response process. For this reason, we have provided a separate summary table **(**Include Link when live**)** for reviewing the impact of additional support.

Within West Sussex, we expect that teachers should conduct a minimum of 2 cycles of the APDR cycle before requesting a formal consultation with the school SENCO to discuss next steps.

# Completing the Individual Support Plan

The individual support plan 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 persons education records and accompany them as they progress through their education pathway as they move between classes and education schools and education settings.

# Section 1: information for class/subject teachers and SENCO

**Section 1 should be completed by the teacher** if a child or young person’s rate of progress is causing concern and if he/she may need regular support that is beyond quality first teaching and different from their peers.

Having an agreed time frame or review cycle for this part of the ISP is important to ensure that the content is detailed, up to date and provides the support that the child or young person will benefit from most.

**The pupil profile** is designed to be an accessible grab and go document for any member of staff working with the child. It is therefore important that the teacher holding the ISP takes the time to co-produce the document with the child or young person to ensure that it is detailed, individualised and useful to the adults working directly with him or her(link to T4S for additional resources).

**My Strengths and Areas of Need Section:** This section has been included to provide a brief, bullet point summary of the child’s strngths and needs. It may be beneficial to use this to record information from your observations and from consultation with parent/carers or other members of staff who work closely with the child or young person. It should be holistic and include emerging or relative strengths which can be built upon.

**The Assess, Plan, Do, Review Cycle:** It is important to acknowledge that quality first teaching strategies can meet the individual needs of many children and young people. As a starting point, it may be useful to consider whether the child or young person needs a higher frequency of specific strategies (such as use of visual prompts) at key times or a more frequent use of strategies which have already been observed to be helpful. Taking this approach supports learners in building upon their developing skills and promoting their learning independence in the longer term.

In primary schools, the person completing this section is likely to be the class teacher, in a secondary school, this may be the subject teacher (if a young person is finding a particular subject area challenging).: The ISP includes space to record current progress and assessment data relating to areas of need previously identified. There is also space to record information from previous schools for children and young people who are new to the setting, so that this information is not lost.

**Termly Support Plans**: are designed to be a concise summary of the intervention which has taken place over a term. These should provide an overview of progress, including what is being done for the child or young person, what is going well and observations on any continuing barriers to learning. Each plan should reflect the inclusion of the child or young person and their parent/carer in reviewing what has worked and offering them the opportunity to make further suggestions moving forward. This plan can be copied and pasted into the ISP to provide a rich picture of the intervention and progress, which can be potentially be drawn upon in the longer term (at transition for example).

It is recommended that the teacher moves though the assess, plan, do review cycle on a termly basis to monitor the child or young person’s progress. It is important that parent carers are made aware of any needs the child or young person is presenting with and has a clear understanding of how they are being addressed.

If after two terms / cycles of following the assess, plan, do, review cycle the child or young person is not making sufficient progress, the teacher may wish to consider discussing the needs of the child or young person with the SENCO to determine if the child needs further support. Please see OAIP for guidance.

At this point the SENCO may consider placing the child or young person on the schools SEN register at SEN Support.

**If the child or young person has significant needs, for example, they may have recently joined the school or setting, or already has an identified special educational needs or disability they are likely to be placed onto the SEN register without moving through section 1**.

# Information for teachers at the ‘Review’ phase: problem solving.

Reviewing is a fundamentally important part of the graduated response process.

In addition to evaluating impact of interventions and identifying potential areas for development, a key principle that underpins the review phase of the graduated approach cycle is developing a greater understanding of the young person you are working with. The following questions are designed to help you to think about the children and young people that you work with, within their context.

**Developing a holistic view of the child**:

* How did the child or young person respond to the additional support which was put into place?
* How has your understanding of the child or young person, in terms of their strengths and needs, increased as a result of the actions that have been implemented?
* Are there any other areas which need to be taken into account or explored further?
* What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were?
* Have you kept this person centred – and sought to gain the views of the child at every opportunity?

**If little or no progress has been made, consider:**

* Whether the assessment tool used was appropriate to capture the changes.
* Did any implementation issues have an effect on the child or young person’s ability to access interventions and support?
* Are there any other factors which may be impacting on the child or young person’s ability to self-regulate and learn?
* Consider whether there will need to be a change of intervention or delivery. Adapt the plan or delivery accordingly.
* What is the child or young person’s view of their progress? Find out what they would like to work on next.
* Meet with child or young person and parents to share progress and agree new targets.
* If further support is needed, begin the next phase of the[‘Assess, plan, do, review](https://schools.local-offer.org/send-toolkit/assess-plan-do-review/assess-plan-do-review-overview/)‘ cycle and talk to your SENCo, as appropriate.

# Section 2: information for SENCO’s

Section 2 provide 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. Over time this section should 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. Parent carers and the child should be active participants in all stages of this process.

Section 2 should be completed by the SENCO **and** the person who knows the child best / has oversight for the child or young person’s 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, year head etc. We have included a Targeted Monitoring and Evaluation (or TME) template in Appendix A as a template for sharing and recording information with class teachers/keyworkers. This information is likely to form part of the evidence trail if seeking support from outside agencies.

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.

**Should a higher level of support be needed over a longer period of time, the information gathered within this form may also be used to support an EHCNA request.**

# The Assess, Plan, Do Review Cycle: prompts for SENCo’s



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| **Assess**   * Has general information been gathered from child or young person, staff and parent carers regarding their needs and strengths? This could be through observations, 1:1 work, attainment tracking and consultation with parent carers. * What information has an observation of the child or young person given you? * What do the child or young person’s work samples tell you? * What information has standardised/ criterion/teacher assessment of the child or young person given you? * What does [quality first teaching look](https://schools.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/section-1-quality-first-teaching-expectations-for-all-mainstream-schools-and-settings/) like for the child or young person? What adaptations have been made? How has classroom practice been adapted to promote the child or young person engagement? * What learning approaches best suit the child or young person’s learning style? How does the child or young person learn best? * What is the child or young person’s attitude to learning? * How does the child or young person respond to different subjects or adults? * What differentiation techniques has been successful? What strategies and information have been used and what impact has been recorded? * What are the child or young person’s views? What do they think works well for them? What are the parents’ views? What strategies do they use at home to support their child? * Are there any social, sensory and emotional barriers to learning? * Has outside agency advice been sought? If so, what advice was given, what the advice followed? What was the impact? * Are there any areas, which may impact on the child or young person’s learning? For example, the ability to regulate emotions and behaviours, that you have not yet explored? | **Plan**   * How you will explore and prioritise target area(s) of need that have been identified through the assessment process? * How will you communicate and work with the child or young person, their parent carers and other adults to provide consistency of approach and build upon their existing strengths? * What resources will you need to provide support for the child and young person? How can these also be used to build upon their strengths? What resources do you already have that could be useful? Are all staff aware of the resources and how to access them? * Are there any staff training needs? Consider those of support staff that may interact with the child or young person. Think about staff deployment including appropriate training and the quality of working relationships with child or young person. Do interventions need to be modelled? * Be clear about who will have ownership of and responsibility for delivering the plan. How will the planning be recorded?  Ensure all planning focuses on measurable outcomes. All planning should be *Specific, Measurable, Attainable, Realistic, Time limited (SMART).* Targets should factor in developing the child’s independent use of strategies to overcome barriers to learning * How have the plans been developed and shared with the child, young person and their parent carer? How will they be involved in reviewing the plans and progress that is made? * How will progress be measured? Consider holistic progress including that of the child or young person’s social and emotional development as well as academic progress. Agree a review date and who will be responsible for arranging this. * Refer to outside [agencies](https://schools.local-offer.org/team-around-the-school/) as appropriate. Be aware of waiting times. How will you continue to support the child / young person whilst seeking external advice? |

|  |  |
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| **Review**   * How has your understanding of the child in terms of their strengths and needs, increased as a result of the actions that have been implemented? * Are there any other areas which you need to explore further? * What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were? * Have you evaluated the measures agreed at the planning stage? * Consider repeating the initial assessment so provide data to measure progress. * Has the child or young person made progress? What is the child or young person’s view and understanding of their progress? * Build on strengths: What went well? What made a difference? Consider the strategies, teaching, scaffolding and quality of interactions between key adults and the child or young person. * Reflect: Was the support agreed implemented effectively and consistently?   **If little or no progress has been made, consider:**   * Was the assessment tool used to capture changes appropriate? * Did any implementation issues have an effect on the child or young person’s ability to access interventions and support? * Are there any other factors which may be impacting on the child or young person’s ability to self-regulate and learn? * Build up a richer picture: What further assessment would be helpful? Consider recording information on the [Interactive Factors Framework](https://schools.local-offer.org/send-toolkit/assess-plan-do-review/assess/iff-prompt/) to develop a comprehensive understanding of the child or young person. * Consider whether there will need to be a change of intervention or delivery. Adapt the plan or delivery accordingly. * Consider whether referral to outside agencies would be useful. * What is the child or young person’s view of their progress? Find out what they would like to work on next. * Meet with child and parents to share progress and agree new targets. * If further support is needed, begin the next phase of the[‘Assess, plan, do, review](https://schools.local-offer.org/send-toolkit/assess-plan-do-review/assess-plan-do-review-overview/)‘ cycle. | **Do**   * How will you ensure that the key people involved in implementing the **agreed**action plan will do so? Can you check in on progress one week on after the plan was agreed and at regular intervals? * Who will take responsibility for implementing the plan on a daily basis? * How will you ensure that the person who takes responsibility has the ability to monitoring the quality and effectiveness of interventions? * Can you provide any templates or frameworks that they can use to gather information or evidence in relation to the agreed plan outcomes? * Are you able to schedule time for them to come and talk to you/seek advice when needed? Are they aware that they can do this? * How can you work together to ensure the child or young person and their parent carer understands the plan and has an active role in its implementation throughout? * Can you enable them to observe sessions or interventions and provide feedback to ensure agreed strategies are implemented effectively, sensitively and confidently? * How will you ensure all staff are aware of the agree plan and are adhering to any changes or implications for practice? * How will the skills learnt in any groups or 1:1 sessions be transferred into classroom work and real-life situations? * Have you planned in opportunities to enable the child or young person to practice and establish skills in class and at break? * What advice has recently been offered by outside agencies? How has this been used to inform provision? * Include a completed costed provision map. |



## Submitting an Education, Health and Care assessment during the pilot

Arrangements to be confirmed for 2022 to 2023 year