

Sheffield My Plan

Comment [AT1]: The My Plan is designed to be a more detailed document defining a learners needs and multi-agency support

Name
I like to be known as
Current Education Provider
Date plan started:
Select if plan is being completed to request immediate EHC Needs Assessment <input type="checkbox"/>

Comment [AT2]: A My Plan is a co-ordinated plan that will be enough to meet the needs of a number of learners in education. Some learners will require an EHC Plan instead. As part of a graduated approach to meeting a learners needs we would expect a number of cycles of MyPlan review before a request for an EHC Needs Assessment, however, for some young people who may have moved into the area or whose situation may have changed significantly, it may be appropriate to request an EHC Needs Assessment without having completed a number of assess-plan-do-review cycles. We would expect education providers to use a completed My Plan as a route to requesting EHC Needs Assessment.

Young Person's details	
First Name(s)	
Family Name	
Date of Birth	
Gender	
Address	
Contact Number	
Languages spoken	

Family details	
Name of person with parental responsibility (1)	
Address	
Contact number	
Email	
Name of person with parental responsibility (2)	
Address	
Contact number	
Email	
Is the young person in public care?	

Involved services	
Service	Named Officer and role
School	
Educational Psychology	
Education advisory service (please detail)	<u>There may be multiple education services involved. They should all be detailed.</u>
Social Care / Early Intervention	<u>There may be multiple care services involved. They should all be detailed.</u>
GP	
Paediatrician	
CAMHS	
Therapy service (please detail)	<u>There may be multiple therapy services involved. They should all be detailed.</u>
Other (please detail)	

Learner Profile

Comment [AT3]: A learner profile should already exist as part of a graduated approach. Guidance is on the learner profile document.

This is me:

What others like about me and what I like about myself:

Things I need help with:

What is important to me now:

What is important to me in the future – my hopes and dreams:

What are the best ways to help and support me?

How I communicate

When CHILDNAME does this.....	We think it means	And we should

How CHILDNAME is doing in their learning		
Subject	Attainment/Level	Date of assessment
Reading		
Writing		
Spelling		
Maths		

History and Background
Hopes and dreams for CHILDNAME's future – Our Aspirations
Child's history and background
What impact does the child's SEND have on the family?
Does family life have any impact on the child's education?
What's working for CHILDNAME? What they like and are good at

Comment [AT4]: CONSULTATION QUESTION – This section should build on the information already in the learner profile and support plan. It should ensure that any service can understand a learners story, current situation and aspirations as part of a 'tell us once' approach. Have we got the right questions here to articulate a learners story? Is there anything missing or not needed?

Comment [AT5]: Please note that where it says CHILDNAME this is so that the plan can be personalised to the learners name by using 'find and replace' in word format

What's not working for CHILDNAME? What they need help with
What needs to change for CHILDNAME?
How best to communicate with CHILDNAME
Think about CHILDNAME moving towards the next phase of education or adult life. What hopes do you have? Do you have any concerns?
Plan from age 2, Age 9 (Year 4), Age 14 (Year 9), Age 17 (Year 12)
Who else needs to be involved in discussions about progression to the next stage of education or adult life?

Comment [AT6]: CONSULTAITON QUESTION: We have specifically included questions about transition points as we know this is something that often concerns families. Is this the right way to gather this?

This Years' Support Plan

To be re-set each year and reviewed termly with annual outcomes.

Comment [AT7]: The support plan should already exist and guidance is in the support plan document.

At MY Plan level this is likely to become more detailed as there are more involved services and should be more specific support in place

Are the following in place?	PEP		Child Protection Plan		Child in Need Plan	
	FCAF		Care Act Assessment		MyPlan/EHC Plan	
The Aspirations for CHILDNAME						
Short Term Outcome for this year: 1	By the end of year ? CHILDNAME will be able to so that					
Steps to meet the outcome:						
What is happening in education to achieve this?						
What is happening outside of education to achieve this?						
Using advice from:						
Scaling (1-10)	Term 1		Term 2		Term 3	
Short Term Outcome for this year: 2	By the end of year ? CHILDNAME will be able to so that					
Steps to meet the outcome:						
What is happening in education to achieve this?						
What is happening outside of education to achieve this?						

Using advice from:						
Scaling (1-10)	Term 1		Term 2		Term 3	
Short Term Outcome for this year: 3	By the end of year ? CHILDNAME will be able to so that					
Steps to meet the outcome:						
What is happening in education to achieve this?						
What is happening outside of education to achieve this?						
Using advice from:						
Scaling (1-10)	Term 1		Term 2		Term 3	
Progress Review Term 1						
Date:		What's working	What's not working	Achieved		
Child View						
Parent View						
School View						
Progress Review Term 2						
Date:		What's working	What's not working	Achieved		
Child View						
Parent View						
School View						
Progress Review Term 3						
Date:		What's working	What's not working	Achieved		
Child View						
Parent View						
School View						

**Education – What’s working? What’s not working?
Educational Strengths and Needs**

Comment [AT8]: This section should much more clearly articulate a learners strengths and needs

Prime Need	<u>This should detail the main identified need in line with DfE Guidance</u>
Secondary Needs	<u>This should detail all identified secondary needs in line with DfE Guidance</u>

Communication and Interaction

What’s working? (Strengths)	<ul style="list-style-type: none"> <u>Bullet points of what is working in this area of need detailing the learners strengths in this area</u> 		
What’s not working? (Needs)	<ul style="list-style-type: none"> <u>Bullet points of what is not working in this area of need detailing the learners needs in this area</u> 		
Sheffield Support Grid	1A Communication and Interaction – Speech and Language	Grid level	
	1B Communication and Interaction – Social Communication	Grid level	

Comment [AT9]: We have included each part of the Sheffield Support Grid to ensure that the baseline expectations of what should then be put in place are clear. The grid is designed to both provide an understanding of the level of need and detail the type of provision that is in place to support the learner. CONSULTATION QUESTIONS – is this the right way to articulate this?

Cognition and Learning

What’s working? (Strengths)	<ul style="list-style-type: none"> 		
What’s not working? (Needs)	<ul style="list-style-type: none"> 		

Sheffield Support Grid	2A Cognition and Learning – Learning	Grid level	
	2B Cognition and Learning – Specific Learning Difficulties	Grid level	

Social, Emotional and Mental Health			
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What's working? (Strengths)	•		
What's not working? (Needs)	•		
Sheffield Support Grid	3A – Social Emotional Mental Health – Emotional Regulation	Grid level	
	3B – Social Emotional Mental Health – Mental Health	Grid level	

Hearing, Vision and Physical			
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What's working? (Strengths)	•		
What's not working? (Needs)	•		
Sheffield Support Grid	4A Sensory/Physical – Visual Impairment	Grid level	

	4B Sensory/Physical – Hearing Impairment	Grid level	
	4C Sensory/Physical – Physical Impairment	Grid level	
	4D Sensory/Physical - Medical	Grid level	

Developing Independence including preparing for adult life	
This should include a focus on employment, independence, community participation and health	
What's working? (Strengths)	•
What's not working? (Needs)	•

Comment [AT10]: We have included a section on developing independence. From Year 9 there should be a plan to support a learner to adult life and this section should be used to detail this. However, all learners need to be supported to develop their independence at all ages and so this would be used regardless of age to detail how independence is being developed.
CONSULTATION QUESTION – does this cover the right areas or should we break up the 'preparation for adult life' key areas of employment, independence, community participation and health to be separate areas?

DRAFT

Health – What’s working? What’s not working? Health Strengths and Needs	
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Medical Diagnosis	<ul style="list-style-type: none"> • <u>Bullet point any medical diagnosis</u> 			
What’s working? (Strengths)	<ul style="list-style-type: none"> • <u>If there are no identified health needs this section would state that the learner is in good health. If there are identified health needs it would provide more specific bullet points around areas of good health.</u> 			
What’s not working? (Health Needs relating to SEN)	<ul style="list-style-type: none"> • <u>If there are no identified health needs that relate to SEN this section would state that there are no identified needs. If there are identified health needs it would provide more specific bullet points around what these are and how they impact the learner.</u> 			
What is in place to support needs	<ul style="list-style-type: none"> • <u>This should specify the support to manage health needs in place, including treatment plans and medication</u> 			
What else needs to be in place to support needs	<ul style="list-style-type: none"> • <u>This should specify any other health support that is needed</u> 			
Does the Education Provider have a Health Care Plan in Place?	Yes		No	

Comment [AT11]: A health care plan is a specific document detailing how a medical need should be managed in school, for example how epilepsy is managed. It is often developed by the school in partnership with nursing services

**Care – What’s working? What’s not working?
Care Strengths and Needs which relate to SEN**

<p>What’s working? (Strengths)</p>	<ul style="list-style-type: none"> • <u>If there are no specific care needs then this should detail this. If there are specific care needs related to SEN then this should detail what is working well</u>
<p>What’s not working? (Care Needs relating to SEN)</p>	<ul style="list-style-type: none"> • <u>If there are no specific care needs then this should detail that there are no care needs. If there are specific care needs related to SEN then this should detail what they are. This section is for needs related to SEN only.</u>
<p>What’s not working? (Care Needs not relating to SEN)</p>	<ul style="list-style-type: none"> • <u>This section would detail care needs not related to SEN, for example housing or broader family issues. Permission should be sought from the family to detail this.</u>
<p>What is in place to support needs</p>	<ul style="list-style-type: none"> • <u>This should specify the support to manage care needs in place, including any respite or provision to support the learner outside the education provider</u>
<p>What else needs to be in place to support needs</p>	<ul style="list-style-type: none"> • <u>This should specify any other care support that is needed</u>

Advice and Information

Comment [AT12]: This should detail any reports available on the learner

Source	Evidence	Date
Parent / Carer		
Child / young Person		
Education Provider		
Educational Psychologist		
Education Advisory Service		
Social Care		
MAST / Early Intervention		
Medical professional		
Therapy Services		
Preparation for Adulthood / Careers Guidance		

Plan issue date:

Date of issue of MyPlan	
Date of issue of this version of MyPlan	
Version Number	
The date by which this plan will be reviewed	<u>Progress should be reviewed on a termly basis</u>

My Plan – Consent to Share Information

Parental/Young Person Consent

As part of the My Plan for (*child's name*)..... , I understand that the process includes the collection of educational, health and social care advice and reports, where relevant.

I agree to professional reports submitted as part of the My Plan process for (*child's name*) being shared, if necessary with other professionals involved in order to support this process.

I understand that the personal information gathered will only be used by professionals from Sheffield City Council and other agencies:

- a) To help make decisions and provide appropriate services to the above child;
- b) As part of the moderation by schools and the Council of the support available to children with special needs (there are strict security procedures governing this moderation activity applying to all staff involved, with no personal information further disclosed).

I understand that Sheffield City Council and other professionals will share the minimum necessary information between people and organisations providing services that the above child is using, or is likely to use.

	Name	Signature	Date
Parent			
Child/Young Person			

If there is any information or advice that the School or Local Authority may gather during the My Plan process that you wish to remain confidential, please give details below or contact the SEND team at the address given.

SEND 0-25 Team,
Level 5 North Wing,
Moorfoot,
Sheffield S1 4PL
Tel: 0114 273 6394.
Email: ed-supportteam@sheffield.gov.uk