

Example School Support Plan

Schools and settings often ask for an example of how to complete a Support Plan. Here is an example of one I have made recently for a Y10 pupil, with a range of needs covering all of the 4 areas identified in the Code of Practice: Communication and Interaction, Cognition and learning, Physical/Sensory, Social, Emotional & Mental Health

This is taken from the Provision Mapping page of the new Enhanced Provision document, with some small adaptations to suit the purpose for this situation. The document meets the requirements for setting Outcomes which are specific, measurable, Achievable, Realistic and time bound. To be perfectly honest, the measurable part is the hardest, and I could tighten this up by adding “50% of the time I will....”, “4 out of 5 times I will be able to....” Etc.

The benefit of this system is that it is very easy to review all provision in terms of the hours that are being provided by school high needs funding/enhanced provision funding. If preferred, when a setting is choosing to buy in resources, this could be costed, rather than given in number of hours.

The parents, setting staff and other professionals co-produced this plan with input from the pupil, She joined us for the first 10 minutes, then waited outside and was consulted by the TA during the meeting. She didn't want to stay for the meeting but was clear about the support that she wanted. On the day the plan was devised, a date for review was agreed by all present. All of this is in line with the recommendations of the code of practice regarding pupil and parent participation

Area that I find difficult	Desired outcome What I hope to achieve?	How best to support me	Hours of support	How did I get on?	Comment
I find some lessons hard if I don't know what to do, especially Maths, English and Science	I will be able to understand the work set in the subject lesson. Sometimes I may need further explanation from Miss Davies	Miss D will be in my Maths, English and Science lessons to support me if I need her. If there is something I don't understand, she can explain it to me again, or explain it differently.	3hrs English 3 hrs Maths 3 hrs Science	☺ ☹ ☹	
Sometimes I don't like the noise in the classroom	I will be able to complete work without becoming anxious, agitated or frustrated.	1. If I am becoming upset by the noise level, I will ask Miss D if I can leave the room. Miss D can take me to a quiet room where I can complete my work. 2. If I am very upset or agitated, I can ask to complete an agreed physical activity for 10 minutes	As and when needed, to be used flexibly within the support available	☺ ☹ ☹	

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I don't like to eat in the dining hall, and don't manage social time at break and lunch	I will have a positive experience during lunch and break time, and will not become anxious or agitated.	A quiet room has been identified where I can go at lunch and break time. I can collect my lunch first and take it with me. A member of staff will be available in the quiet room. I might want to join in a lunchtime exercise club when it starts.	Lunch 5hrs per week Break 2 ½ hrs per week.	😊 😐 😐	
I have difficulty with reading. I can't always read the words and I don't always understand everything that I read.	I will improve my reading ability so that next time I am assessed I get a higher standardised score on the WRAT 4 or other standardised test.	My English teacher will deliver one lesson of intervention each week. This could focus on comprehension skills. Miss D will work with me on my decoding (reading) skills, using Read, Write Inc All these sessions to take place during study periods.	1 x 1hr lesson or 2 x 30min lesson each week 3 x 20 min lesson each week	😊 😐 😐	
I don't like it if anything changes in my school day without me knowing about it.	I will start the day off positively and be in the right frame of mind to go to lessons.	Miss D will 'Meet and Greet' me each day. We can talk about the day ahead and anything which may be a challenge that day. Miss D may use a visual timetable to help me to understand any changes.	10 minutes each day	😊 😐 😐	
I am sometimes in pain from my hip	I will be able to manage any pain that I feel in school.	I will tell Miss D if I am in pain. There are a number of things which could happen: 1. mum will leave paracetamol in school for me to take if I need one 2. I could go to the quiet room to continue my work away from other students 3. I could take off my caliper and sit with my feet up in the quiet room	As and when needed.	😊 😐 😐	
I can't always tell the time	I will be aware of when a lesson is ending and how much longer I need to wait to the end of the lesson	Miss D could remind me at the beginning of each lesson; <ul style="list-style-type: none"> • What time it is now • What time the lesson ends 	Moments at the beginning of each lesson	😊 😐 😐	

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		<ul style="list-style-type: none"> Where the hands on the clock will be at the end of the lesson 			
I don't enjoy Art at the moment	I will participate in my Art lessons	I will attend all Art lessons. If I feel that I am becoming upset, I can ask Miss D if I can go to the quiet room to complete my Art work in there.	3 hrs each week	  	
I would like to do some different, useful activities during my study periods	I will develop my leadership and other skills during study periods	<p>I can support Mrs B in teaching PE to younger pupils. This could be part of the Sports Leader award; Mrs R will find out more about how I could follow this course</p> <p>I will join the Duke of Edinburgh Award course. I could use some study periods to develop my skills for the award, such as First Aid</p>	<p>1 hr each week</p> <p>1hr each week</p>	  	
I need to speak to someone about my future and being a part of decision making	I will be able to plan what I want to do when I leave school and be part of the decision making process	I will meet with C from Positive Futures every Monday at 10am. I might increase this to 2hrs in the future	1hr each week	  	
Signed child		Signed teacher		Signed SENCO	
Date		Date		Date	