Additional Support Plan Explanation.

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| Page | Explanation |
| 1 | Details about the pupil. School name and logo to be added. Plan number refers to current plan number for child/young person. |
| 2 | Details about which people and agencies involved and what documents you are sending in support for the child. These documents will have been shared with the parent and child where appropriate. Their views and opinions must be recorded. The format of these documents will be for each individual school to decide.  The PCP **must be included** and **must** include the following headings, *What people like and admire about me*, *What is important to me*, *Who is important to me, How best to support me*. The PCP can be copied and pasted or attached until September 2015. |
| 3 | Aspirations; this could be anything. We need to accept the child/young person’s and parents’ aspirations regardless of our own views. Complete with child/young person and parent. Some children/young persons and parents might not be able to give a long term and a short term aspiration. They must have at least one aspiration. |
| 4 | Aspirations to outcome. This where the skill of the school comes into play. Take the aspiration of the child/young person and you, as a school, identify what educational or health or social care outcomes will start to support the child reaching their aspiration. The same rule applies to the parent. Complete with child/young person and parent. Solutions may include other agencies or services. Other agencies need to be consulted. |
| 5 | Need to describe the needs of the child/young person and what strengths and key skills they have. All boxes do not need to be filled in. |
| 6 | Identify any health and or care needs. Once the needs have been identified, how these impact on the child’s education. You will need to identify the outcomes and the possible solutions. Solutions may include other agencies or services. Other agencies need to be consulted. **Sometimes the child/young person will have no health or care needs**. Complete with child and parent. |
| 7 | Provision map. This is to provide evidence that you, as a school, have put appropriate support into place to meet the outcomes of the child/young person and/ or the parent. What evidence you as a school provide in order to demonstrate this is left to the discretion of the school. It will be highlighted on page 2 / appendix 1. This is where you state what documents you are sending in support of the child/young person.  Cost is an estimate and additional to what is provided by the school. |
| 8 | Data. Additional data can be provided. Consider attainment/achievement and levels of progress in relation to themselves. Will be updated when future arrangements for assessment are developed. |
| 9 | Consent form to be completed by the school, parent, and where appropriate by the child/young person. |