

Sheffield My Plan Guidance Document

Sheffield My Plan and Whole Family Assessment (FCAF): Education **led**

Comment [AT1]: This document has been produced to be an Education completed and led assessment. Whilst the My Plan and Whole Family Assessment (FCAF) have been combined, it may not always be necessary for both parts to be completed. It does, however, mean that a single document can be used where appropriate to prevent duplication and disjointed plans.

SECTION A	<p>My Plan This section should be completed for children and young people with Special Educational Needs or Disabilities who require provision to be made to support their needs. Where the assessment and plan is only in relation to wider family needs this section does not need to be completed though it may be relevant to do so, particularly in identifying needs of an individual child.</p>
SECTION B	<p>Whole Family Assessment (FCAF) This section should be completed for families where there is a need to assess and support wider family needs. Where the assessment and plan is only in relation to an individual child's Special Educational Needs this section does not need to be completed though it is good practice to consider the whole family.</p>
SECTION C	<p>Support Plan This is an annual plan that should be completed to detail individual support in place to meet needs for an individual or family.</p>

Date of issue of first Assessment / Plan	<u>This should be the first date the plan is issued. It's important to note that the My Plan is a living document so will always be developing and updated</u>
Date of issue of this version of Assessment / Plan	
Version Number	<u>Include version control by updating this each time the plan is reissued</u>
Name and contact details of lead person completing this Assessment / Plan	<u>Normally this will be education provider but could be another service for the MyPlan. Please include contact number and email</u>

Section A: Sheffield My Plan

Child/Young Person's Full Name

Include Full Name here

I like to be known as

What does the YP like to be called?

Date of Birth	
Gender	
Address	
Contact Number	
Languages spoken	<u>If an interpreter is required please detail</u>

Current Education Provider	
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PART 1: PARENT/CARERS AND INVOLVED SERVICES

Name of person with parental responsibility (1)	
Address (if different from child)	
Contact number	
Email	
Name of person with parental responsibility (2)	
Address (if different from child)	
Contact number	
Email	
Is the young person in public care? (Y/N)	

Comment [AT2]: Ensure that those with parental responsibility are completed. Where there are split families please ensure that this is articulated as both parents have a right to be involved

Service	Officer, role and contact details (telephone and email)	Date of last provided advice/report
Education Provider	<u>Where there is more than one officer please detail all and their specific role and contact details</u>	<u>Any reports should be made available to parents. If the My Plan is used to request an EHC Needs Assessment these should all be attached to the submission</u>
Educational Psychologist		
Education Advisory Service (please detail)	<u>It is likely that there may be more than one advisory service involved. Please detail all</u>	
Social Care		
MAST / Early Intervention		
GP		
Medical professional (please detail)	<u>This would be non-therapy professionals such as consultants</u>	
Therapy Services (please detail)	<u>Therapy services should include Speech and language, Occupational therapists, Physio, CAMHS</u>	
Preparation for Adulthood / Careers Guidance		

Other	<u>There may be other services involved such as voluntary sector or services commissioned by the parent</u>	

PART 2: CHILDNAME'S VIEWS / ONE PAGE PROFILE

This is me:

This may be a photo, drawing or description. The YP should in general choose

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

This should detail some key positive points about the YP that they like about themselves and others like about them.

Things I need help with:

This should be short sentences of key areas where help is needed for example 'moving around school', 'managing at play times', 'focussing on my work'

What is important to me now:

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

It's important to note that there are no right or wrong aspirations.

What are the best ways to help and support me?

This should be simple and clear instructions and support to anyone working with the YP about how they are supported such as 'give me time and space when I am anxious', 'show me where I need to start writing', give me regular reminders about where I should go at break times'.

Comment [AT3]: When completing the document for the first time, you should use the search and replace function in word to change all incidents of CHILDNAME to the name the child likes to be known as

Comment [AT4]: The one page profile should be the YP views and thoughts primarily. It may be developed with the YP through different activities and then recorded. It should be shared with anyone working with the YP including teaching staff and support staff.

How I communicate
<u>For some YP this will be a particular communication technique such as Makaton, however, for others it will be important to note how they approach communication</u>

When I do this	We think it means	People helping me should

Comment [AT5]: This should be used to provide suggested strategies to support a YP, particularly based on how they may behave or respond to situations

How I'm doing in my learning			
	Attainment/Level (YEAR)		
Subject	Autumn	Spring	Summer
Reading			
Writing			
Spelling			
English			
Maths			
Attendance			
Other subjects			
Copy of progress measures if appropriate: <u>The education provider may want to remove these lines and insert a copy of progress measures in school instead</u>			

Comment [AT6]: These can all be changed and adapted depending on areas that are relevant. They do not all need to be included, however, clarity as to academic progress should be included

PART 3: PARENT/CARERS VIEWS ON CHILDNAME

Comment [AT7]: The parents should be supported to complete this information. Some parents will be able to do this themselves, others will need much more support to do so. If an EHC Plan was issued, this would be used to populate section A and so it's important to give a good background of the families views and concerns as to their child's needs

Our hopes and dreams for CHILDNAME's future – Our Aspirations		
<u>It's important that this is articulated as it should form the basis of 'the golden thread' for any support</u>		
CHILDNAME's history and background		
<u>This can be put in any form but should be relevant for the child, family and practitioners. It should enable the 'tell us once' approach to be embedded.</u>		
What does CHILDNAME like and what are they good at?		
What's not working for CHILDNAME? What they need help with		
What is working and could be better in the following areas for CHILDNAME:		
Tell us about	What's working well	What could be better and do they need help with
<u>Physical Health:</u> Health and Wellbeing including areas such as sleep, medical needs and physical needs		
<u>What they think of themselves:</u> Personal Identity and self-worth, including managing emotions and behaviours		
<u>Self-Care skills:</u> How they look after themselves		
<u>How independent they are:</u> Family and social life including how they spend their time in and out of the home		
<u>How they get on with others:</u> Friendship and family relationships		

Comment [AT8]: Specific areas have been put to ensure that areas of need can be articulated and addressed. This is the family view about their child's needs and how they are being addressed. It's important to ensure that strengths are also addressed

<u>Education:</u> What they're like in education and how they feel about it		
<u>Communication:</u> How they communicate and what happens when they try to communicate		
What impact does CHILDNAME's needs have on the family and the home?		
<u>It's important to detail the impact on the family of any SEND needs. This may include areas such as lack of sleep for parents or inability to develop social activities.</u>		
What needs to change for CHILDNAME?		
<u>This is the parents priority for what they want to be different</u>		
Think about CHILDNAME moving towards the next phase of life and 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)		
<u>This section will need to be regularly updated as a child moves between key transition points, but should help to articulate areas that may prevent good transition</u>		
Who else needs to be involved in discussions about support and progression to the next stage of life and education?		

PART 4: EDUCATIONAL STRENGTHS AND NEEDS

Prime Special Educational Need	<u>This should be the primary need a child may have in line with DfE SEND descriptors eg. SEMH</u>
Additional Special Educational Needs	<u>This should detail all secondary needs a child may have in line with DfE SEND descriptors eg. HI and SpLD</u>

Education Strengths and needs – Communication and Interaction			
Strengths	•		
Special Educational Needs	•		
Support in place to meet this need	•		
Sheffield Support Grid	1A Communication and Interaction – Speech and Language	Grid level (Need):	Date Assessed:
		Grid level (Provision):	Moderated by:
	1B Communication and Interaction – Social Communication	Grid level (Need):	Date Assessed:
		Grid level (Provision):	Moderated by:

Comment [AT9]: All areas of strengths, needs and provision are broken down in line with the SEND Code of Practice and as detailed through the Sheffield Support Grid. It's important that strengths, needs and support put in place are detailed so that families can be clear that all areas of need are addressed. In addition so that practitioners can see what they need to put in place. In general information will come from a professional such as a therapist or educational Psychologist as well as information provided by the school. You should reference where this comes from. Where there are no related needs please put 'No areas of need'

Comment [AT10]: The grid references should relate to the most recent assessment of a young person as they have been moderated. It's important to give an overall picture of all areas of need

Education Strengths and needs – Cognition and Learning			
Strengths	•		
Special Educational Needs	•		
Support in place to meet this need	•		
Sheffield Support Grid	2A Cognition and Learning – Learning	Grid level (Need):	Date Assessed:
		Grid level (Provision):	Moderated by:
	2B Cognition and Learning – Specific Learning Difficulties	Grid level (Need):	Date Assessed:
		Grid level (Provision):	Moderated by:

Education Strengths and needs – Social, Emotional and Mental Health			
Strengths	•		
Special Educational Needs	•		
Support in place to meet this need	•		
Sheffield Support Grid	3A – Social Emotional Mental Health – Emotional Regulation	Grid level (Need): Grid level (Provision):	Date Assessed: Moderated by:
	3B – Social Emotional Mental Health – Mental Health	Grid level (Need): Grid level (Provision):	Date Assessed: Moderated by:

Education Strengths and needs – Physical and/or Sensory Needs, including Visual and Hearing Impairments			
Strengths	•		
Special Educational Needs	•		
Support in place to meet this need	•		
Sheffield Support Grid	4A Sensory/Physical – Visual Impairment	Grid level (Need): Grid level (Provision):	Date Assessed: Moderated by:
	4B Sensory/Physical – Hearing Impairment	Grid level (Need): Grid level (Provision):	Date Assessed: Moderated by:
	4C Sensory/Physical – Physical Impairment	Grid level (Need): Grid level (Provision):	Date Assessed: Moderated by:

	4D Sensory/Physical - Medical	Grid level (Need):	Date Assessed:
		Grid level (Provision):	Moderated by:

Developing Independence including preparing for adult life This should include a focus on employment, independence, community participation and health	
Strengths	•
Needs	•
Support in place to meet this need	•

Comment [AT11]: It's important to consider independence at all stages of life, not just from Year 9 onwards. From Year 9 onwards there must be a plan of support developed and put in place to move from education to adult life.

PART 5: HEALTH STRENGTHS AND NEEDS
This may be only relevant where an individual My Plan is needed

Medical Diagnosis	•	
Strengths	•	
Needs relating to SEN	•	
Support in place to meet this need	•	
Is a Health Care Plan in Place?	Yes	No

Comment [AT12]: Please list all medical diagnosis known

Comment [AT13]: If there is a particular health need such as epilepsy, it is important for a health care plan to be put in place to detail how those specific health needs are met in school. This would be an appendix for the My Plan

PART 6: CARE STRENGTHS AND NEEDS
This may be only relevant where an individual My Plan is needed

Strengths	•
Needs relating to SEN	•

Comment [AT14]: This is needs related to SEN and not specific safeguarding issues

Care Needs not related to SEN	•
Support in place to meet this need	•

Comment [AT15]: Care needs relating to safeguarding issues should be included here with the permission of the family. They should be regularly checked for accuracy and updated as they can cause significant upset for a family

Section B: Sheffield Whole Family Assessment (FCAF)

Comment [AT16]: Where a whole family assessment is the basis for work then this will all be completed. It may or may not be relevant for those where the My Plan is the primary objective.

PART 7: FAMILY LIFE

Comment [AT17]: This section is designed to give a broader picture of the family life. There may be sections which are not relevant or appropriate. It is ok to state this.

Family Genogram

Comment [AT18]: Include where possible a diagram detailing the whole family

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People who live in the family home

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Type of home - Housing Association / Council tenant / Private rented / Owner occupied / Other (please specify)

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Other significant family and friends

This should include significant other people who interact with the home

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Describe a good day for your family	
What's Working Well?	What Could Be Better and Why?
What is important to you as a family?	
Please detail anything that has happened in the past that may have impacted on your family	
Please detail anything related to housing, work and money for your family that may be relevant	
What's Working Well?	What Could Be Better and Why?
Please detail anything related to where you live, your social life and interaction with the community for your family that may be relevant	
What's Working Well?	What Could Be Better and Why?
Professionals view on life at home – completed by:	
What's Working Well?	What Could Be Better and Why?

Comment [AT19]: This is the families view

Comment [AT20]: For the Whole family assessment this is the opportunity for a professional or education provider to detail their views on the home and areas that are working well or could be better. This is a good place to articulate the reasons why a whole family assessment may be appropriate

PART 8: HOUSEHOLD AND FAMILY/FRIENDS PROFILE

This table can be copied should there be more relevant individuals that are discussed as part of the assessment

FAMILY ADDRESS:**TELEPHONE NUMBER:**

Full Name					
Other names (also known as)					
Date of birth or estimated due date					
Gender					
Ethnicity					
First language – is an interpreter needed (Y/N)					
Name of Education, training or employment establishment					
Registered with a GP (Y/N)					
Has a disability (Y/N)					
Provides care for another family member (Y/N)					
Took part in assessment (Y/N)					
Lives in the family home (Y/N). Include address if not in home					
Telephone number					

Comment [AT21]: This should be used for all relevant people (family and friends) who revolve around the family, including members of the family both in and outside of the home.

It provides a list of key people for contact purposes and their involvement.

The table can be copied if needed. Two copies are within the template allowing information about 10 people. To copy the table you should highlight the table, click on copy and then paste a new table in.

FAMILY ADDRESS: TELEPHONE NUMBER:					
Full Name					
Other names (also known as)					
Date of birth or estimated due date					
Gender					
Ethnicity					
First language – is an interpreter needed (Y/N)					
Name of Education, training or employment establishment					
Registered with a GP (Y/N)					
Has a disability (Y/N)					
Provides care for another family member (Y/N)					
Took part in assessment (Y/N)					
Lives in the family home (Y/N). Include address if not in home					
Telephone number					

PART 9: SERVICES INVOLVED WITH THE FAMILY

Agency	Worker	Contact Details (phone and email)	Family Member being supported	Brief details of support provided	Involved in this assessment?

Comment [AT22]: This provides a list of all involved professionals within the family. Where they are included within the My Plan it is not necessary to repeat, but this does enable a full list of the agencies involved with the family as a whole.

PART 10: ABOUT THE ADULT'S LIFE

Please repeat this part for other adults assessed under the FCAF

Comment [AT23]: This part should be completed with and by key adults who are involved in the whole family assessment to gather information about their needs. It should cover their views on how things are

Full name (legal name)		
Also known as		
What is important for you?		
Physical health		
What's Working Well?		What Could Be Better and Why?
Mental health and emotional well-being		
What's Working Well?		What Could Be Better and Why?
Life style and behaviours		
What's Working Well?		What Could Be Better and Why?
Parenting		
What's Working Well?		What Could Be Better and Why?
Professionals view on how well things are going		
I agree / disagree with this self-assessment		
What's Working Well?		What Could Be Better and Why?

Comment [AT24]: This may include both undiagnosed and diagnosed needs

Comment [AT25]: This may include risky behaviours that impact the individual or others such as alcohol consumption

Comment [AT26]: The name of the professional providing their view should be included here

PART 11: ABOUT THE CHILD'S LIFE

Please repeat this part for all children in the family. Where part 2 and 3 of the My Plan have been completed for a child this does not need to be completed.

Comment [AT27]: This part should be completed with and by key children who are involved in the whole family assessment to gather information about their needs. It should cover their views on how things are

Full name (legal name)	
Also known as	
What is important for you?	
What are your hopes and dreams?	
Health and well being including identity	
What's Working Well?	What Could Be Better and Why?
Education and learning	
What's Working Well?	What Could Be Better and Why?
Self-Care Skills	
What's Working Well?	What Could Be Better and Why?
Family and Social Life	
What's Working Well?	What Could Be Better and Why?
Professionals view on how well things are going	
I agree / disagree with this self-assessment	
What's Working Well?	What Could Be Better and Why?

PART 12: Whole Family Assessment SUMMARY	
Risk Assessment	
Any concerns regarding visits to the family home, whether visits should be conducted alone or with workers from other agencies:	
Making a plan to Make a Difference	
What are the family still worried about most? What is important to you and your family?	
Summary of Practitioners Views of identified Needs	
What are you worried about most? What help and support does the family need?	
Family Action Plan	
What actions need to be taken to support the family?	

Comment [AT28]: Details of any risk assessment as part of the whole family assessment should be included here

Comment [AT29]: This should be a brief summary as part of the whole family assessment about overall family areas of concern

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

Are the following in place?	PEP FCAF		Child Protection Plan Care Act Assessment		Child in Need Plan MyPlan/EHC Plan	
Any other plans in place?						
Outcome for this year: 1	By the end of year ? CHILDNAME/FAMILY will be able to so that					
Steps to meet the outcome:						
	What	Who		How Often / Duration		
What is happening in education to achieve this?	<u>This should be specific provision to meet the outcome</u>					
What is happening outside of education to achieve this?	<u>This is most likely to come from care or health assessments, but can include family contributions</u>					
Using advice from:	<u>Name who and what their role is</u>					
Progress measure (1-5)	1. No progress or deterioration		2. Limited Progress		3. Moderate Progress	
	4. Significant Progress		5. Achieved			
	Term 1		Term 2		Term 3	
Outcome for this year: 2	By the end of year ? CHILDNAME will be able to so that					
Steps to meet the outcome:						
	What	Who		How Often / Duration		
What is happening in education to achieve						

Comment [AT30]: All young people with SEND should have some form of short term support plan that details what is being worked towards through the year. This includes those with an EHC plan and those with low level needs who do not need a more detailed My Plan. The support plan has been developed as a best practice model, though some schools may use their own versions. It is important that any support plan is reviewed regularly (reviews of strengths, needs and provision for a child with SEN should take place 3 times per year in some form) and that it records short term targets and the progress made against these. It should also clearly detail views of that review.

Comment [AT32]: This is a suggested format for an annual outcome. Where a young person progresses to an EHC Plan then key stage outcomes should be developed as part of the plan. You do not have to follow this wording but it may help

Comment [AT31]: Additional outcomes can be added to the support plan as needed by copying and pasting the outcome boxes

Comment [AT33]: You should detail here all the specific steps that will build up to the outcome

Comment [AT34]: These boxes would be updated as part of each review

Comment [AT35]: Include a number in this box each term against the outcome to consider the progress being made for that outcome. Term 1 is normally Autumn term, though depending on when the plan was initiated can be recorded differently. The date for reviews is recorded later in the support plan.

this?			
What is happening outside of education to achieve this?			
Using advice from:			
Progress measure (1-5)	1. No progress or deterioration	2. Limited Progress	3. Moderate Progress
	4. Significant Progress	5. Achieved	
	Term 1		Term 3
Outcome for this year: 3	By the end of year ? CHILDNAME will be able to so that		
Steps to meet the outcome:			
	What	Who	How Often / Duration
What is happening in education to achieve this?			
What is happening outside of education to achieve this?			
Using advice from:			
Progress measure (1-5)	1. No progress or deterioration	2. Limited Progress	3. Moderate Progress
	4. Significant Progress	5. Achieved	
	Term 1		Term 3

Progress Review Term 1		
Date:	What's working	What's not working / Barriers to achievement
Child View		
Parent View		

Comment [AT36]: This will normally be Autumn term, however, in the first year of a plan this may not necessarily be the case

Comment [AT37]: Date of review to go here

School View		
Practitioners Views (include who)		
What's been achieved?	What needs to change including any new steps or outcomes and actions to be completed	

Progress Review Term 2		
Date:	What's working	What's not working / Barriers to achievement
Child View		
Parent View		
School View		
Practitioners Views (include who)		
What's been achieved?	What needs to change including any new steps or outcomes and actions to be completed	

Progress Review Term 3		
Date:	What's working	What's not working / Barriers to achievement
Child View		
Parent View		
School View		

Practitioners Views (include who)		
What's been achieved?	What needs to change including any new steps or outcomes and actions to be completed	

Parental/Young Person consent to Share Information

We are committed to ensuring the safeguarding of your sensitive data. The information collected on this form will be securely stored.

Your information may be shared with services such as Sheffield Council, the NHS and other education providers who may have a direct involvement. This will only be done only where it is appropriate and necessary. It will be used for the assessment of you/your child as part of the Graduated Approach to meeting needs. This means it may be used for the assessment, issuing and maintenance of a SEN Support Plan, My Plan or EHC Plan. It will be used to support the **assessment of needs** by education, health and social care services and enable Sheffield City Council, education, health and care providers **to deliver services and support** to you and your family where it is needed. It will also be used as part of the **moderation** by education providers 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). The information may also be used for monitoring and auditing.

We will not give information about you to anyone outside of Sheffield City Council and the education provider without your consent. The only times we will share information without consent is if we are required to do so by law. This is where it is part of a statutory function, or if it is necessary for safeguarding children. Any sharing of information will be done strictly in accordance with the General Data Protection Regulation (GDPR) 2018.

We will share the minimum necessary information between people and organisations providing services that you, your child or family is using, or is likely to use. The personal information gathered will no longer be shared if a decision is made at a review that this plan should cease.

Please indicate your consent by signing below:

	Name	Signature	Date
Parent			
Child/Young Person			

If there is any information or advice that the education provider or Local Authority may gather during the assessment and planning process that you wish to remain confidential, please give details below.

Please see the school and council website for more information on how your information rights are respected and personal information is used

Comment [AT38]: It is important that parents and young people sign to agree permission to maintain and share their data. Failure to do so can often prevent progression of appropriate services and support

appropriately and legally.

END PAGE AND APPENDICIES

When sharing this document any appendices should be included. This should include copies of reports gathered as part of the process from involved professionals