

My SEND Learning Programme

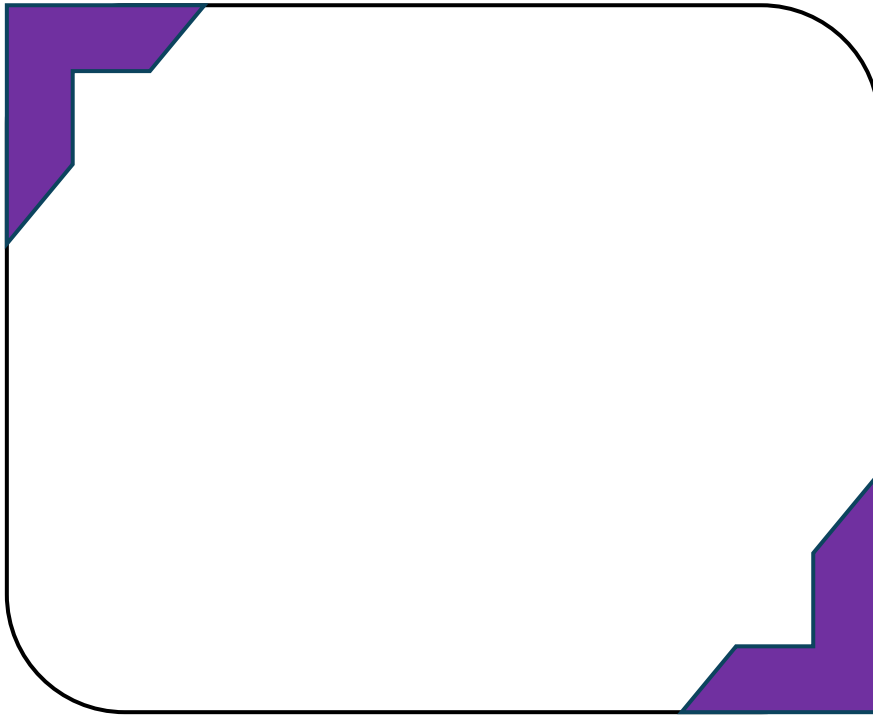
My name is:

I am known as:

My date of birth is:

My school/setting is:

Current photo of me:



Number:	Date:
Date of review:	
Date of review:	
Date of review:	



People who work with me

It is useful to have a list of people who work with me and their contact details.

Please encourage professionals who visit me to add their details below.

Name:	Service/Role:	Work pattern	Contact info:

Completing My SEND learning program

Once need is identified and targeted strategies implemented a meeting should be held with parents to discuss next steps and a file should be started to collate relevant information and evidence of GR. The MSLP should be formally updated with every review, but information should be added as it becomes relevant and/or is made available.

All SEND information/files should be transferred to the child's next setting/school and need to be retained by their last school until their 35th birthday.

The MSLP pages can be used as dividers or electronic subfolders within which to place relevant information as suggested below.

Section 1– Complete one page profile with parents.

Section 2 - Parents views to be completed by or with parents/carers.

- Parental consent to be gained as file is opened to allow sharing of information.

Section 3 – Complete summary of information around SEND needs. This section of the file should include any reports or information around diagnoses, SEN, developmental levels, interventions/strategies already implemented.

Section 4 – Provide summary of information you have regarding health needs. This section of the file should include copies of medical reports, health care plan etc.

Section 5 – Provide summary of information you have regarding social care needs. This section of the file should include copies of TAF/CIN meeting minutes, EH referrals/assessments, safeguarding notes or any correspondence with social workers etc.

Section 6 – This section of the file should include copies of any targets or learning outcomes set by setting or external agencies. Evidence of Assess, Plan, Do, Review/ graduated response to meeting needs such as IEPs, SLPs, Sensory plans, therapy plans etc., and reviews of these.

Section 7 – This section of the file should include all other external documentation pertaining to the child's SEND such as EYIF applications, evaluations and award letters and referrals to specialist support services.

In the event of a child starting at a setting with needs already identified, the setting should:

- Request copies of reports and information held by parents.
- Request copies of targets/LOs previously set by external agencies.
- Request any evidence of GR already available such as interventions already implemented and reviews of these e.g. ECAT.
- Hold a transition meeting with parents and external agencies to gather a holistic overview of the child's lived experience thus far and agree next steps.

Introduction to My SEND Learning Programme

This is My SEND Learning Programme. Included in my programme is information on:

- What is important to me and to my parents, including our goals and aspirations for the future.
- my strengths, my special educational needs (SEN) and my health & social care needs which relate to my SEN.
- the outcomes which will help me to move towards my goals and aspirations.
- the support given to me to help to make progress towards my outcomes.

My programme should be useful for those involved in supporting me and should actively promote co-ordinated support for me and my family so that I can make progress.

I might already have other plans in place such as: (please tick as appropriate)

Team around the Family (TAF) Plan	<input type="checkbox"/>
Child in Need Plan	<input type="checkbox"/>
Child Protection Plan	<input type="checkbox"/>
Personal Education Plan (PEP)	<input type="checkbox"/>
Looked After Child Care Plan	<input type="checkbox"/>
Health Care Plan	<input type="checkbox"/>
Multi-element plan	<input type="checkbox"/>
Early Help Assessment	<input type="checkbox"/>

How I communicate best and what help I need?

What people like and admire about me?

What is important to me now?

Picture or additional photo:

Section One: My One Page Profile

Date:

What is working well for me?

My goals and aspirations:

Short Term

Long Term:

What I like doing in setting:

What I like doing out of setting:

What would make things better?

Section 2: My Parent/Carer Views

What is important for my child now:

What is not working so well for my child at the moment:

What is working well for my child at the moment:

What are my goals and aspirations for my child?

Short term – the next 6-12 months

-
-
-

Long term – what I want for my child's future beyond next year and when they are an adult.

-
-
-
-

Parental/Young Person Consent

As part of the programme for _____, 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 SEND Learning Programme process for _____ 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 Derbyshire County Council and other agencies to help make decisions and provide appropriate services to the above child.

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

Person	Name (please print)	Signature	Date
Parent/Carer			
Child/Young Person (where applicable)			

Section 3: My Special Educational Needs and/or Disabilities

My Special Educational needs and/or Disabilities are discussed by my family, education, health and care services. Their current assessments are listed at the end of My SEND Learning Programme.

A summary of my needs
Cognition and Learning
Communication and Interaction
Social, Emotional and Mental Health
Sensory and/or Physical
Preparing for key transitions and/or preparing for adulthood

Section 4: My health needs which relate to my Special Educational Needs and/or Disabilities

My health needs which relate to my Special Educational Needs and/or Disabilities:

**Section 5: My Social care needs which relate to my
Special Educational Needs and/or Disabilities**

My Social care needs which relate to my Special Educational Needs and/or Disabilities:

Section 6: IEP Template

Child's Name:		Date of Birth:		Date of Plan:		Review:	
What are my Strengths?				What do I need support with?			
My learning outcomes	Strategies	Advised By	Provision in place to support identified need	Staff member ratio Length of time Frequency	Review		

My learning outcomes	Strategies	Advised By	Provision in place to support identified need	Staff member ratio Length of time Frequency	Review

Section 6: Outcomes and Provision

My outcomes

- Are what I will be able to do by the end of a phase or stage of education.
- Should take into account what is important to me and help me move towards my goals and aspirations.
- Should take into account what is important for me and address the area of my needs (barriers) set out in section 3,4 and 5 of My SEND Learning Programme, so that I can make progress. Sometimes an outcome will address more than one area of my needs and may be shared across education, health and social care.

Learning Outcome Number	Learning Outcome	Supported by Education	Supported by Health	Supported by Social Care
Learning Outcome 1				
Learning Outcome 2				
Learning Outcome 3				
Learning Outcome 4				
Learning Outcome 5				
Learning Outcome 6				
Learning Outcome 7				

Outcome No.	Steps I will make towards achieving this outcome (Each outcome may need more than one step)	Short Term Targets (Each step may need more than one target)	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (Frequency and duration)	Resources required (Including costs)
2						
3						

Outcome No.	Steps I will make towards achieving this outcome (Each outcome may need more than one step)	Short Term Targets (Each step may need more than one target)	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (Frequency and duration)	Resources required (Including costs)
4						
5						

Outcome No.	Steps I will make towards achieving this outcome (Each outcome may need more than one step)	Short Term Targets (Each step may need more than one target)	What needs to happen to help me achieve this outcome?	Who will do it?	How often? (Frequency and duration)	Resources required (Including costs)
6						
7						
				Total		

Section 6: Reviewing My SEND Learning Programme

Date of Review		Review Number:	
Outcome Number	Progress towards outcomes in My SEND Learning Programme (To include whether the steps I will make towards achieving this outcome have been met, not met, or need to be changed).		
1			
2			
3			

Outcome Number	Progress towards outcomes in My SEND Learning Programme (To include whether the steps I will make towards achieving this outcome have been met, not met, or need to be changed).
4	
5	
6	
7	

What is working well with provision & support and needs to continue?

What isn't working well with provision & support and needs to finish or change?

Should anything new be introduced to match the parent/carer/child's goals and aspirations?

At this review, update My SEND Learning Programme to set new targets, make adjustments to provision etc. Please reference these updates with the number and the date of the review in **Section 5**. If any provision is not continuing, then ~~strikethrough~~ in **Section 5**. If no strikethrough, then this will indicate that provision is continuing and if it is being added following this review, please reference these additions with previous reviews.

To edit text within the form fields, open the file in [Adobe Reader](#) and press CTRL + E to display the 'Properties Bar'.

Section 7: Appendices - Reports and Supporting Evidence

Family/Young Person Reference (and date) below
Education Reference (and date) e.g., previous SEND Learning Programmes, risk assessments / school tracking data and risk assessments, multi-element plan
Health Reference (and date) e.g., Health Care Plan, Therapy advice, Paediatricians report.
Social Care Reference (and date) e.g., TAF Plan, Child in Need Plan, Child Protection Plan, PEP, Care Plan, Early Help Assessment
Careers
Other evidence from other people or agencies