

An example of One Planning

This document can be filled in by parents, young people or the professionals, ensuring that everyone has a copy at the end of the meeting to take away.

Child/Young Person information

Name:..... Date of Birth

Nursery/school/college

Phone Email.....

Address.....

SEN Support Yes/No

EHC Needs Assessment Yes/No

EHCP Yes/No

Brief description of needs/diagnosis:-

.....
.....

Parent Information

Name of parent (s)

Phone Email.....

Address

..... Postcode

Meeting Arrangements

I have a meeting on at

The following people are attending the meeting.....

.....

Consent to sharing of information

I agree to information on this form to be shared: YES/NO

Signature..... Date.....

MEETING PLANNING – Appreciation – parent/carer views

<p>What do you see as the most important issue? (eg. areas of concern, triggers of behaviour/anxiety)</p>	
<p>What do you think needs to happen? (eg. what reasonable adjustments can the school put in place to support your child/young person)</p>	
<p>What will this mean to your child/young person? (eg. what difference will support make to your child/young person)</p>	
<p>What is most important to you and your child/young person?</p>	
<p>What outcomes would you like for your child/young person?</p>	
<p>How do you support your child at home? (what strategies work well, best ways to communicate)</p>	

Child/Young Person Views

Appreciation: Me and School/FE Setting (Child & Young Person's own views)

What I like and admire about me:	
Things that I like in school:	
Things that are working well in school and I would like to carry on:	
What helps me in school?	
What things do I find hard in school?	
What is not working well at school and could/should stop?	
What are my aspirations for now and for the future? (your hopes and dreams)	

One Planning checklist

PREPARATION for School/Parent & Child/Young Person (CYP) to consider **before** a review meeting

Has the child or young person shared their views, including their aspirations (short/longer term) and views on what is important to them and what they would like to happen?
Have these views been recorded within their One Planning?

Has the school gained information from any professionals that cannot attend?

Have the parents provided views on their perspective on the CYP progress and what may help them to learn?

Is the school aware of any information the CYP does not want to discuss/share at the review meeting?

Have the school shared with you and your child/young person how they are monitoring the impact of the strategies in place?

Have the school completed a Communication Chart? (to record how C/YP communicates through their actions as well as their words and how school communicates with the pupil)

Notes:-

PLANNING – to be completed at the review meeting by School/Parent & Child/Young Person (CYP)

All involved parties to consider:

1. What have we tried?
2. What have we learned?
3. What are we pleased about?
4. What are we concerned about?

Next question is:- Given what we now know, what next?

To discuss the monitoring of strategies in place:

- What impact has each of the strategies made on the learning of the child/young person?
- Who is responsible for monitoring the learning activity?
- What has been learnt about what worked well?
- What has been learnt about what didn't work well?

Person Centred Reviews:- appreciation – see our Person Centred review section

- what the school appreciate/like and admire about the pupil
- what school needs to know or do to support child or young person?
- what is important to child or young person now
- questions to answer/issues school are struggling with
- what is important to CYP for the future
- what is working and not working from different perspectives

A ONE PLAN will be created, following the meeting and taking into consideration of school/parent & CYP views. A copy of the plan will be sent to all parties for their agreement. The One Plan should be reviewed, ideally on a termly basis.

Notes:

One Plans should:- (see the attached template)

Reflect the hopes, wishes and aspirations of child and young person and their families

Reflect the child and young person's strengths and positive skills and qualities

Be based on high quality assessment over time

Identify clear outcomes agreed with child and young person and their families, and how these will be achieved (The aim of any outcome is to move the CYP towards their aspirations)

Identify targets and steps to outcomes

Have SMART (specific, measureable, achievable, realistic and time-bound) outcomes and short term targets

Specify and quantify the evidence-based provision to develop the knowledge, skills and understanding of the child and young person (adjustments, classroom modifications, approaches and interventions)

Identify who is going to do what, when, how often and for how long (including family and the wider community)

Identify clear outcomes criteria

Identify a date for the next review

Notes:-

An example of a One Plan

Childs Name:- _____

Date of the Meeting:_____

Identified Needs Eg. sensory processing difficulties, speech & language needs	Outline of provision, classroom modifications, approaches and interventions (include who is going to do what, when, how often and for how long)	Short term targets and steps to outcomes (specific, measurable, achievable, realistic and time-bound)	Outcomes & how they will be achieved (Outcomes are steps on the journey towards aspirations) Eg. Aril will move around the school building independently ready for his transition to secondary school"	Impact of Provision – what difference has it made? (this section to be completed at the next review)

The next review date:_____

