

How to write an SEN Support and Outcomes plan with parents (using the OCC format)

Preparing to write the plan

The Special Education Needs and Disabilities Code of Practice 2014 requires us to have regard to:

- *The views wishes and feelings of the child, and the child's parents*
- *The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions*
- *The need to support the child or young person, and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood*

The plan will usually be written at a meeting that includes parents and may also involve other people who can helpfully contribute, with the parents' consent. You will want to have all of the relevant paperwork from observations etc to hand. As you prepare for this meeting you will also be thinking about the child's strengths, interests and how they learn best - their characteristics and style of learning. The parents will have their own knowledge to share; bringing together this vital information will be the basis for planning how to develop an enabling environment and the implementation of strategies across the setting and home.

At the planning meeting: writing the support and outcomes plan

Aspirations/hopes of the child and family

The starting point is to think broadly and holistically about the child – what are the child's and the family's wishes and aspirations? Discussing this with the family powerfully helps to put them at the centre - they have a chance to consider this important question and we listen to them and take our lead from them.

Some examples of aspirations that have been suggested by parents:

- To go to mainstream school and find a job which gives him a purpose
- To have a friend
- To say family names

What does need to be able to achieve this?

This involves breaking down the aspiration into components so that each one can be worked towards. This is sometimes called task analysis. So for example the first aspiration in the list above could be broken down into the following:

- He needs to learn from his home/setting experiences
- He needs to develop self-confidence and a strong sense of self worth
- He needs to be able to communicate with others
- He needs to enjoy playing and learning with adults and other children
- He needs to develop independence skills and ability to ask for help when needed

What can do now?

This is a chance to list the child's strengths that relate to the aspiration and the tasks or skills you have identified as important in working towards it. It's really important to have a good understanding of the child's strengths as these can be built on and used to help achieve next steps. The child's views are important too – use the Voice of the child suggestions in this toolkit to help to gather these.

Does have an 'All about me'?

This is just a question and it doesn't matter if the child doesn't have an 'All About Me' at this stage. An 'All About Me' helps to fulfil the requirement of the SEN Code of Practice to involve the child and the parent in decision making (see 9.21) and contains information about the child as an individual including their views, wishes and feelings and those of their parents. What they have done and are interested in as well as the outcomes they seek for the future.

Who is involved/Team Around the Child

Note down the parents and all the key people actively involved in helping the family and the child with his or her learning and development.

Outcomes/Next Steps to aim for by the next review

Box 1 This is the outcome that you agree with parents. It should be **Specific Measurable, Achievable, Relevant and Time related**.

Box 2 This is where you need to record the strategies you, the parents and any other important people in the child's life will use to help the child achieve the outcome.

Box 3 Who will be responsible for carrying out the strategies and recording progress towards the outcome?

Box 4 How will you monitor the progress and keep in touch with parents about how things are going at home and in the setting?

To think about

- Parents may suggest more than one aspiration but it might be best to try and keep to one or two in the first instance as each one breaks down into quite a number of desired outcomes (outcomes are very similar to targets that we used to think about). As a practitioner you will know the next developmental steps the child needs to take.
- The Code of Practice says that the support and intervention provided should be based on reliable evidence of effectiveness and provided by practitioners with relevant skills and knowledge, and so any staff development needs should be identified and addressed at this point (para 5.40).

Don't forget to agree a review date and who from the setting will be responsible for confirming arrangements nearer the time.