

SEN Support Plan checklist

Settings can use this optional checklist to support reflection on their current processes and plans and to identify what is working well and any areas for development.

Checklist

The APDR Process

Question	Yes/no/partially	Notes
Are support plans in place for all CYP with SEND? Settings may have a 'monitoring' or 'awareness' list		
Are short-medium term implementation/ support plans in place for CYP with EHCPs (identifying the small steps needed to meet longer term outcomes identified in the EHC plan)?		
Does the APDR cycle fit in with the assessment cycle (eg pupil progress reviews, assessment points)?		
Does the APDR cycle feed into planning for the cohort within the setting (getting the teaching right for those children)?		
Do the identified needs of the CYP (INDES) align with needs and provision identified in the support plans? (eg through internal moderation with staff)		
Do you collate and disseminate the information so that is easy to understand and accessible?		
Do you internally moderate SEN support plans alongside INDES?		
Is this reflected in your SEND policy/SIR and identification of need processes?		

Supporting coproduction

Question	Yes/no/partially	Notes
Do you support coproduction with children and young people? If so, how?		
Do you support coproduction with families? If so, how?		
Are CYP and families involved in the review and development of SEND processes?		
Do we use simple, clear, jargon-free language wherever possible to ensure that everyone fully understands what is happening?		
Are any acronyms used in the plan (eg ELSA, THRIVE, WellComm) explained?		

Implementation and monitoring

Question	Yes/no/partially	Notes
Do teachers/support staff have 'ownership' of the plan/APDR cycle?		
Do you ensure that the plan is a 'dynamic' live document that is actively used, not just a 'piece of paper'? How?		
Are plans shared with all staff? If so, how?		
Does the SEN support plan reflect classroom practice?		
Do teachers and support staff monitor implementation and the impact of additional support? How?		

Question	Yes/no/partially	Notes
Do senior leaders monitor the quality of support plans? How?		
Do senior leaders monitor how effectively support plans are implemented? How?		
Are teachers supported to identify precisely how they will support pupils who need help with their learning? How?		
Is training provided for staff in supporting the learning of pupils with SEND?		
Are training needs identified? (eg audit of staff skills, needs of cohort, provision mapping to identify gaps in current provision)		
Is good practice shared to develop consistency across the setting? How?		

Content of the plan

Question	Yes/no/partially	Notes
Does the plan provide a holistic picture of the CYP's strengths and needs (not just the barriers to learning/primary need)?		
Is the provision appropriate and is it clear to see the additional provision and support in place?		
What does the target progression look like (smaller 'steps to success')?		
Are targets identified 'SMART'?		
Is the plan clear and easy for families to read and understand (eg jargon acronyms used are explained)?		

Question	Yes/no/partially	Notes
Does the plan identify appropriate strategies and provision to meet the needs (Provision Expected at SEN Support/ PEaSS)?		
Do the targets relate back to curriculum planning?		

Action planning

What is working well?

How do we know?

What could we do even better?

Actions and next steps identified