

ONE PLANNING AND THE ONE PLAN

One Planning is the process of gathering information, views and advice; the One Plan is the record of that planning.

WHAT IS A ONE PLAN?

A personalised plan of SEND support, for children whose educational needs cannot be met through general teacher support. All mainstream schools are provided with resources to support those with additional needs including children with special educational needs and disabilities.

WHO NEEDS A ONE PLAN?

The SENDCo (Special Needs and Disabilities Coordinator) should liaise with teaching staff and parents to identify children who are falling behind and/or who have significant barriers to learning. A barrier is anything that gets in the way of a child's ability to learn and could include: Fatigue, Anxiety, or social communication problems.

A child who is not making 'expected progress' will be monitored. Following an assessment of their needs, a SENDCo (Special Educational Needs Co-ordinator) will decide whether they require additional SEND support, to address their specific learning gaps.

HOW DOES ONE PLANNING WORK?

One Planning is based on a cycle of 'assess, do, plan, review' a system used by schools/colleges, to identify a child's learning needs, the support required to help them and a review of whether the support has allowed them to make progress. One Planning should also include input from any professionals working with the child. The SENDCo should plan the support (interventions) required for a child to work towards, or meet, personalised targets, their 'outcomes'.

WHAT IS INCLUDED ON A ONE PLAN?

Schools and colleges in Essex are expected to follow the One Planning guidelines from the Essex Local Offer, although in practice plans can vary greatly in terms of their layout and content.

A One Plan should generally include:

- Hopes and aspirations for the child. Try to ask your child what these are before the meeting. Sometimes school meetings can be overwhelming and it is a good idea to prepare them for questions. You can write down their answer and submit these to teachers at the meeting
- Personalised outcomes. These are short-term targets of the child
- The child's strengths and interests
- Current level of attainment/progress
- Their "Needs". These will be educational, social and emotional, sensory, communication, physical
- Provision and what interventions are required, how often, and who will deliver them
- Review – what worked, what didn't work, what needs to change

HOW OFTEN ARE ONE PLANS REVIEWED?

In most schools and colleges, One Plans will be reviewed once a term. Parents should be invited to attend a meeting with the SENDCo/Class Teacher. The child may also attend, although they often make their contribution through an informal chat with the SENDCo/CT at another time.

A One Plan meeting should be separate to a general parents' evening. Parents should be given the opportunity to discuss issues in person – rather than be sent a One Plan for their comments/edits.

WHAT HAPPENS IF A CHILD DOES NOT MAKE PROGRESS ON A ONE PLAN?

In most cases, children with additional SEND support, via their One Plan, will start to make progress, as some of their learning gaps begin to close. However, for those children who are continuing to struggle to make expected progress, they may require additional support. A school (or parent) can make a request for an Educational Health and Care Plan – if it can be shown that the support delivered from ongoing One Planning (a minimum of 2-3 termly reviews) is insufficient to meet a child's educational needs.