



Essex County Council
Special Educational Needs
and Disabilities (SEND)

One Planning

A person-centred
graduated approach



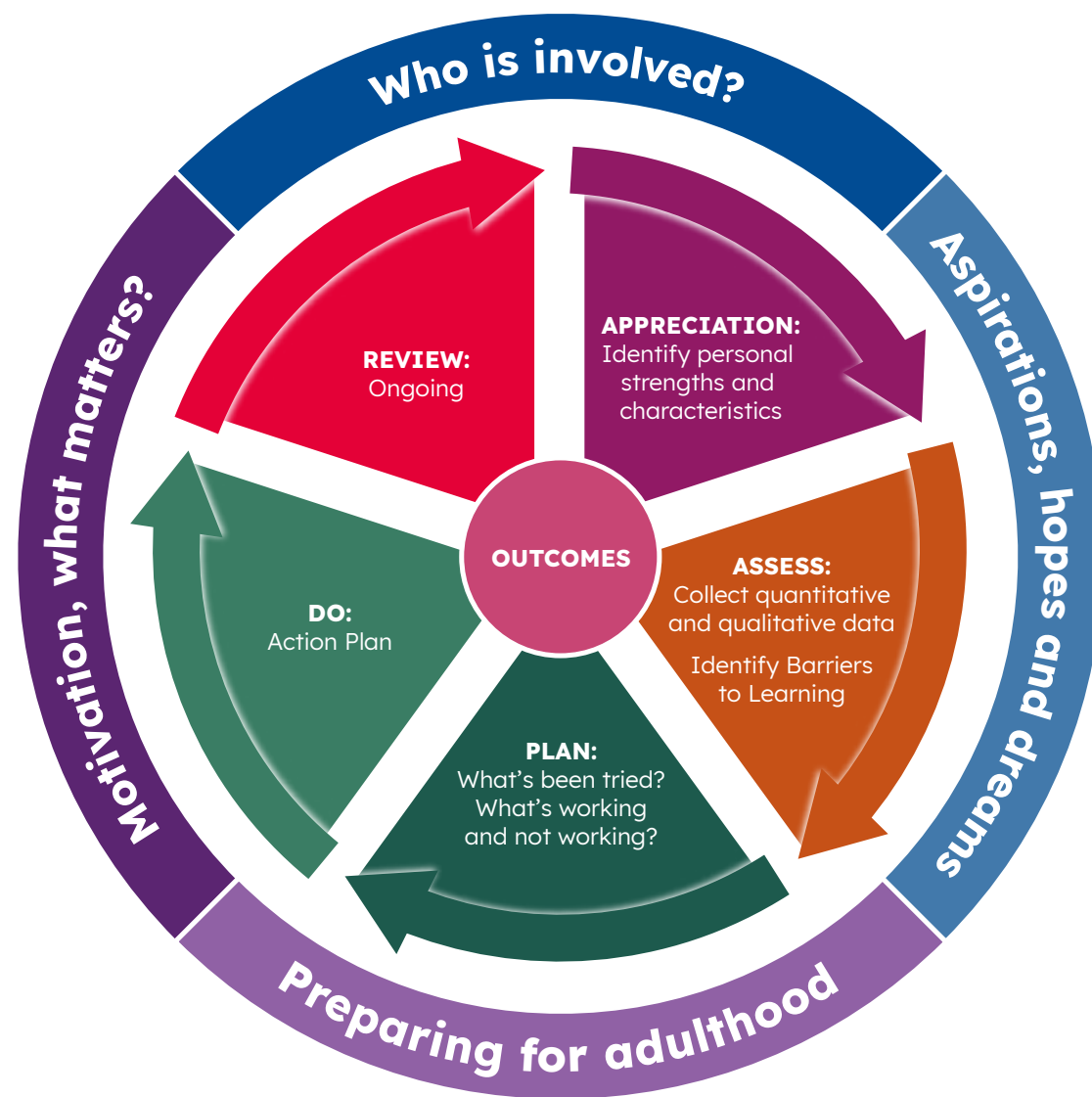
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Introduction

One Planning is the name we use in Essex to describe our person-centred graduated approach (assess, plan, do, review). It is a continuous process for all children and young people with SEND, including those with an EHCP. The SEND (Special Educational Needs and Disabilities) Code of Practice 0-25 years (2015) uses the term SEN (Special Educational Needs) Support Plan. One Planning brings all the important people involved in a child or young person's life together so that they can collaborate to support the child or young person.

A One Plan is the single working written record of the One Planning and informs practitioners on how to support a child or young person on a day-to-day basis. The length and detail of a One Plan and the amount of people involved in its construction will vary depending on the complexity and level of need of the child or young person. A One Plan is non-statutory.



Visual summary of the One Planning cycle

A pupil has a Special Educational Need or Disability (SEND) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

SEND code of practice: 0 to 25 years (2015)

School and setting staff should identify students with SEND who are not making expected progress through regular assessments. High quality teaching differentiated for individual pupils should be the first response to SEND and a lot of provision to meet needs should be 'ordinarily available' to all students.

There should be an early discussion with a pupil and their parents or carers to develop the understanding of strengths and difficulties and to share concerns and desired outcomes. If it is decided that a child or young person has SEND, parents and carers must be formally informed that special educational provision is being made. The child or young person should then be added to the school or setting's special needs register and One Planning should start.

The four areas of need defined in the SEND Code of Practice are:

- **Cognition and Learning**
- **Social Emotional and Mental Health**
- **Communication and Interaction**
- **Sensory and/or physical needs**



A child or young person with SEND may have needs in only one of these areas or a combination of them.

Children or young people do not need a diagnosis to have a One Plan. Practitioners should respond to presenting need rather than diagnosed need. Not all children and young people with a diagnosis will need a One Plan. Many will have needs that can be met within the 'ordinarily available' provision and will not require further provision 'different from or additional to'.

Children and young people with Education Health and Care Plans (EHCPs) in Essex should have a One Plan that breaks down the EHCP outcomes and provides the opportunity to monitor and evaluate interventions and progress. There is a clause within EHCPs that references One Planning for these students:

‘It is the responsibility of the education setting, in partnership with the child and family, to agree shorter term ‘next steps’ targets that move the child towards the longer term outcomes and aspirations detailed in this Education, Health and Care plan. An action plan should set out the activities, strategies and support that will help the child achieve these short term targets and clearly state what will happen, how often and who is responsible for the delivery of each activity. The education setting and parents should meet at least three times each year to review progress towards the short term targets and discuss how effective the activities, strategies and support have been for the child.’



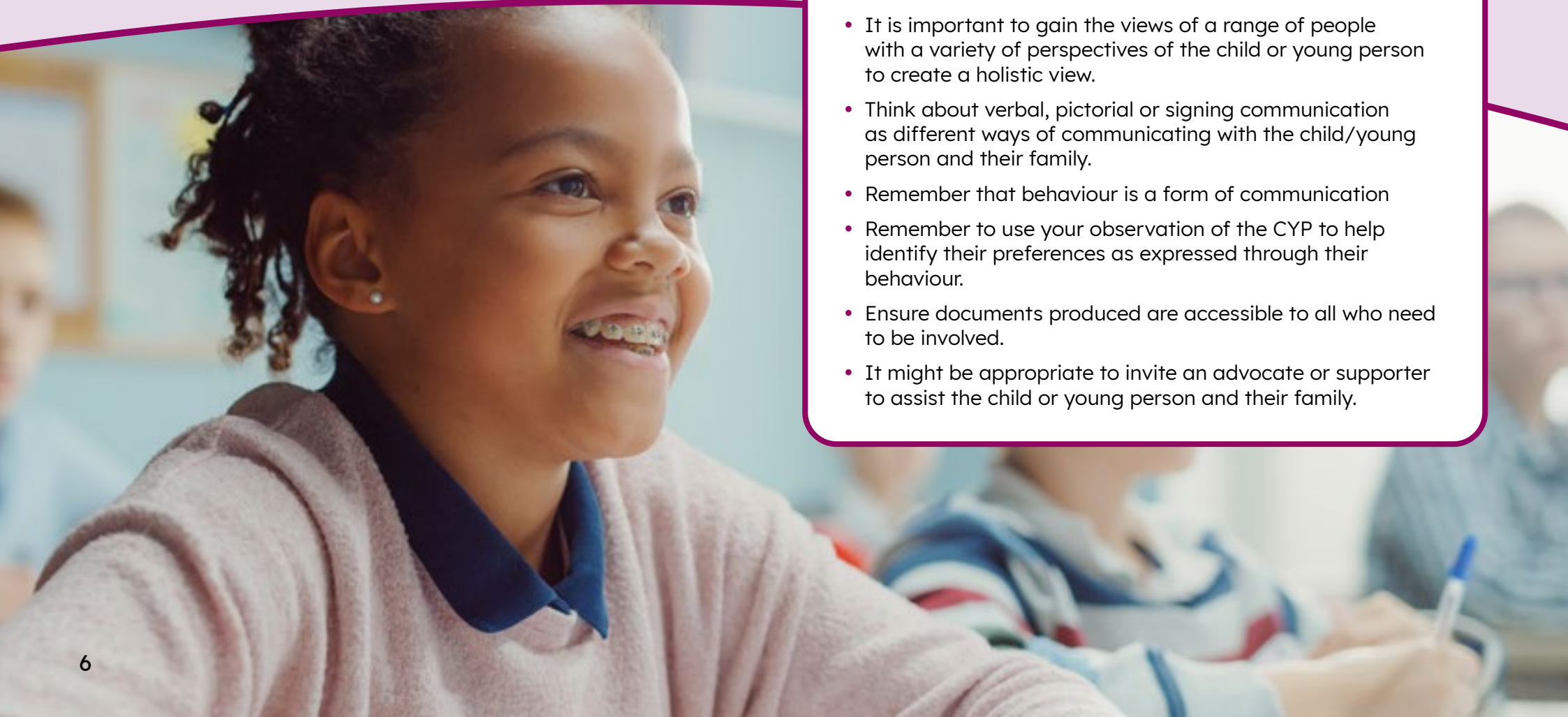
Chapter 1 Who is involved?



TOP TIPS

One planning is a collaborative process. Evidence must show that the document has been co-produced to include the voice of the child or young person (CYP) and their parents and carers, practitioners and where relevant, other professionals.

- The child or young person needs to be supported to think about the different people in their life and who is important to them and for them.
- It is important to gain the views of a range of people with a variety of perspectives of the child or young person to create a holistic view.
- Think about verbal, pictorial or signing communication as different ways of communicating with the child/young person and their family.
- Remember that behaviour is a form of communication
- Remember to use your observation of the CYP to help identify their preferences as expressed through their behaviour.
- Ensure documents produced are accessible to all who need to be involved.
- It might be appropriate to invite an advocate or supporter to assist the child or young person and their family.



Chapter 2 Aspirations and Motivation



TOP TIPS

It is expected that any child or young person with Special Educational Needs or Disability should have their hopes, dreams and aspirations as the starting point of planning processes which are intended to support their progress through education and into adult life.

It should be acknowledged that for younger children, parents/carers will play a significant role in shaping the support for a child, reflecting their aspirations for their child's future.

Consider the holistic picture of 'what matters, what's important to and for' the child or young person. There should be a shared view of hopes, dreams and aspirations. Through careful questions and support these general hopes and dreams should be explored with families to identify more personalised aspiration for a child or young person (CYP).

- Aspirations will reflect an individual's hopes, dreams and ambitions, preferences, likes and interests, both now and for the longer-term future.
- Aspirations can be whatever the child/young person wants.
- A CYP's aspirations need not be realistic from an adult perspective.
- Young people's aspirations will evolve as they gain a greater awareness of their own interests and preferences, and of the world around them: "Children and young people's aspirations and needs will not only vary according to individual circumstances, but will change over time as they get older and approach adult life." (SEND Code of Practice 2015, 8.8).
- In any planning process, the Outcomes, Needs and Provision should always link back to Aspirations - **'The Golden Thread'**.

Aspirations and Motivation

POSSIBLE QUESTIONS

What is important to me? What makes life fun and enjoyable? When are you happy? What are your hopes, dreams and aspirations? What are the really 'Big Things' for me?

What is important for me? What do you need to help you keep safe, happy and healthy? What does good support look like?

What is important to me and for me right now, and for a successful transition to my next stage of education, further or higher education, training or employment?

What is important to me and for me with my friendships and relationships?

What is important to me and for me to be healthy and happy?

What is important to me and for me to be independent, to look after myself and my needs, now and in the future?

What is important to me and for me in my home environment?

What is important to me and for me to be active and belong in my local community?



Chapter 3 Appreciation

The One Planning process should include appreciation allowing others to share things they like and admire about a child or young person. This could include experiences outside of the educational setting as well as those within.



TOP TIPS

- Invite the child's or young person's own input, being sensitive where they may have low self-esteem and find it difficult to contribute to this.
- Comments to include can be gathered verbally, on paper (e.g. using Post-It notes, or on a flipchart at a meeting), or electronically by email or text.



Outcomes

The overarching aim of any outcome is to move the child or young person towards their aspiration. Think of outcomes as steps on the journey towards the aspiration.

There should be a 'golden thread' directly from the aspirations to the provision. This is achieved by thinking about SMART outcomes, broken into manageable targets and the small steps on the journey towards the aspirations.



Each step builds on the information gathered in the previous step, to create a golden thread.



Outcomes

Outcomes in One Planning should define what we expect the child or young person to be able to do by the end of the time period of that cycle (usually a term but could be a shorter period of time). They should be **SMART (Specific, Measurable, Achievable, Realistic, Time-bound)**:

S

Specific – Make sure the outcome is person-centred and considers:

- What does the child or young person want to do?
- Why is the outcome important?
- Who is involved?
- Where is it located?
- Which resources are required?

M

Measurable – Consider how you will measure this e.g., through formal or informal assessments or observation:

- How much?
- How many?

A

Achievable/attainable –

The outcome and associated shorter term targets should extend what the child or young person can do enough to increase learning and development without causing stress:

- How can the outcome be achieved?
- What will this look like?

R

Realistic/relevant

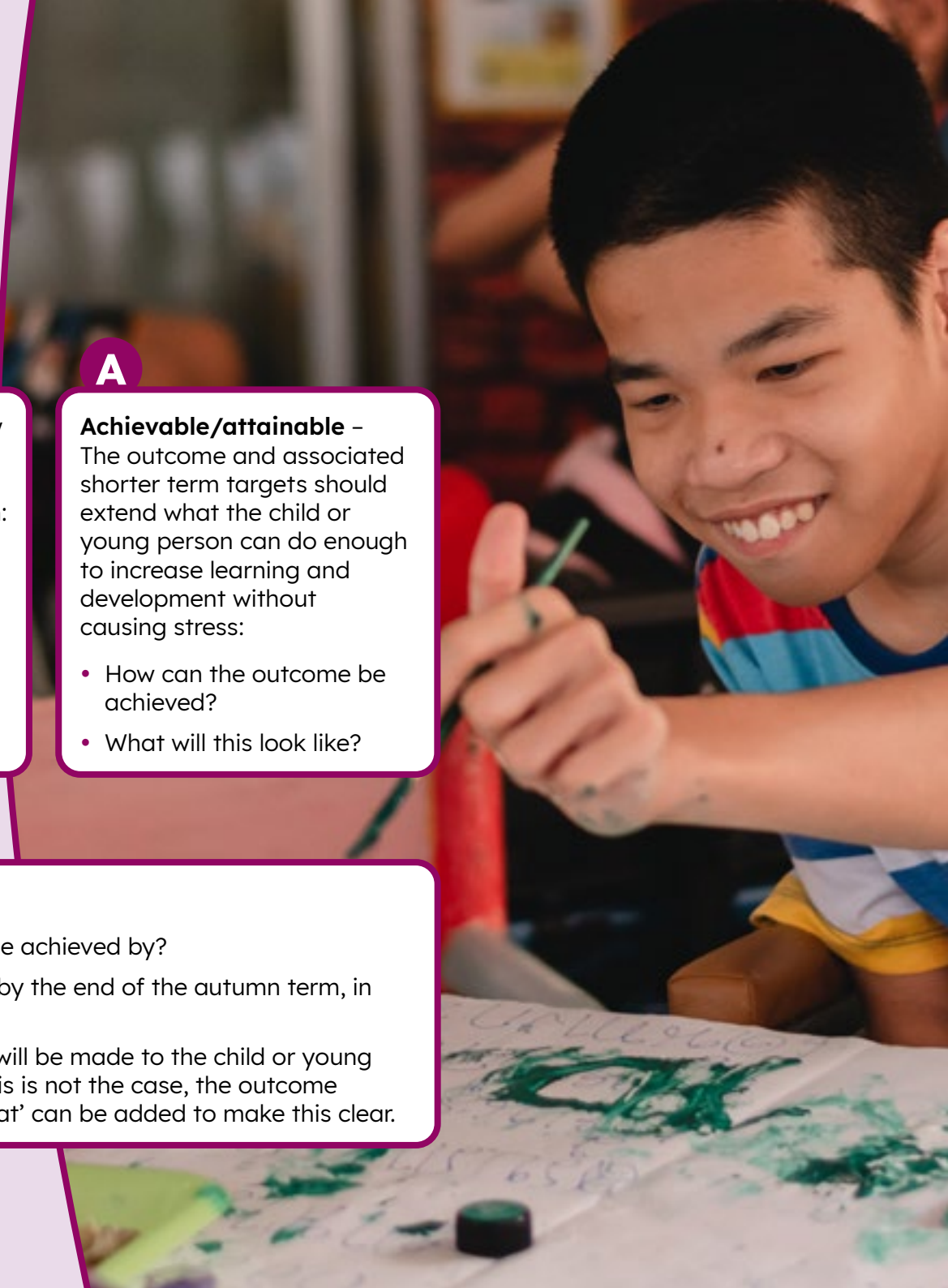
- Has this outcome been planned from the child or young person's interests to support their engagement?

T

Time-bound

- When should this outcome be achieved by?
- When will we review it? e.g., by the end of the autumn term, in three months' time.

The benefit or difference that will be made to the child or young person should be explicit. If this is not the case, the outcome should be improved and 'so that' can be added to make this clear.



Chapter 4 Assess

As part of the assess stage of the graduated approach (One Planning), it is important that school and setting staff develop a full picture of the child or young person's needs. This will inform the correct provision.

As well as formal and summative assessments, other sources of information are also relevant. These include:

- teacher or practitioner assessments, observations and knowledge of the child or young person
- data on the child or young person's progress, attainment and behaviour
- the child or young person's development in comparison with their peers
- the views and experiences of parents and carers
- the child or young person's own views
- advice from external support services

TOP TIPS



- Use what you already know.
- Do not move to planning too quickly.
- Assessment should help identify strengths, relative strengths as well as needs.
- Remember to identify all areas of need.
- Remember to consider the difference that support makes when assessing needs.
- Remember to think about assessments in relation to assessments of others the same age and to progress the CYP is making.
- There should be a 'Golden Thread' directly from the aspirations to the provision. This is achieved by considering information about aspirations, along with assessment information, to create SMART outcomes.

There are a wide range of formal assessments that can be appropriate for practitioners to use depending on the presenting needs. Whichever assessment is used, it is expected that it is the child or young person's independent working level that is being assessed.

Chapter 5 Plan

The plan for a child or young person will include detail on who is going to do what, when and how often, as well as any necessary resources that should be provided. As well as interventions (some of which may take place outside of the classroom or teaching space), it should include any reasonable adjustments that are ordinarily available for all students.

When planning for a child or young person:

- make sure your staff are informed, well-prepared and confident
- revisit your systems and processes to ensure they support the learner's needs
- make sure resources are used effectively and their impact is evaluated
- the teacher or EY Practitioner remains responsible for the plan



Chapter 6 Do

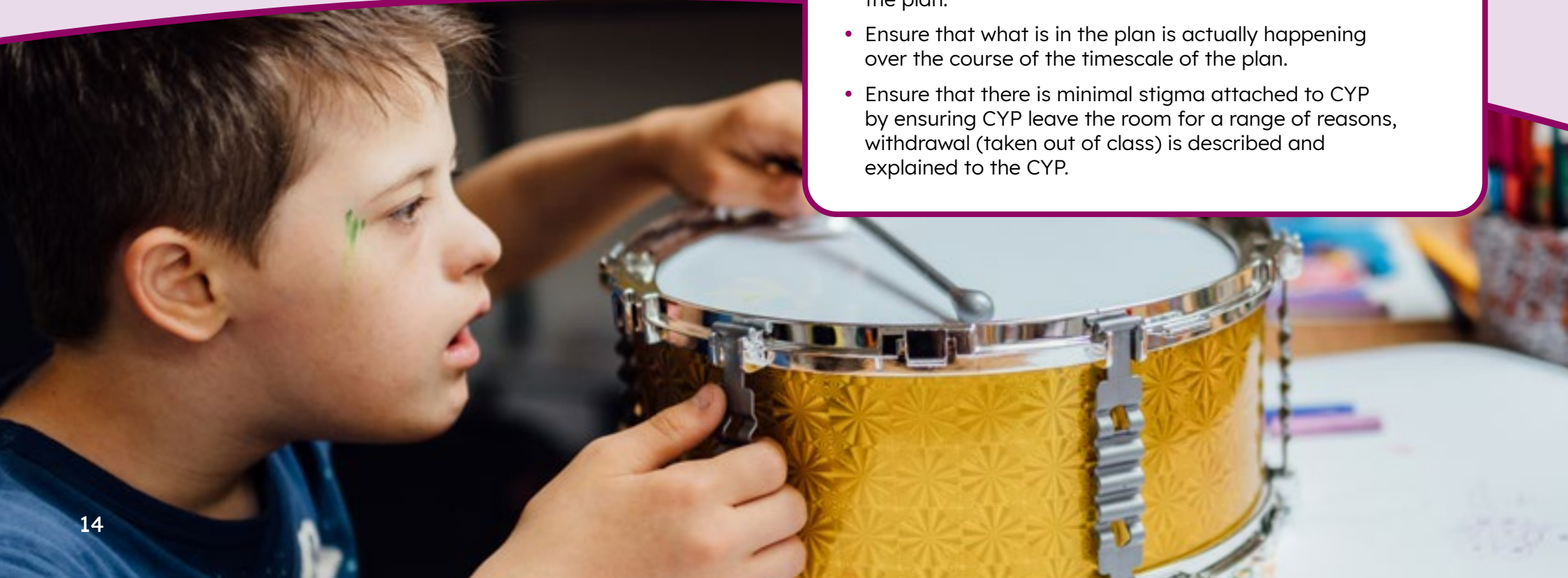


TOP TIPS

The 'Do' part of the One Plan details the actions that are taken to support the learning to achieve. It is important that providers include actions taken during taught sessions as well as any additional or alternative 'out of class or small group' sessions.

Practitioners working with the child or young person should have full knowledge of the One Plan to be able to work towards the outcomes and recognise achievements.

- Think about when CYP are withdrawn from subjects, avoid ones they enjoy and could experience success.
- Keep time away from peers to a minimum.
- Ensure everyone working with the individual is following the One Plan.
- A range of people should be involved and it should not just be the Special Needs Coordinator who implements the plan.
- Ensure that what is in the plan is actually happening over the course of the timescale of the plan.
- Ensure that there is minimal stigma attached to CYP by ensuring CYP leave the room for a range of reasons, withdrawal (taken out of class) is described and explained to the CYP.



Chapter 7 Review



The review should reflect on the implementation of the One Plan, the impact of progress that the child or young person has made and the delivery of the provision. The review needs to be honest and open.

There should be clear evidence about steps taken to achieve the outcomes, updated information on pupil and family views and updated assessment information. Together these will inform next steps. Care should be taken not to continue with the same course of action for too long if progress is limited.

POSSIBLE QUESTIONS

How have you checked high quality teaching is in place?

What's working (from everyone's perspective) and needs to continue? What would we like to do more of or develop further?

Where are problems occurring?

What's not working (from everyone's perspective) and needs to change?

Have interventions been implemented appropriately? Does this link to whether they have been successful? Should we reduce, stop or change?

What did you learn about what worked well? What did you learn about what didn't work?

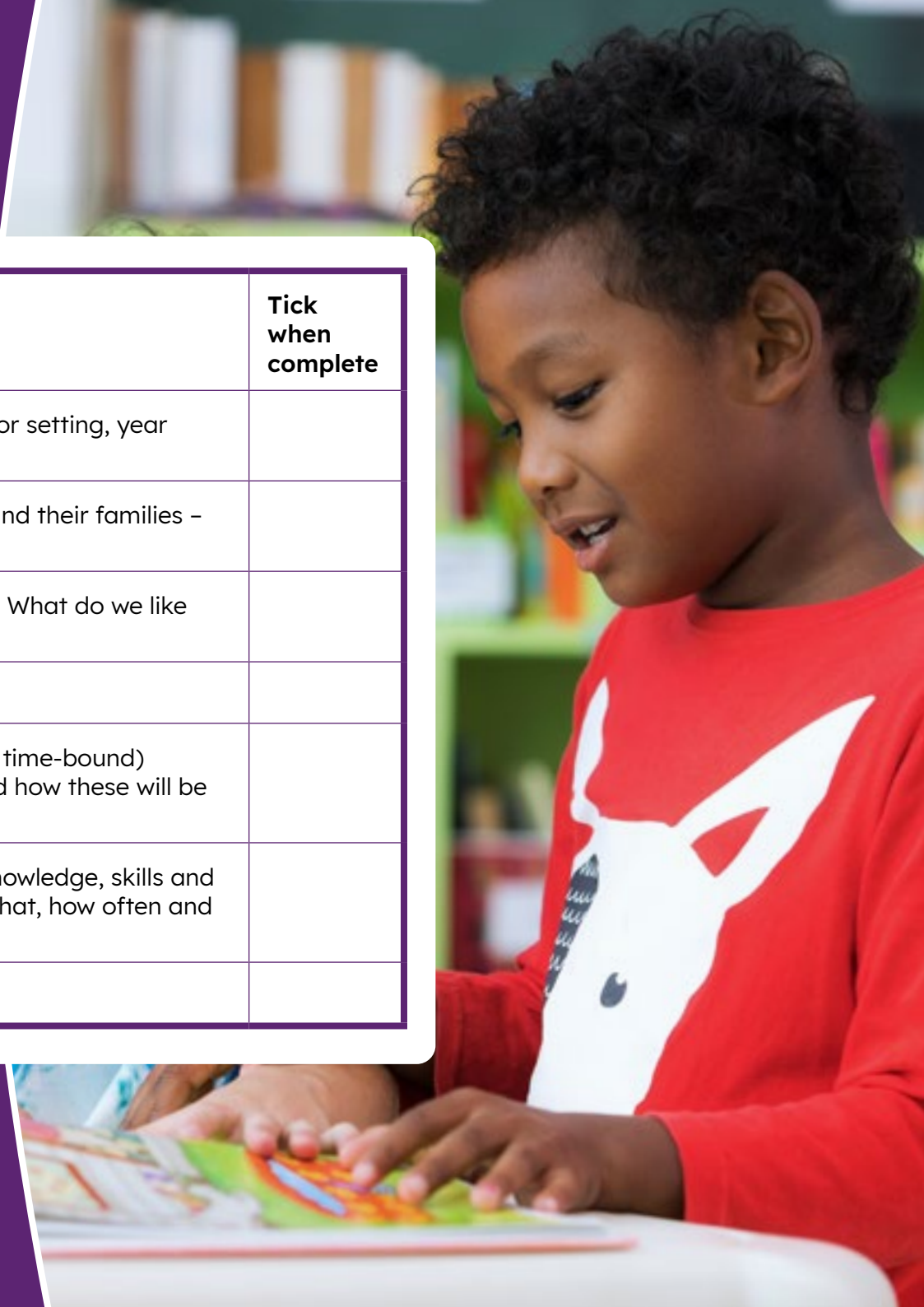
TOP TIPS

The focus is on 'what's been tried and what's working' to look at strategies in every aspect of the individual's life. It is much wider than just the strategies employed in school or college and should consider:

- What's working or not working in the individual's education, training or employment?
- What's working or not working outside of the educational setting? What approaches, strategies, tools or resources could be used beyond the education setting to enable and embed change and support CYPs to achieve their desired outcomes.
- What's working or not working with the individual's friendships and relationships?
- What's working or not working with the individual's health, happiness and wellbeing?
- What working or not working in helping the individual to become more self-confident, independent, and preparing them for adult life? In what ways is there an over-reliance on support? And how might that change?
- What's working or not working when the individual is in the community?

One Planning Checklist

One Plans should:	Tick when complete
Be dated and include accurate personal information - name, school or setting, year group and current level of support	
Include the hopes, wishes and aspirations of child or young person and their families - What do we want?	
Include the child or young person's positive strengths and qualities - What do we like and admire?	
Be based on high quality assessment over time - What do we know?	
Identify clear SMART (specific, measurable, achievable, realistic and time-bound) outcomes agreed with the child or young person and their family and how these will be achieved	
Specify and quantify the evidence-based provision to develop the knowledge, skills and understanding of the child and young person - Who is going to do what, how often and for how long?	
Include a review - How did that go?	



This information is issued by:
Essex County Council
Special Educational Needs and Disabilities (SEND)

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Published September 2023