



## The West Sussex ISP: information and overview

The Individual Support Plan (or ISP) has been piloted and co-produced with West Sussex Schools, Setting and Advisory Teams. It has been designed to be a working document which provides an up to date and holistic view of the child or young person over time, which can move with the young person through their educational journey and supports successful transitions.

In practice, when implemented successfully, the ISP becomes a central record of the strategies and interventions used to support each young person, over time and is a valuable record of the joint working between children, their families, their schools and other professionals. The ISP is a live document which can be added or referred to, as needed – ensuring that intervention and support is both child centred and tailored for each young person.

### ISP overview

The 2023 version of the ISP has been amended in response to the feedback of schools involved in the project. The ISP has been re-structured to be an easy to use 'in class' working document for class teachers and teaching assistants to work with children and their families when they have initial concerns over a child's progress. The ISP provides a running record of the strategies used to support individuals and information on the which strategies work best for individual children and is designed to support effective joint working with children and parents. When the ISP is used over time, it provides a valuable record of what works for individual children, what does not and also provides evidence to consider whether the child or young person needs to be considered for inclusion on the SEN register.

### Pupils with more complex needs

Pupils with more complex needs will require more extensive support and may be included on the SEN register. We have therefore included additional appendices, which SENCo's can add to the ISP document, as appropriate.

These include:

1. Assessment data tracker
2. Chronology and medical events
3. Information from parent carers
4. Personal details of children, young people and their families
5. SENCo reflections
6. Service involvement log
7. Specialist assessment data including attendance
8. List of appendices for inclusion in EHCNA requests.

## Section 1 Guidance and information for class/subject teachers

### Quality First Teaching

Quality first teaching strategies can meet the individual needs of many children and young people. As a starting point, it may be useful to consider whether the child or young person needs a higher frequency of specific strategies (such as use of visual prompts) at key times or a more frequent use of strategies which have already been observed to be helpful. Taking this approach supports learners in building upon their developing skills and promoting their learning independence in the longer term.

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In primary schools, the person completing this section is likely to be the class teacher, in a secondary school, this may be the subject teacher (if a young person is finding a particular subject area challenging). The ISP includes space to record current progress and assessment data relating to areas of need previously identified.

There is also space to record information from previous schools in the 'Personal Details of Children, Young People and the Families' appendix for children and young people who are new to the setting, so that this information is not lost.

To support you in this process, a quality first teaching document (the 'Ordinarily Available Inclusive Practice' or [OAIP](#)) guide has been co-developed with schools for your use. This is a practical grab pack for all teaching and learning staff, which includes useful information and prompts on best practice teaching. There is also further information on the [SEND Toolkit Section](#) of Tools for Schools.

### The 'Assess, Plan, Do, Review Cycle

The graduated response is about meeting the needs of children and young people in a measured and meaningful way. This process begins in the classroom, the key steps are known as the Assess, Plan, Do, Review (or APDR) Cycle. It is helpful to record each stage of this cycle on the Assess, Plan, Do, Review template in the main body document of the West Sussex Individual Support Plan, which can be downloaded on [West Sussex Tools for Schools](#).

Please note: this document is designed to be completed on a needs-led basis, over time. In co-producing this document, we have balanced the need for easy to use and accessible templates for the APDR cycle and have given teachers (and SENCo's when appropriate) space to record their thoughts at the end of each cycle (sections to note down the implications, impact and effectiveness of each cycle of intervention and thoughts on next steps). In the appendices, we have also included space for key conversation with parent/carers and other professionals so that the important information for each child and young person's educational journey can be kept in one place and move with them as they transition.

**The ISP should be completed by the teacher** if a child or young person's rate of progress is causing concern and if they may need regular support that is beyond quality first teaching and different from their peers.

Having an agreed time frame or review cycle for this part of the ISP is important to ensure that the content is detailed, up to date and provides the support that the child or young person will benefit from most.

**The personal profile** is designed to be an accessible grab and go document for any member of staff working with the child. It is therefore important that the teacher holding the ISP takes the time to co-produce the document with the child or young person to ensure that it is detailed, individualised and useful to the adults working directly with him or her. **This should be reviewed and amended yearly as a minimum.**

**My Strengths and Areas of Need Section:** This section has been included to provide a brief, bullet point summary of the child's strengths and needs. It may be beneficial to use this to record information from your observations and from consultation with parent/carers or other members of staff who work closely with the child or young person. It should be holistic and include emerging or relative strengths which can be built upon. It will therefore also be helpful to discuss whether the young person presents the same or differently at home. In house assessment information can also be recorded here.

**Termly Support Plans** are designed to be a concise summary of the intervention which has taken place over a term. These should provide an overview of progress, including what is being done for the child or young person, what is going well and observations on any continuing barriers to learning.

It is recommended that the teacher moves through the assess, plan, do review cycle on a termly basis to monitor the child or young person's progress. It is important that parent carers are made aware of any needs the child or young

person is presenting with and has a clear understanding of how they are being addressed.

Each plan should reflect the inclusion of the child or young person and their parent/carer in reviewing what has worked and offering them the opportunity to make further suggestions moving forward. This plan can be copied and pasted into the ISP to provide a rich picture of the intervention and progress, which can potentially be drawn upon in the longer term (at transition for example).

**Guidance for using ratings:** The support plans include pre and post rating scales to aid discussion and evaluation. Areas of need should be discussed with parents and the child or young person, as appropriate and agreed as areas for intervention at the beginning of each cycle.

At this point, the level of need should be agreed. The ratings range from 1 (slight concern, requiring monitoring) to 10 (significant concern). The purpose of the rating scale is to facilitate discussion of how this area of need impacts on the child or young person. The following questions will support you in unpicking and sharing the nature and extent of need). The detail of the rating discussion should be recorded and used to inform target setting, intervention and can be used as a point of comparison for measuring impact at the review stage.

- Ask each person at the meeting to rate their level of concern /significance with regard to the area of need.
- Ask about the reasoning for this – This may include prompts around the presenting need such as 'what makes your rating a 5' or 'what do you see that leads you to rating this need as a 5?' and exploration of developing strengths or sources of resilience, such as 'what makes it less than a 10?' or 'is it always a 5 – are there times when your concern is lower? What makes the difference?'. This information is known as the base line description and should be recorded.
- **Target setting:** When you have a detailed picture of the presenting need and agreement on the rating, then use this information to target set, using the following prompts 'what would make this area of need a 4 (less of a concern)?' 'What would xxx be able to do?', 'what would the difference be?'
- **Planning intervention:** Based on the information you have gathered, plan the additional support that you feel the child or young person will need to achieve. Agree who will be responsible for delivering this and identify any additional resource or training needs needed to effectively support the child or young person.

- **Review:** at the end of the APDR cycle, you can use the base line rating information as a point of comparison to identify whether your intervention has impacted on the child or young person's learning and wellbeing. Before the review meeting, **all stakeholders** should review the base line description- is there any evidence of change in the way the child is presenting? How does the young person feel that they are doing/ how would they now rate themselves? Record this information and bring it to the review meeting.

## Information for teachers at the "Review" phase: problem solving

Reviewing is a fundamentally important part of the graduated response process.

In addition to evaluating impact of interventions and identifying potential areas for development, a key principle that underpins the review phase of the graduated approach cycle is developing a greater understanding of the young person you are working with. The following questions are designed to help you to think about the children and young people that you work with, within their context.

### Developing a holistic view of the child:

- How did the child or young person respond to the additional support which was put into place?
- How has your understanding of the child or young person, in terms of their strengths and needs, increased as a result of the actions that have been implemented?
- Are there any other areas which need to be taken into account or explored further?
- What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were?
- Have you kept this person centred – and sought to gain the views of the child at every opportunity?

### If little or no progress has been made, consider:

- Whether the assessment tool used was appropriate to capture the changes.
- Did any implementation issues have an effect on the child or young person's ability to access interventions and support?
- Are there any other factors which may be impacting on the child or young person's ability to self-regulate and learn?

- Consider whether there will need to be a change of intervention or delivery. Adapt the plan or delivery accordingly.
- What is the child or young person's view of their progress? Find out what they would like to work on next.
- Meet with child or young person and parents to share progress and agree new targets.
- If further support is needed, begin the next phase of the 'Assess, plan, do, review' cycle and talk to your SENCo, as appropriate.

There is no maximum or minimum number of support cycles that a child or you person may require. If the child or young person is not making sufficient progress, the teacher may wish to consider discussing the needs of the child or young person with the SENDCO to determine if the child needs further or a higher level of support. Please see the [QAIP](#) on Tools for Schools for guidance.

At this point the SENCO may consider placing the child or young person on the schools SEN register at SEN Support.

**If the child or young person has significant needs, for example, they may have recently joined the school or setting, or already has an identified special educational needs or disability they are likely to be placed onto the SEN register.** Under these circumstances, the ISP should still be used to record provision and monitor progress.