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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name:** | |  | | | | | | **Mentor Group:** | | | | |  |
| **Date of Meeting:** | |  | | | | | | **Plan Number:** | | | | |  |
| **Others attending the**  **My Plan Meeting:** | |  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **My Current Assessment Data:** | | | | | | | | | | | | | |
| **Attendance** | |  | | | | | **Date of Latest Progress Report (Please attach)** | | | |  | | |
| **KS2 Data** | |  | | | | | **Latest Reading Age**  **(Date)** | | | |  | | |
| **Concerns Raised:** | | | | | | | | | | | | | |
| **Parents** | | | | **Students** | | | | | **School** | | | | |
| **Main Points of Discussion** | | | | | | | | | | | | | |
| **[Intended Outcomes](#_top" \o " My outcomes:Once you have written your specific needs, you can think about the short term, medium term and long term outcomes you and the child/young person/family wish to achieve.Outcomes should be based on what the child/ young person/family will be able to do in the future that they are not able to do at the moment.Breaking down the long term outcomes into smaller more achievable steps will empower people as they see progress being made.Outcomes should not be written in terms of a service or intervention that will be used. For example: ‘child/young person will access 10 sessions of counselling’. A better way of expressing this would be ‘child/young person is able to talk about the things they are worried about and has found 1 strategy to  help cope with their anxiety’Outcomes should be written in plain English and be free from professional jargon.Each outcome should be matched to each specific need and they should be SMARTSpecific  – clear, precise and unambiguousMeasurable – targets that are backed up by numbers, percentages or verbal confirmationAgreed – with the young person and/or their family to ensure the individuals are willing to work towards the same goalsRealistic – in terms of timescales, resources available and the capacity and ability of the individual concernedTimed –  realistic time scales which may need to be broken down into short term, medium term  and long term outcomes)** | | **[Actions](#_top" \o " Actions:This section focusses on what will be done to try and achieve the outcomes.This section should not name people or services but should reflect the creative ways that have been identified to meet the outcomes.You need to think about any financial implications of the actions agreed to ensure that there are resources available to achieve them.Actions need to be realistic and achievable.) by who? Resources required?** | | | | | | **[Re](#_top" \o " Resources:This section should reflect what the family can achieve for themselves as well as who or what else will support them.This is the place to identify specific people or services that will be used to meet the identified actions.You need to ensure that the people identified are in agreement with the actions they are expected to undertake and you have considered how you will obtain feedback from them.)view Date:** | | | | | |
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| **Has a My Profile been completed/reviewed for the above named student? YES/NO** | | | | | | | | | | | | | |
| **Name of Reviewer:** |  | | | | **Planned Date for Review:** | | | | |  | | | |
| My Child has SEND and school give them the support they need to succeed. (Please tick) | | | | | | | | | | | | | |
| Strongly Disagreed | | | Disagree | | | Agree | | | | | | Strongly Agree | |
| **Student Signature:** |  | | | | **Parent/Carer Signature:** | | | | |  | | | |
| **Reviewer Signature:** |  | | | | **SENCO Signature:** | | | | |  | | | |