**EBSA Support Plan**

The EBSA Support Plan provides a structured way to identify potential interventions, detail their implementation (who, what, when, where, how), and consider how each intervention will address one or more identified concerns and fit within the 5 ‘P's framework.

The Support Plan is designed to help identify potential interventions and outline how they will be implemented. Each intervention should be designed considering the unique circumstances and needs of the student, as detailed in the Outline Tool.

The Support Plan is intended to guide the development and implementation of interventions. It should be revisited and updated regularly as part of the ongoing monitoring, review and evaluation of the interventions' effectiveness.

**Following each meeting, the completed EBSA Support Plan must be shared without delay with the child/young person, their parent/carers and everyone invited to the meeting.**

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| Name of child: |  | DoB: |  |
| Name of school: |  | Year Group: |  |
| Name of Key Person: |  | Role: |  |
| Contact details: |  | Date of Initial Meeting: |  |
| Date of Review Meeting: |  | Review Number: |  |

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| Attendees: | | | | | |
| Name: | | Relationship/Role: | | Contact Details: | |
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| Apologies/Not attended: | | | | | |
| Name: | Relationship/Role | | Contact Details: | | How contributed to the Support Plan: |
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| How has the child/young person contributed to this meeting if not present? |
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| *The child or young person must remain at the centre of all discussions and planning. They are crucial in unpicking the EBSA behaviours and planning meaningful and effective support to remove barriers. Understanding the current situation from their perspective is crucial as it will give a rich and detailed insight into their world view and understanding of what is going on around them. Often revealing a different perspective to the adults who know them well. Acknowledging these different perspectives is important as this can then lead to more individualised, meaningful and effective interventions and support planning.* |

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| Goal 1: | |
| *Identify the agreed specific small step goal. The goal will directly address the problem identified in the Outline of the problem. These need to be owned by the student rather than adults imposing these.* | |
| By when: | *Identify the agreed appropriate time period for achievement.* |
| How will we know it is making a difference: | *Detail how the student will know they have achieved success.* |

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| Action: | Who will complete the action: | Implementation: | Measure: | Evaluation dates: |
| *Detail each specific strategy that will help achieve the identified small step goal and what specific actions will be taken.* | *Detail who will complete or be involved in the action.* | *Detail when and where the action will occur, how often, for how long.* | *Detail the measures that will be used to assess the effectiveness of the strategy. These can be quantitative (e.g. test scores, attendance records) or qualitative (e.g. observations, feedback)* | *List the dates the interventions will be evaluated. Regular assessment will help track progress & make adjustments as needed.* |
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| Action: | Evaluated on: | Progress Update: | Adjustments: |
| *Detail each agreed specific strategy.* | *List the dates the interventions were evaluated.* | *Detail the results of the outcome measures, any observations and feedback that have taken place since the last meeting. Feedback from all involved to provide different perspectives on intervention’s impact.* | *Based on the results of the evaluations, outline any necessary adjustments to the strategy. Build further small steps from successes. Revisit earlier phases to further develop the Mapping or Outline phases as situations develop and change. It is crucial to keep revisiting these as needed to ensure all planning is focussed on appropriate information.* |
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| Goal 2: | |
| *Identify the agreed specific small step goal. The goal will directly address the problem identified in the Outline of the problem. These need to be owned by the student rather than adults imposing these. .* | |
| By when: | *Identify the agreed appropriate time period for achievement.* |
| How will we know it is making a difference: | *Detail how the student will know they have achieved success.* |

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| Action: | Who will complete the action: | Implementation: | Measure: | Evaluation dates: |
| *Detail each specific strategy that will help achieve the identified small step goal and what specific actions will be taken.* | *Detail who will complete or be involved in the action.* | *Detail when and where the action will occur, how often, for how long.* | *Detail the measures that will be used to assess the effectiveness of the strategy. These can be quantitative (e.g. test scores, attendance records) or qualitative (e.g. observations, feedback)* | *List the dates the interventions will be evaluated. Regular assessment will help track progress & make adjustments as needed.* |
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| Action: | Evaluated on: | Progress Update: | Adjustments: |
| *Detail each agreed specific strategy.* | *List the dates the interventions were evaluated.* | *Detail the results of the outcome measures, any observations and feedback that have taken place since the last meeting. Feedback from all involved to provide different perspectives on intervention’s impact.* | *Based on the results of the evaluations, outline any necessary adjustments to the strategy. Build further small steps from successes. Revisit earlier phases to further develop the Mapping or Outline phases as situations develop and change. It is crucial to keep revisiting these as needed to ensure all planning is focussed on appropriate information.* |
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| Goal 3: | |
| *Identify the agreed specific small step goal. The goal will directly address the problem identified in the Outline of the problem. These need to be owned by the student rather than adults imposing these.* | |
| By when: | *Identify the agreed appropriate time period for achievement.* |
| How will we know it is making a difference: | *Detail how the student will know they have achieved success.* |

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| Action: | Who will complete the action: | Implementation: | Measure: | Evaluation dates: |
| *Detail each specific strategy that will help achieve the identified small step goal and what specific actions will be taken.* | *Detail who will complete or be involved in the action.* | *Detail when and where the action will occur, how often, for how long.* | *Detail the measures that will be used to assess the effectiveness of the strategy. These can be quantitative (e.g. test scores, attendance records) or qualitative (e.g. observations, feedback)* | *List the dates the interventions will be evaluated. Regular assessment will help track progress & make adjustments as needed.* |
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| Action: | Evaluated on: | Progress Update: | Adjustments: |
| *Detail each agreed specific strategy.* | *List the dates the interventions were evaluated.* | *Detail the results of the outcome measures, any observations and feedback that have taken place since the last meeting. Feedback from all involved to provide different perspectives on intervention’s impact.* | *Based on the results of the evaluations, outline any necessary adjustments to the strategy. Build further small steps from successes. Revisit earlier phases to further develop the Mapping or Outline phases as situations develop and change. It is crucial to keep revisiting these as needed to ensure all planning is focussed on appropriate information.* |
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| Any further information: |
| *To capture any additional information or updates in lieu of meeting minutes.* |

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| Date and time of Review: |  | Venue: |  |