

Earliest Support Plan

A concise record of what matters, what needs to change, who will do what and how progress will be reviewed



1a. About me, my family and this plan

Child/young person: Toby Dinner; Betsy Dinner	Preferred name: Toby / Betsy	Date of birth: 08/03/2011 & 25/06/2013	Plan date: 21.07.2026
Setting or community base: Sky High School	Year group/age stage: 10 / 8	Lead practitioner: Mr B Kenobi	Review date: 26.09.2026
Plan status: enter an X into the relevant box ☒ New ☐ Review ☐ Continuing ☐ Closing	Family consent agreement: enter an X into the relevant box ☒ Agreed ☐ Restrictions noted – see information sharing box on page 2	Key contact: Mr B Kenobi	Frequency of review: 6 weekly

Current SEN/Education needs

SEN category/primary area of need (where identified, child or young person is receiving SEN Support (K) or has an EHCP, Current attainment and progress information

1b. Who do you live with and who looks after you?

Name: James Dinner	Relationship: Dad	Contact details: XXXX
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2a. Other Important people; this could be friends, family, or other people who would support you

Please answer all the following question entering an **X** into the relevant box.

Name:	Relationship/role:	How do they support your family?	Contact details:	Contributes to plan?		
Lola Lasagna	Youth Club lead	trusted adult		☐ Yes	☒ No	☐ Not Sure
				☐ Yes	☐ No	☐ Not Sure
				☐ Yes	☐ No	☐ Not Sure

2b. Professionals supporting the child, young person and family

Please answer all the following question entering an **X** into the relevant box.

Name:	Relationship/role:	Agency or setting:	Contact details:	Contributes to plan?		
Mr B Kenobi & Mrs J Yoda	Head of Year / Class Teacher	School		☒ Yes	☐ No	☐ Not Sure
				☐ Yes	☐ No	☐ Not Sure
				☐ Yes	☐ No	☐ Not Sure
				☐ Yes	☐ No	☐ Not Sure

Assessment

Prompt: use plain, caring, family-friendly language. Capture what people have said, not professional assumptions



3. What we know and what matters

About me what am I good at, what do people like about me? Toby has engaged well with school staff, he says he enjoys gaming with friends. Betsy has a good relationship with her class teacher and likes arts and crafts.	What help would I like? what I want to be different and what would help me? Toby says mornings are difficult and it is easier to stay in bed than get up. Betsy says she does not like to get the bus on her own. Both say that they do not mind school; it is just that mornings are difficult for them with Dad already at work	Family voice what the family wants to change and what feels helpful? Mr Dinner is a single parent and there is no local wider family other than a grandparent who does not drive and has their own health issues. The family want to see the attendance problems resolved and no more phone calls to home
What has already been tried? support, adjustments, other plans and assessments in progress, informal help and impact so far Being on report for poor attendance has not worked and informal conversations have not evidenced improvement.	How will this plan improve our family's life? describe clear changes in everyday life. Toby and Betsy are getting to school on time and there are no more phone calls to Mr Dinner asking him to bring his children in.	Information sharing notes Consent, restrictions, privacy notice or minimum information sharing. None

4. What is the child's story and why are we writing a plan?

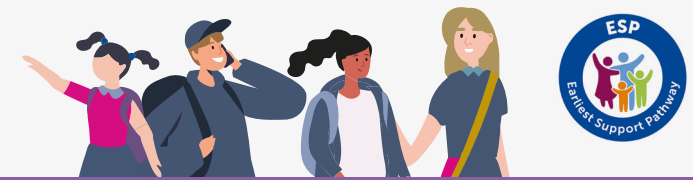
Briefly describe what has led to this plan, using the child or young person's and family's own words wherever possible. Include strengths, what has changed, what people are worried about, significant events, what support has already been tried and why a coordinated plan is needed now.

The family have needed to move house after being evicted, dad couldn't afford the increase in rent as a single parent. The family have moved a distance away from the school so walking is no longer an option. Dad works so was reliant on the children getting themselves up and on the bus to get to school on time. We know the children don't mind school when they get there but Toby finds it difficult to get up and Betsy doesn't like getting on the bus on her own. This has impacted both the children's punctuality and attendance. We know dad has changed his work hours on a temporary basis to help establish a better routine at home. Dad is to have scheduled calls with school to discuss the children's attendance. Dad will contact school himself if the children are going to be late for any reason or are ill.

It is still early days and we have yet to see a sustained change in attendance. Mr Dinner's change to his working pattern is short term, but this might be enough to bring a new routine into place at home.

Plan

Record the priority needs, outcomes and actions. Keep the plan focused on the few things that matter most



5. What our family needs, what we will do and who will do it

what you need?	what will happen to help our family?	what we will do, who will do it and by when?	Review outcome Please answer all the following question entering an X into the relevant box.
Toby and Betsy need to improve their attendance.	By (date) , we want to (change) so that (reason) . We will know this has worked when (measure) . By the end of September 2026 we want Toby and Betsy's attendance to be at 95% so that they will not fall behind. We will know this has worked when we look at attendance data.	What will happen: Who will do it: By when: Mr Dinner to help get the children up and motivated for breakfast by changing work times. Deadline: Immediately	Are things are getting better? Outcome progress ☐ Achieved ☐ Partly achieved ☐ Ongoing ☐ Not achieved
As above.	By (date) , we want to (change) so that (reason) . We will know this has worked when (measure) . As above.	What will happen: Who will do it: By when: Betsy to see which other friends get her school bus. Deadline: August 2026	
As above.	By (date) , we want to (change) so that (reason) . We will know this has worked when (measure) . As above.	What will happen: Who will do it: By when: Betsy to see which other children in her new youth club get the same bus. Deadline: September 2026 Support needed: Lola Lasagna, youth club	
As above.	By (date) , we want to (change) so that (reason) . We will know this has worked when (measure) . As above.	What will happen: Who will do it: By when: Toby to see which other children in the youth club get the same bus to build some peer relationships. Deadline: September 2026 Support needed: Youth Club	

Review, next steps and decision

Use this page to agree whether the plan continues, changes, ends or needs additional support



6. Review record		
Date and contributors Who contributed to this review?	Child/young person update What has changed from their perspective?	Family update What has changed from the family perspective?
Practitioner update What have practitioners noticed?	What helped? Actions, relationships, support or adjustments that made a difference	What got in the way? Barriers, gaps, changes or things that did not happen?
7. Decision following review		
Decision enter an X into the relevant box.	☐ Outcomes met, plan can end ☐ Support continues, outcomes/actions updated	☐ Additional multi-agency support or assessment needed ☐ Immediate safeguarding advice/action required
Decision rationale		
Immediate actions		
Owner and deadline	Owner/agency:	Deadline:
8. Good Practice checklist for next steps		
who has contributed to the review?	List who has been involved in the review, including both practitioner and family members:	
Who else needs to be involved?	For example; Family Help, ATS, SALT, EP, School Nursing etc:	
Next review date:		
Final check: has the plan captured needs, strengths, outcomes, actions, accountability, family voice and review outcomes?		