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

Current Health, SEN and Education areas of need

List SEN category, primary area of need where identified, child receiving SEN Support (K) or has an EHCP. Any known health conditions including physical and mental and emotional health.

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

Name:	Relationship:	Contact details:
James Dinner	Dad	

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		[x] 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. They both attend their local youth club. Betsy says she can tell you everything you every wanted to know about Taylor Swift.

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, 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. Include detail on Education, Child or Family Health needs, Relationships, Family and Community Factors. Note how these factors affect everyday life, learning, relationships or participation.

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. He is a bus driver. 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.
Toby and Betsy's Mum is not in their lives and has not been present since they were very small.

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 some help with their morning routine which will improve attendance at school.	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	How 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	How 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 children in her new youth club get the same bus. Deadline: September 2026 Support needed: Lola Lasagna, youth club	How 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: 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	How are things are getting better? **Outcome progress** ☐ Achieved ☐ Partly achieved ☐ Ongoing ☐ Not achieved

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, Physical Health services, Mental Health services, Other relevant health pathways etc.
Next review date:	
Final check: has the plan captured needs, strengths, outcomes, actions, accountability, family voice and review outcomes?	