

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: Apple and Oliver Blossom	Preferred name: Apple	Date of birth: 22.02.2010	Plan date: 15.06.2026
Setting or community base: Springshire	Year group/age stage: Year 11	Lead practitioner: James Oakley	Review date: 01.10.2026
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: joakley@springshire.sch.uk	Frequency of review:

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: Benjamin and Olivia Blossom	Relationship: Dad and Mum	Contact details: 07700 900 684/07700 900 572
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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?		
Mx Adua	Trusted adult at youth club	Someone for Apple to talk to.		☒ Yes	☐ No	☐ Not Sure
Cheryl and Tony	Grandparents	spending time together at weekends		☐ 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?		
Dr Warner	Paediatrician	Springshire NHS	wwarner@springshirenhs.org	☒ Yes	☐ No	☐ Not Sure
James Oakley	Lead Practitioner	Springshire Academy	joakley@springshire.sch.uk	☒ Yes	☐ No	☐ Not Sure
Lui Yang	Attendance and welfare officer	Springshire College	lyang@springshireac.org	☒ 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? Apple tells us she is happy at home, and her mum and dad help her with her arthritis. She can talk to her mum and dad and has some friends at school. Apple	What help would I like? what I want to be different and what would help me? I would love not to be in pain or for someone to help make the pain go away or be better. I want someone to listen to me about what would help and not assume they know what I want. When I move to college, I would like somewhere to put my bags so I do not have to carry them all of the time.	Family voice what the family wants to change and what feels helpful? We worry about Apple's attendance falling if her pain is too great at college. We know Apple's pain is difficult for her to manage at times, particularly if she has had to walk a long distance. We know Apple can struggle with her concentration too. Oliver wishes his sister could feel better so he might spend more time with her. He wishes his mum
What has already been tried? support, adjustments, other plans and assessments in progress, informal help and impact so far Having a scribe in lessons has made some difference to Apple's work. Apple has had some regular pastoral check-ins.	How will this plan improve our family's life? describe clear changes in everyday life. Apple will attend college as much as she can. Apple will be supported to manage her pain. Apple will access more community activities with young people her own age	Information sharing notes Consent, restrictions, privacy notice or minimum information sharing. Mum and dad have given consent for the Plan to be shared with agencies and have been given a copy of the privacy notice

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.

Apple has developed arthritis in her hands and her feet, which makes walking, sports, writing and other daily tasks difficult. Apple tells us the pain is too much sometimes and makes her not want to do anything or see anyone. Apple is good at telling people what she needs but does not always like to feel different from her friends and other children at school.

The family feel they are struggling to balance Apple's health needs with getting her to school, and mum and dad are aware Oliver may be feeling left out. The family have a good network of support through paternal grandparents and friends. However, Olivia's mum has recently passed away, which is making a difference to Olivia's emotional wellbeing.

While Apple's medical needs are being addressed, there are other needs for the family that need supporting to make sure everyone stays fit and healthy and relationships remain good.

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.
I would like somewhere to put my bags so I do not have to carry them all day.	By (date) , we want to (change) so that (reason) . We will know this has worked when (measure) . By 03/09/2026 we want Apple to have somewhere to leave her school bags so that she does not have to carry them all day. We will know this has worked when a space has been found.	What will happen: Who will do it: By when: Action: A space for Apple to put her bags. Owner/agency: College Deadline: 03/09/2026 Support needed: A dedicated space that Apple can access.	Are things are getting better? Outcome progress ☐ Achieved ☐ Partly achieved ☐ Ongoing ☐ Not achieved
I would like someone to talk to at college about my worries.	By (date) , we want to (change) so that (reason) . We will know this has worked when (measure) . By 12/09/2026 we want Apple to have an identified adult who she can have regular check-ins with. We will know this has worked when Apple is building a relationship with an identified adult and feels she can share	What will happen: Who will do it: By when: Action: To have an identified trusted adult for Apple. Owner/agency: School Deadline: 12/09/2026 Support needed: Identified adult with dedicated time for Apple.	
I would like to have some way of recording my work without having to write everything down.	By (date) , we want to (change) so that (reason) . We will know this has worked when (measure) . By 12/09/2026 we want Apple to have access to either a notebook or laptop, or a scribe in her lessons. We will know this has worked when Apple is feeling less pain and discomfort in the majority of her lessons or	What will happen: Who will do it: By when: Action: To have access to a device or scribe for writing. Owner/agency: College Deadline: 12/09/2026 Support needed: Equipment for Apple to use or access to a scribe.	
Oliver to have some time where he can be himself, have time just for him and can share any thoughts and worries he might have.	By (date) , we want to (change) so that (reason) . We will know this has worked when (measure) . By 01/07/2026 we want a referral made to Young Carers so that Oliver can have some time to himself. We will know this has worked when Oliver is enjoying activities for him and has the opportunity to talk about his	What will happen: Who will do it: By when: Action: Referral to Young Carers for Oliver. Owner/agency: School Deadline: 01/07/2026 Support needed: Access to referral link.	

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?		