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:
Poppy Wren	Poppy	14/03/2021	05/06/2026
Setting or community base:	**Year group/age stage:**	**Lead practitioner:**	**Review date:**
Willow Brook	R	Katarina Novak	01/10/2026
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	Katarina Novak 0117 496 0123	Termly

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:	Relationship:	Contact details:
Trevor and Sally Wren	Parents	

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?
Sarah Dunlop	Trusted adult, aunty	Provides family support through going out to stay and play groups with Mum and		[ ] 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?
Katarina Novak	Attendance officer	Willow Brook Primary Academy	0117 496 0123	[x] Yes [ ] No [ ] Not Sure
Priya Shah	Health Visitor	Riverside Medical Practice	0117 555 0187	[x] 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?

Poppy says she wants to be in school as she wants to be with her friends. She likes her learning, she likes numbers and Forest School. Poppy says she worries about leaving her mum on her own with just her baby brother.

Poppy lives with her mum and dad and baby brother Oscar. Dad is working while mum is on maternity leave from her

What help would I like?

what I want to be different and what would help me?

We are worried about Poppy's attendance at school. Poppy has poor attendance which is making a difference to her progress and social development. We are worried Poppy is often hungry. Dad is working long hours while mum is on maternity leave. Mum is on her own a lot of the time with Poppy and Oscar, who is 6 months old.

Family voice

what the family wants to change and what feels helpful?

Finances are difficult for the family. Dad is working long hours. Mum is only entitled to statutory maternity pay, which is not covering what the family needs to spend. Mum feels exhausted since having Oscar and knows her tolerance and mood are low.

What has already been tried?

support, adjustments, other plans and assessments in progress, informal help and impact so far

Mum is having health visitor support to help with feeding Oscar. School have adapted Poppy's start time for a short while to allow mum to get Poppy to school a little later.

How will this plan improve our family's life?

describe clear changes in everyday life.

Poppy to attend school every day. Oscar to feed properly. Mum to feel better in herself to manage what both Oscar and Poppy need. The family to have the finances to feed the family and pay the rent. This will make everyone happy and feel better about life.

Information sharing notes

Consent, restrictions, privacy notice or minimum information sharing.

Mum and dad have both given consent for support. They 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.

We know Poppy wants to be at school but she is worried about her mum at home with her baby brother, so does not want to go. Oscar does not sleep and is not taking his milk; mum is breastfeeding. Mum is exhausted and is finding it hard to make sure Oscar has what he needs as well as getting Poppy to school.

Finances are stretched for the family. Dad is working all the hours he can while mum is on maternity leave. The family are worried they are not going to be able to keep up with the rent while they are struggling.

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 need to be at school all the time every day.	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By next termly review, we want Poppy to be at school every day so that she can access her learning and social interactions. We will know this has worked when Poppy's attendance has improved.	What will happen: Who will do it: By when: School to continue to support the family to work a plan to help Poppy attend more regularly. Deadline: By next termly review	Are things are getting better? **Outcome progress** ☐ Achieved ☐ Partly achieved ☐ Ongoing ☐ Not achieved
I need Oscar to have his food properly so mum can take me to school.	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By 20/07/26, we want Oscar to be feeding better so that he can settle properly and put on weight as he should. We will know this has worked when he is feeding and reaching his milestones.	What will happen: Who will do it: By when: Mum to be supported with feeding Oscar. Owner/agency: Health Visitor Deadline: 20/07/26 Health Visitor to help mum devise a feeding plan that works for both Oscar and mum.	
We need to have enough money so we can have food and pay the rent.	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By 05/08/2026, we want the family to receive support so that they can have help with food and rent. We will know this has worked when Poppy is not hungry and they are not worried about the rent.	What will happen: Who will do it: By when: School to make a referral to Family Support Foundation for help with finances and housing support. Owner/agency: School Deadline: 19/06/26 School to refer the family to a community resource that can help with housing challenges. School to support the family	
I need mum to feel happier.	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By 19/06/26, we want mum to seek support for her mental health so that she can be supported. We will know this has worked when mum is accessing some support for her mental health.	What will happen: Who will do it: By when: Health Visitor to support mum with her emotional wellbeing and talk about options available. Deadline: 19/06/26 Health Visitor to support mum to access some mental health support. Someone to talk with mum about the options, e.g. GP	

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?	