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:
Kiran Khan	Kiran	02.10.2016	16.09.2026
Setting or community base:	**Year group/age stage:**	**Lead practitioner:**	**Review date:**
Brindlewood	Kiran is aged 9 (Key Stage 2)	Mr M Bailey	
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	[ ] Agreed [ ] Restrictions noted - see information sharing box on page 2		

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. SEMH

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

Name:	Relationship:	Contact details:
Mr Vee Khan and Mrs Soumia Khan	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?
				[ ] 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 Bailey	Pastoral Lead	Brindlewood School		[X] Yes [ ] No [ ] Not Sure
Sharon King	School Nurse	NHS		[X] Yes [ ] No [ ] Not Sure
Mrs Healey	Class Teacher	Brindlewood School		[ ] Yes [X] 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?

Kiran says He likes Dragonball Z and that he is good at gaming, especially PvP games. Kiran says he doesn't like coming to school and gets 'freaked out'. He says that he gets anxious and feels that people don't like him. He has some friends in school and has loving parents.

What help would I like?

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

Kiran's attendance is very poor with anxiety being the cause of his unwillingness to come to school. When he is in, he is late due to the disruption at home.

Family voice

What the family wants to change and what feels helpful?

Mr and Mrs Khan are worried. They note Kiran will be awake late thinking about the next day which makes him very tired and difficult in the mornings. They want him to be able to go to school.

What has already been tried?

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

Kiran has had some 1-2-1 time with Mr Bailey to explore his peer relationships and this hasn't improved things

How will this plan improve our family's life?

Describe clear changes in everyday life.

Kiran would attend school every day with a positive attitude and be in class on time.

Information sharing notes

Consent, restrictions, privacy notice or minimum information sharing.

N/A

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.

Kiran is one of few children and young people from diverse ethnic backgrounds in the school. His health is good and this problem started in December 2025 but has become much more apparent this academic year.

In December 2025 we noticed Kiran being more reluctant to attend class and reporting to his parents he was worried and felt unhappy. While his attendance wasn't the best for the rest of the year it was above 85% and some 1-2-1 sessions were put in which seemed to help. Kiran couldn't really identify his anxiety. Since the new year school year has started Kiran has been late every day and comes in tearful or on the verge of tears due to anxiety which is distressing for him and his parents. Kiran has met with the school nurse who has completed some anxiety work sheets with him which he enjoyed. He seemed to be more comfortable in a 1-2-1 setting than in a classroom. He was able to transition to the classroom after the time with the school nurse.

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 support to understand my emotions, manage my anxiety safely and learn strategies to help me stay calm when I feel overwhelmed.	By **(date)**, we want to **(change)** so that **(reason)**. We will know this has worked when **(measure)**. By 02/11/2026 (new term) we want Kiran to be able to come to school without distress. Kiran will be able to tell us he feels happier.	What will happen: Who will do it: By when: Kiran will meet with a trusted adult for 15-30 minutes at the start of each day before transitioning into the classroom. A TA will meet him at the school gate. This will be for 2 weeks and then try for another 2 weeks	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: Mr Bailey will complete a referral for Young Minds Matter who are present in the school. To be completed this week for direct work to be undertaken with Kiran starting in approx. 3 weeks time.	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: Kiran will have access to Lumi Nova and be encouraged by parents and teacher to use this. (Link to app sent by Mr Bailey to parents and to Kiran)	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: Mr and Mrs Khan to access support groups for Parents and Carers from Let's Talk Well. This will help them support Kiran at home.	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?	