



Next Steps Education Ltd Relational Support Plan

Name of Pupil:	Type of Referral: PEX / Medical / Other
Name of School (if medical or other):	Date:

Consider the key prompts for discussion and note down actions under the 4 headings: Protection, Connection, Understanding and Care.

The significant adult/adults – Team around the young person

Who is best placed to be the significant adult/adults?

Who will be part of the wider team of adults supporting the young person? Does the young person need someone to be available to the throughout the day (yes, if face to face tutoring or mentoring)? It is helpful for the team to be composed of adults from school? Parents/carers can also be part of the team. Tutors / mentors can be part of the team. Other external organisations e.g. CAHMS, JYS etc. can be part of the team.

Strengths/Qualities/Interests/Resources

What are the young person’s strengths, skills and qualities?

What are the young person’s coping strategies and signs of resilience? What does the young person enjoy and what interests them? When are they at their best? What helps them? When have they been successful in the past and what is working well now?

Protection

This explains the need for safety and security. Some young person may not automatically feel safe. They can find school threatening and require relationships, support and structure to develop feelings of security and safety, which are essential to effective learning and behaviour

Key Question Prompts:

How will the young person be helped to feel safe by the significant adults? What safety cues will be helpful? How will other adults in the team help the young person to feel safe? How will you support the young person to develop trust? How will predictable and reliable support be provided? Are there times in the day when the young person feels particularly unsafe: beginnings, endings, transition? How can these times be managed? How can the environment be adapted to help the young person feel safe? How can the day be structured to help the young person feel safe? What does the young person need to know in order to feel safe? How will this be communicated so that the young person understands?

Actions:

Connection

Meaningful connections with others promote feelings of safety, trust and belonging. Experiences of connection are important in developing the cortex and higher level thinking. For some young personen there is a need for a high level of connection within school / other environment.

Key Question prompts:

How will the significant adults provide meaningful connection with the young person? What needs to happen to ensure that the young person experiences attuned and responsive connection? How will other adults in the team connect with the young person? How will the development of positive peer relationships be promoted? What activities may help the young person to develop their sense of belonging in school?

Actions:

Understanding

Young personen need adults to understand them and communicate this understanding in an empathetic way, whilst also maintaining clear rules, boundaries and expectations. Understanding and co-regulation from an adult will support young personen to develop their ability to regulate themselves.

Key Question prompts:

What does the young person's behaviour tell us about how they are feeling? What is our understanding of the young person's feelings? If the young person is finding something hard or displaying challenging behaviour, how will adults respond and show understanding? How will the young person be co-regulated and calmed? What empathic responses might be helpful? How will the understanding of other adults in school / other environment be supported / developed? How will they respond to incidents? Does the young person need a responsive co-regulation plan? What will happen to ensure that relationships are repaired?

Actions:

Care

Some young personren will need adults in school to be particularly mindful of providing a high level of care. This includes meeting the young person's basic needs, enabling them to experience comfort and joy and showing them that they are liked.

Key Question prompts:

Does the young person have unmet needs in terms of basic care? If so how can these be addressed? How will adults communicate care to the young person/young person? How will the young person know that they are liked? What activities may foster shared enjoyment? How can we ensure the young person knows they are being held in mind? How will the young person be soothed?

Actions:

Supporting Inclusion

Are there difficulties that are blocking the young person's access to learning or social inclusion? What skills are we going to support the young person to develop in their areas of need? How are we going to support access and inclusion?



Prompts:

- Control-related e.g. accepting an adult lead, co-operative working, turn taking, requesting help.*
- Social skills e.g. explicit teaching of listening skills, eye-contact, starting conversations, proximity.*
- Identity-based e.g. ability to take risks in learning, accept challenges, make mistakes.*
- Self-regulation and sensory regulation e.g. emotional literacy, self-soothing, managing sensory input.*
- Behaviours for learning e.g. Planning, organisation, managing transitions.*
- Literacy skills e.g. developing phonic skills, reading comprehension, recording skills.*
- Language skills e.g. understanding instructions, expressing opinions.*
- Communication and Interaction e.g. Understanding social situations.*
- Building on strengths How can we enable the pupil to build on their strengths?*

Actions: