# Relational Individual Support Plan (RISP)

Photo of child / young person

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| --- | --- |
| **Name of child / young person** |  |
| **Date of birth** |  |
| **Name of school / setting** |  |

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| *This form should be regularly accessed and updated by all staff who work with the named student.*  *Underpinning this relational support plan is:*   * the knowledge that the relationships we have with our children/young people will have the greatest impact on their behaviour and wellbeing. * the shared belief that all staff in our schools promote relationships with our school community which are warm, compassionate, forgiving and non-judgemental. * the commitment to developing the relational skills and practices which will support the inclusion of all young people in our school. |

## My Personal Profile *(this should be updated annually)*

## This is a suggested format. For alternative methods to collect pupil views see [Tools for Schools](https://www.westsussex.gov.uk/tools-for-schools/childs-journey/views-of-the-child-or-young-person/).

## Pupil views MUST inform support and target setting

My name:

I like to be called:

Today’s date:

|  |  |  |
| --- | --- | --- |
| What can I do well? | What do I need help with? | How best to communicate and work with me? |
|  |  |  |
| What do I like and what makes me happy? | What is important for me now? | What is important for me in the future (My aspirations)? |
|  |  |  |
| Other things you need to know about me relevant to this relational support plan | | |

## Relational Support Plan for staff

## Strategies must relate to my specific areas of need, based on an assessment of my strengths and areas for development. Strategies and support may be identified using the [Relational](https://www.westsussex.gov.uk/tools-for-schools/send-toolkit/ordinarily-available-inclusive-practice-oaip/section-1/) Practice toolkit and guidance and must be consistently implemented over time before impact is evaluated.

|  |  |
| --- | --- |
| Adults can help me to use my strengths by: | *Staff leading add concrete ideas for all staff who work with/ teach CYP here* |
| Identified challenges for me are: | *Staff leading add clear practical approaches for all staff who work with/ teach CYP here* |
| The unmet needs/function related to these challenges for me are: | *Staff leading add clear practical approaches for all staff who work with/ teach CYP here* |
| How these challenges present in what I do and say (internalising AND externalising behaviours): | *Staff leading add clear practical approaches for all staff who work with/ teach CYP here* |
| Relational Practice areas of needs and strategies | **Examples of what can be put in place:** |
| Agreed PROACTIVE relational strategies to build and support ongoing positive relationships: | -Go through the timetable for the day with XXX so he gets a sense of structure to the day.  – For XXX to have regular active sensory breaks starting every 20 minutes and increasing gradually, positive feedback. encouragement (and positively discriminate).  – Allow XXX to have a choice out of 2 activity breaks so he feels in control of the situation (incorporate his interests of tanks or controlled water play if possible).  – Regular specific praise and encouragement (non-personal)  – Organise for XXX to have a visit to the nature garden each day.  – Avoid commands and clipped tones when talking to XXX and use language that supports social engagement and not defence for example ‘can you help me understand what happened when’ not ‘why did you do that’ or ‘what did you do’.  – Weekly sessions with the school ELSA to support XXX in understanding his feelings and how to express these. |
| Agreed DE-ESCALATION relational strategies to manage challenges in the moment: | -Staff notice when XXX is struggling and provide support swiftly.  – Calmly remind XXX about the task.  – Take XXX for a sensory break.  – Provide an acceptable alternative learning break in the room.  – Remind XXX of some of his regulation techniques for example belly breathing.  – Provide an appropriate distraction – for example an errand.  -Ensure that XXX is supported by the adults he knows bests and trusts.  – Use distraction techniques to get XXX back to a safe area.  – Try not to chase or restrain unless XXX is in danger.  – Provide XXX with clear choices e.g. you can either come and do some colouring with me or we can go and visit the pond.  – Offer empowered anger alternatives- throwing clay, heavy movement such as stomping. |
| Agreed RESTORATIVE relational strategies to reflect and repair difficulties or breakdown in relationships: | – Encourage XXX to come to the sensory room.  – Allow time for XXX to calm.  – Give positive specific praise for making the right decision.  -Collaborate to consider and plan learning opportunities, based on their understanding of the challenge and their response to it. |
| The long-term aim of strategies (using SMART targets) is to: |  |

## Plan, Do, Review: Cycles of Support (to be held by SENCo or staff with pastoral responsibility)

## SMART targets must relate to my specific areas of need, based on an assessment of my strengths and areas for development. Strategies and support may be identified using the Relational Practice Guidance and [OAIP](https://www.westsussex.gov.uk/tools-for-schools/send-toolkit/ordinarily-available-inclusive-practice-oaip/section-1/) and must be consistently implemented over time before impact is evaluated.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| My Termly Support Plans | | | | | |
| **Pupil Name –** | | **Date –** | | | **Plan number – 1** |
| **Year Group and Term –** | | | |
| **Name of staff member-** | |  | | | |
| **Termly targets, based on my areas of need** | **Strategies and support in place** | **Area of need relating to target** | **Review date** | **Staff Progress review – what has gone well? Additional barriers identified?** | |
| **My Target is:** |  |  |  | **Where I am at the start of this cycle:**  **1 2 3 4 5 6 7 8 9 10**  **Where I am at the conclusion of this cycle:**  **1 2 3 4 5 6 7 8 9 10** | |
| **My Target is:** |  |  |  | **Where I am at the start of this cycle:**  **1 2 3 4 5 6 7 8 9 10**  **Where I am at the conclusion of this cycle:**  **1 2 3 4 5 6 7 8 9 10** | |
| **Everybody’s Relational Target is:** |  |  |  | **Where we are at the start of this cycle:**  **1 2 3 4 5 6 7 8 9 10**  **Where we are at the conclusion of this cycle:**  **1 2 3 4 5 6 7 8 9 10** | |
| **Child or young person’s view of progress** | | | | | |
| **Parent / Carer view of progress:** | | | | | |
| **Staff reflections:** | | | | | |

## **Information for professionals**:

The target setting sheet must be copied and pasted for further cycles of Plan, Do and Review as needed. There is no minimum or maximum number of cycles of targeted support that a child or young person may require – decision making must be person-centred

## Key conversations

## This section should be used to record key events and information, such as work with other agencies or significant events affecting the child (such as family events and transitions). If information relating to the child is elsewhere in the document, it does not need to be repeated here

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| --- | --- | --- |
| Chronology of Key Events | | |
| Date | What happened? Who did you talk to? What did you find out? | Comment / Actions |
|  |  |  |
|  |  |  |
|  |  |  |
| Insert further rows as required | | |

## SPACE FOR ADDITIONAL SCANS / SUPPORTING DOCUMENTS

## Use annex of additional documents for complex needs as required