

# When support is not working

A plan should change when the evidence says it is not helping.

## Your role

Keep school informed, report absence using the school's process, share relevant barriers early and work with the school on agreed actions. Legal rules differ across the UK, so use the official guidance for your nation.

## Review the plan, not the child

- Which actions were actually completed?
- What changed in attendance, distress, engagement or confidence?
- Which barrier is still present?
- Has new information emerged from your child, school, health or another service?

## Ask for a structured review

- Bring the previous plan and a short chronology.
- Ask each person to state what they have done and the impact.
- Agree what will stop, start or change.
- Set a clear review date and measure of progress.

## Escalate appropriately

- If school-level support is exhausted, ask what local-authority, SEND/ALN, health, safeguarding or other routes are appropriate.
- If you believe a school process has not been followed, use the school's published complaints route and keep records.
- For England SEND law questions, independent services such as IPSEA may help; other nations have their own advice services.

## Keep the focus

- The goal is suitable education, safety, participation and progress - not simply completing interventions.

**Use this leaflet as a conversation starter.** It is general information, not legal, medical or safeguarding advice. If you are worried about immediate safety, use the appropriate local emergency or safeguarding route.