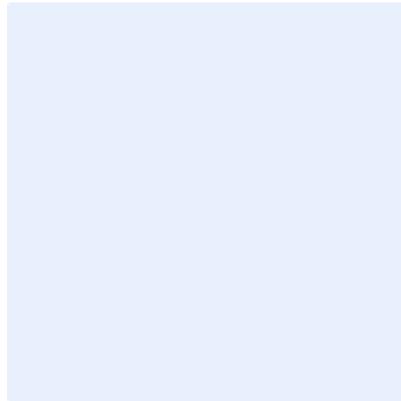


GUIDANCE ON COMPLETING A STATUTORY EDUCATION, HEALTH & CARE PLAN

Name:

Please ensure a photo of the child or young person or a picture of their choice is inserted here by clicking on the image in the centre



Throughout the plan please ensure the child or young person's name is inserted in the spaces provided.

This is important information about me

My Personal Details		
Surname:	Name:	Preferred name:
Home Address		
Date of Birth:	Gender:	Religion:
Ethnicity:	Preferred language:	
NHS number:	CareFirst number:	
Impulse number: UPN:	NI number:	

My Parent(s)/Carer (s)		
Surname:	Name:	
Home Address:		
Tel No:	Relationship to Child:	Parental responsibility:
E mail:		
Surname:	Name:	
Home Address:		
Tel No:	Relationship to Child:	Parental responsibility:
E mail:		

Any others with parental responsibility	Yes	No
Name		
Contact details		

SECTION A: What you need to know about

SECTION A and Parents Views, Interests, Hopes and Aspirations

My Story

This is the child or young person's personal profile. The child or the young person can choose to represent their views in first or third person.

The information for Section A in the Request for Education, Health and Care Assessment is presented as a personal profile of the child or young person that covers the following areas:

- *My Story*
- *What people like about me and what I can do well*
- *What's important to me now and in the future*
- *How best to support and communicate with me*

The Request for Education, Health and Care assessment also gives opportunity for parents and carers to contribute their views separately about:

- *What parent/carers think is important at the moment*
- *What parent/carers think is important for the future*

It is extremely important as part of the person centred approach to capture and reflect the child or young person's voice.

Therefore this section should succinctly contain all of the following information:

My Story

- *Any relevant background information that the child/ parent or young person wishes to share about what has led up to the EHC assessment including any diagnoses and the impact of this on their learning and/or development.*

What people like about me and what I can do well

- *The child or young person's interests, achievements and strengths.*

What is important to the child or young person now and in the future

- *Their short term and long term hopes and aspirations- this may include details about play, health, schooling, independence, friendships, further education and future plans for example employment or at their next transition point.*

How best to support and communicate with the child or young person

- *Any strategies or approaches that work well for the child or young person*

SECTIONS B,C,D: My Assessment

SECTION B: Strengths and Special Educational Needs

This section should describe the child/young person's special educational needs with reference to the following four areas:

- 1. Communication and Interaction*
- 2. Cognition and Learning*
- 3. Social Emotional and Mental Health*
- 4. Sensory and/or Physical.*

It should also detail the child or young person's strengths in these areas. Information should be written as narrative and any diagnoses should describe the impact it has on the child or young person's learning and development.

Each area of need should begin with a summary statement about the child or young person's individual needs in that area followed by details and examples of their abilities and difficulties.

SECTION C: Strengths and Health Needs

Strengths

Please describe the child or young person's strengths. The strengths of the child or young person can be utilised to support them in their areas of need.

Health Needs

The child or young person's health needs that relate to their special educational needs or disability should be included here. It is important to include information on the impact of diagnoses or continuing health needs on the child or young person's learning and development.

If there are no health needs record this as 'None'

SECTION D: Strengths and Social Care Needs

Strengths

The child/young person or family strengths such as a supportive network and involvement in the community can be described here.

Social Care Needs

The child or young person's social care needs which relate to their special educational needs or require provision for a child under 18 under section 2 of the Chronically Sick and Disabled Person's Act 1970. This section may also include information from parents/carers and from services providing early help or family support. If there is a statutory social care plan in place, information that is relevant to the child or young person's special educational needs and outcomes should be included.

If there are no social care needs record this as 'None'

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SECTION E: Outcomes

Outcomes should capture the overall benefits or difference the provision will make for the child or the young person under the relevant areas of need. Outcomes should be forward looking, personalised and SMART.

The long term outcome should aim towards what the child/young person will achieve by end of their key stage, next three years or transition point. Short term outcomes are those that the child or young person could realistically be expected to achieve within 12 months, as progress towards this.

The outcomes sought for the child or young person should lead towards outcomes for adult life: towards education, learning and work; towards friends, relationships and community; towards being as healthy as possible and towards independent living.

Examples of outcomes:

Example 1:

Long term Outcome:

- *To be able to understand and communicate effectively with those around me*

Short Term Outcomes:

- *Develop single word vocabulary to include a range of action words as well as nouns*
- *Develop two word level comprehension and expression*
- *Improve clarity and consistency of speech sounds*

Example 2:

Long term Outcome:

- *To go to college and eventually have a career in computing*

Short Term Outcome:

- *To complete all tasks in order to achieve a C grade in GCSE Maths & English by May 2015*

SECTION F: Special Educational Provision	
The Special Educational Provision	By Whom (and funding source, where appropriate)
<p><i>This section should describe the special education provision (i.e. the arrangements that are required to meet the identified special educational needs). Special educational provision is that which is additional to or different from that which is normally available. This should specify:</i></p> <ul style="list-style-type: none"> • <i>curriculum (including any appropriate modifications/exclusions to the National Curriculum, teaching strategies and approaches to deliver the curriculum, any focused interventions)</i> • <i>environment, facilities, equipment and resources i.e. physical environment, specialist materials or equipment</i> • <i>staffing arrangements (level of expertise, frequency and type of support, support across the school day, individual/ small groups/ within class support, home school liaison and pastoral care arrangements)</i> • <i>support from other agencies informal (family and community support)</i> <p><i>There should be a special educational provision for each identified special educational need and its related outcome. It should also be clear how the provision will enable each outcome to be achieved. Recommendations for provision should include planning for transition.</i></p> <p><i>Special educational provision should be described with sufficient specificity to enable this to be quantified (i.e., what, when, where, by whom, etc.). However, it is inappropriate to recommend specific commercial programmes or interventions except where these are referred to as examples of the type of provision that is required (i.e., 'such as...').</i></p>	

SECTION G: Health provision reasonably required by the learning difficulties or disabilities which result in having SEN

The Health Provision	By Whom (and funding source, where appropriate)
<p><i>Here any health provision reasonably required as a result of the child or young person having special educational needs should be described. This may include specialist support and therapies, such as medical treatments and delivery of medications, occupational therapy and physiotherapy, nursing support, specialist equipment, wheelchairs and continence supplies.</i></p>	

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SECTION H1: Any social care provision that must be made for a child under 18 under section 2 of the Chronically Sick and Disabled Person’s Act 1970	
The Social Care Provision	By Whom (and funding source, where appropriate)
<i>Any provision described must be detailed, specific and should normally be quantified. It must be clear how the provision will support the outcomes, including any provision secured through Personal Budget.</i>	

SECTION H2: Social Care provision reasonably required as a result of the child or young person having special educational needs	
The Social Care Provision	By Whom (and funding source, where appropriate)
<i>Social Care provision reasonably required as a result of the child or young person having special educational needs, including any adult social care provision being provided to meet a young person’s eligible needs (through a statutory care and support plan) under the Care Act 2014). Social Care provision reasonably required may include provision identified through early help and children in need and safeguarding assessments. Section H2 must only include services which are not provided under Section 2 of the CSDPA 1970.</i>	

SECTION I: Education Placement
<i>Here the name and type of the child/ young person’s educational placement should be specified.</i>

SECTION J: Resources

Section J must include levels of resource currently available for the child/young person and what is to be provided for the duration of the EHC Plan through a personal budget. Making reference to the Local Offer, this section should indicate which agency will make the provision and how this will be commissioned. This must be signed off by the relevant officers from the Local Authority and Clinical Commissioning Group.

This section should provide detailed information on any Personal Budget that will be used to secure provision in the EHC Plan.

It should set out the arrangements in relation to direct payments as required by Education, Health and Social Care regulations.

*The special educational needs and outcomes that are to be met by any direct payment **must** be specified.*

Must record 'none' if there is no personal budget.

Provision in this plan that is eligible to be provided through a personal budget are:

Provision	Personal Budget Value	Direct Payment Yes/No
Total Personal Budget		

SECTION K: Appendices

Any reports, assessments, advices should be listed here and attached to the EHC Plan.

	Information used	Who wrote it	Date of information
Appendix 1			
Appendix 2			
Appendix 3			
Appendix 4			
Appendix 5			
Appendix 6			
Appendix 7			
Appendix 8			
Appendix 9			
Appendix 10			
Appendix 11			
Appendix 12			
Appendix 13			
Appendix 14			

Arrangements for reviewing my EHC Plan

The EHC Plan should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes. The review must also consider whether these outcomes and supporting targets remain appropriate.

Date of next review:

Does the EHC Plan need to be reviewed in conjunction with/informed by another plan
eg Care Plan (LAC), Continuing Care Plan(Health) or Adult Care Plan?

Yes

No

If yes:

Type of Plan

Professionals required at next review

The Lead Professional responsible for reviewing this plan will be

Contact details

Plan Coordinator (A duly authorised Officer of the Authority)

Name	Position
Contact details	
Signature	Date