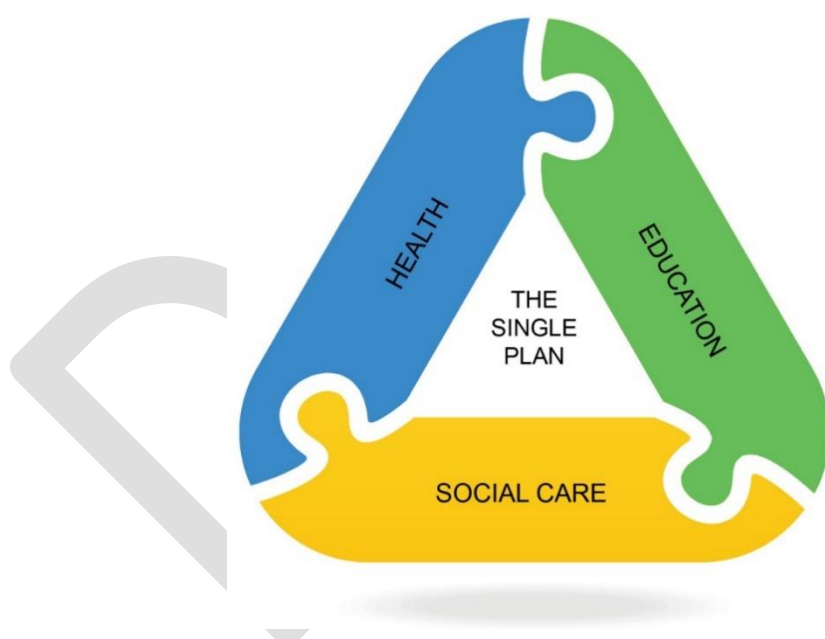


## Education, Health and Care Plan



Child/Young Person Name  
**(Known As)**

(DD/MM/YYYY)

## Contents

### Personal Information

#### Section A

- One Page Profile (*where available – delete if there is not one*).
- My background story
- My interests, likes, dislikes and hopes for the future
- How I like to communicate and be involved in making decisions
- My parents'/carers' views about my special education needs and their hopes for the future

#### Section B - Strengths and Special Educational Needs - Summary of Special Educational Needs

#### Section C - Health Needs which relate to SEN

#### Section D - Social Care Needs which relate to SEN

#### Section E - Outcomes and Provision

#### Section F - SEN Provision

#### Section G - Health Outcomes and Provision

#### Section H1 - Social Care Outcomes and Provision Relating to S2 Cs&Dp Act 1970

#### Section H2 - Social Care Outcomes and Provision

#### Section I - Education Placement

#### Section J - Personal Budget

#### Section K - Advices

## PERSONAL INFORMATION

Child/ Young Person's (CYP) Details			
Forename		Surname	
Date of birth		Gender	
Ethnicity		Language	
Home Address			
Unique Pupil No		NHS number	
Current setting/school/college			

CYP's Parent/Carer Details					
Forename			Forename		
Surname			Surname		
Relationship			Relationship		
Parental Responsibility	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Parental Responsibility	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Home Address			Home Address		
Telephone No			Telephone No		
Email Address			Email Address		

Social Care Details	
Social Worker	
Contact number	
Email address	
Is this child/young person a Looked After Child?	
Full Care Order, Interim Care Order or Section 20	

**Section A** - This section contains information about the CYP, what is important to and about them now and for the future and describes what will be required when developing the services that will support them.

It also contains the parents/carers views of the needs, now and in the future  
(This sentence may need to be deleted for pupils over 16 who have mental capacity).

## One Page Profile



## Section A - continued

### My background story

### My interests, likes, dislikes and hopes for the future *(including education, play/leisure/sport, health, friendships, further education/adult life/independent living)*

### My parents'/carers' views about my special educational needs and their hopes for the future

### How I like to communicate and be involved in making decisions

**Section B** - This section describes all of the special educational needs and strengths identified in the EHC assessment (in priority order).

**Special Educational Needs:**

**(#) Communication and Interaction**

**Friends, Relationships and Community**

**Strengths**

- Reference: (K4)

**Special Education Needs**

- Reference: (K4)

**(#) Cognition and Learning**

**Preparing for and Finding Employment**

**Strengths**

- Reference: (K4)

**Special Education Needs**

- Reference: (K4)

**(#) Social, Emotional and Mental Health**

**Being Healthy**

<b>Strengths</b>
<ul style="list-style-type: none"> <li>•</li> </ul> <i>Reference: (K4)</i>
<b>Special Education Needs</b>
<ul style="list-style-type: none"> <li>•</li> </ul> <i>Reference: (K4)</i>

**(#) Sensory and/or Physical Needs**

**Being Healthy**

<b>Strengths</b>
<ul style="list-style-type: none"> <li>•</li> </ul> <i>Reference: (K4)</i>
<b>Special Education Needs</b>
<ul style="list-style-type: none"> <li>•</li> </ul> <i>Reference: (K4)</i>

**PFA STRENGTHS/SEN AND OUTCOMES**

- **SENSORY/PHYSICAL AND SEMH WOULD BECOME BEING HEALTHY**
- **THERE WOULD BE AN ADDITIONAL BOX HERE AND IN e/f FOR INDEPENDENT LIVING**

**ONLY INCLUDE THE FOLLOWING BOX IF THE YOUNG PERSON IS IN YEAR 9 AND ONWARDS**

**(#) Independent Living**

<b>Strengths</b>
<ul style="list-style-type: none"> <li>•</li> </ul> <i>Reference: (K4)</i>

## Special Education Needs

- *Reference: (K4)*

**If no SEN and provision are identified by the professionals above – use this spiel for that area of SEN.**

No [communication and interaction] needs that constitute Special Educational Needs were identified by the professionals involved in the EHC assessment process.



## Section B - Summary of Special Educational Needs

*This section sets out the summary of advices above, the Local Authority concludes that the CYP has the following Special Educational Needs, in priority order:*

- 

## Section C - *This section sets out the health needs that are related to the CYP's special educational needs.*

### Health needs:

- Diagnosis
- Other health issues.

Or

No health needs relating to *(insert name of child)* Special Educational Needs have been identified through this assessment. If subsequent needs are identified, this section will be amended to reflect this.

OR

At the time of production of this Plan, the SEND department are awaiting the advice by from the health professionals that will subsequently inform this section.

## Section D - *This section sets out social care needs that relate to the CYP's special educational needs.*

### Social Care needs:

CYP is subject to a **CIN plan/CP/ICO** and has an allocated Social Worker to support (CYP) and their family. CYP has the following identified needs:

- **Social, emotional and mental health difficulties.**
- **Communication and interaction difficulties.**
- **Difficulties in remaining safe within the community.**

OR

No social care needs relating to *(insert name of child)* Special Educational Needs have been identified through this assessment. If subsequent needs are identified, this section will be amended to reflect this.

OR

At time of production of this Plan, the SEND department are awaiting the advice from Social Care that will subsequently inform this section.

Draft

## Section E - Outcomes

The outcomes and provision outlined below have been identified from the advice of the following professionals who contributed to this assessment.

- Educational Psychologist
- Community Paediatrician
- Name of school
- Speech and Language Therapist
- Specialist Teacher (eg teacher of the deaf)
- Other (OT, Physio etc)

CYP's Special Educational Needs Coordinator (SENCo) will prepare short-term targets for the next twelve months. These targets are the short steps of learning, which will help CYP make progress towards the long-term outcomes. In a special school this may be addressed through Provision Mapping or by other means.

**Summary Table**

Ref	Outcome	Provision to be provided by		
		Education	Health	Care
E1	By the end of Key Stage X, CYP	✓		
E2	By the end of Key Stage X, CYP	✓		
E3	By the end of Key Stage X, CYP	✓		
E4	By the end of Key Stage X, CYP	✓		
E5	By the end of Key Stage X, CYP	✓		
E6	By the end of Key Stage X, CYP	✓		

**Section E & F –** Section E sets out the outcomes that have been identified. Section F sets out the special educational provision that has been identified to help achieve the outcomes.

**Communication and Interaction: Outcomes and Provision**  
**(Friends, Relationships and Community) – If Year 9 onwards**

(E#) Outcome		
	Provision	Who will provide this?
(F) Special Educational Provision	(Insert CYP name) requires	Members of school staff*
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	Speech and Language Therapist

*\*for example: Senior leadership team, Teachers, Teaching assistants, Learning support assistants*

**Communication and Interaction: Outcomes and Provision**  
**(Friends, Relationships and Community) – If Year 9 onwards**

(E#) Outcome		
Provision		Who will provide this?
(F) Special Educational Provision	(Insert CYP name) requires	Members of school staff*
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	

*\*for example: Senior leadership team, Teachers, Teaching assistants, Learning support assistants*

**Cognition and Learning: Outcomes and Provision**  
**(Preparing for and Finding Employment) – If Year 9 onwards**

<b>(E#) Outcome</b>		
<b>Provision</b>		<b>Who will provide this?</b>
<b>(F) Special Educational Provision</b>	(Insert CYP name) requires	Members of school staff*
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	

*\*for example: Senior leadership team, Teachers, Teaching assistants, Learning support assistants*

### **Social, Emotional and Mental Health: Outcomes and Provision** **(Being Healthy) – If Year 9 onwards**

<b>(E#) Outcome</b>		
<b>Provision</b>		<b>Who will provide this?</b>
<b>(F) Special Educational Provision</b>	(Insert CYP name) requires	Members of school staff*
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	
<b>(H1 or H2) Social Care Provision (remove if not required)</b>		Social Worker

*\*for example: Senior leadership team, Teachers, Teaching assistants, Learning support assistants*

### **Sensory and/or Physical: Outcomes and Provision** **(Being Healthy) – If Year 9 onwards**

<b>(E#) Outcome</b>		
<b>Provision</b>		<b>Who will provide this?</b>

<b>(F) Special Educational Provision</b>	(Insert CYP name) requires	Members of school staff*
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	
<b>(G) Health Provision</b> <b>(remove if not required)</b>	(Insert CYP name) requires	Physiotherapist

\*for example: Senior leadership team, Teachers, Teaching assistants, Learning support assistants

**ONLY FOR YEAR 9 ONWARDS – DELETE IF NOT RELEVANT**

#### Independent Living: Outcomes and Provision

<b>(E#) Outcome</b>	Fguguogshcoh[oa][cjs]ojzx	
<b>Provision</b>		<b>Who will provide this?</b>
<b>(F) Special Educational Provision</b>	Autumn requiresihgiphjs[ocjpjs]v ]sdcv	Members of school staff*
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	
	(Insert CYP name) requires	

\*for example: Senior leadership team, Teachers, Teaching assistants, Learning support assistants

**Section F** - *This section sets out the provision that relate to the CYP's special educational needs.*

**Provision:**

- Teaching arrangements, classroom organisation and support for (Insert CYP name) should incorporate those that are suitable for pupils with *insert diagnosis/difficulties here* including:
  - List the arrangements here (e.g. small class sizes, a high ratio of staff to children (50% of the time)).
  - CYP requires a curriculum appropriately differentiated to meet his needs, with both individual and small group teaching and learning included throughout the day as necessary; this should incorporate a high level of structure and scaffolding, alongside adult support and mediation from staff trained and experienced in working with children with social communication difficulties.
- All of (Insert CYP name) programmes will have clear objectives, which are well recorded, monitored and evaluated with the setting of new objectives as appropriate.
- There will be close liaison between the educational setting and home.
- The support for (Insert CYP name) may be provided flexibly (individually, in small groups and in the classroom) as appropriate.
- The support for (Insert CYP name) should not be unduly intrusive and should not result in over-reliance and he should be encouraged to work increasingly independently.
- There are no recommendations for any modifications or exclusions to the National Curriculum. However, (Insert CYP name) HeadTeacher will monitor this and recommend any change, if it is required.

**Section G** - *This section sets out any health provision that is reasonably required by the learning difficulties or disabilities that result in having special educational needs.*

#### **Health Outcomes and Provision**

No health provision relating to (insert C/YP's name)'s Special Educational Needs have been identified through this assessment. If subsequent needs and provision are identified, this section will be amended to reflect this.

Or

(Insert C/YP's name) requires Physiotherapy in the form of assessment(s) and advice with programmes provided by a Physiotherapist and delivered by school staff and supported at home.

Or

At the time of production of this Education, Health and Care Plan, the SEND department are awaiting the advice from the health team that will subsequently inform this section.

**Section H1** - *This section describes any social care provision that must be made (disabled child or young person under 18) under section 2 of the Chronically Sick and Disabled Person's Act 1970 (CSDPA).*

#### **Social Care Outcomes and Provision**

No Social Care Provision relating to section 2 of the Chronically Sick and Disabled Persons Act 1970 has been identified through this assessment. If subsequent needs and provision are identified, this section will be amended to reflect this.

OR

At the time of production of this Education, Health and Care Plan, the SEND department are awaiting the advice from the Social Care team that will subsequently inform this section.

OR



(Insert CYP's name) is known to Social Care and has an allocated Social Worker who works with him/her and his/her family.

**Section H2** - *This section sets out details of any other social care provision reasonably required by the learning difficulties and disabilities that results in having special educational needs.*  
*The LA can choose to specify other social care needs not linked to SEN. This could include CIN, CP Plan and care order.*

#### **Social Care Outcomes and Provision**

No social care provision relating to (insert CYP's name) SEN has been identified through this assessment. If subsequent needs and provision are identified, this section will be amended to reflect this.

OR

At the time of production of this Education, Health and Care Plan, the SEND department are awaiting the advice from the Social Care team that will subsequently inform this section.

**Section I** - *This section describes the type of educational placement that the CYP will attend, together with the name of the educational placement.*

<b>Name of Educational Placement:</b>	
<b>Type of Educational Placement:</b>	

**Section J – Personal budget** - This section provides information on any Personal Budget that will be used to secure provision in the EHC plan and to meet the outcomes detailed in the plan.

If you wish to request an indicative budget regarding the provision detailed in the draft plan please contact the SEND Team.

**Section K** - This section sets out details of the advice gathered in order to prepare the Education, Health and Care Plan, who gave the advice and when.

Name	Title (Professional service)	Type of Advice (i.e. written, from initial EHC meeting, review etc.)	Date of Report or Contribution	Document reference
	Child	EHCNA or One Page Profile		K1
	Child's parents/mother/father/ Carer	Family meeting or EHCNA		K2
	SENCO	Educational advice		K3
	Educational Psychologist	Educational Psychology advice		K4
	Community Paediatrician	Medical advice		K5
	Social Worker	Social care advice		K6
	Lead Therapist	Therapist advice		K7

Date of Draft plan	Date of Final plan

<b>Signed by a duly authorised Team Manager of the authority</b>