

EHCP Example containing Health input only

This is not a complete example of an EHCP. It has been created to provide an example of the sort of health input that might be included in an EHCP around needs, outcomes and provision for a child with a particular health profile (there are other examples for children with different health profiles). The provision in this example is illustrative – it does not quantify provision as would normally be the case in a real EHCP. It deliberately excludes all the input that would be required around education / school and the whole of section A to focus on health.

Robert

11 years old, has a hearing impairment*

* This document is based on an example EHCP published by the National Sensory Impairment Partnership

Section B: The child or young person's strengths and special educational needs (SEN)

Cognition and learning:

Strengths:

- He is a diligent and attentive learner
- He is very strong in non-verbal reasoning (well above national average) and excels at puzzles, sequencing, picture-based tasks

Special educational needs:

- He is working below the levels expected for his age in literacy and numeracy

Communication and interaction:

Strengths:

- He is a very good user of his cochlear implant
- He wants to speak to or communicate with others and uses language in a wide range of situations, including asking people to repeat what they have said if he has not picked it up first time
- In spite of his delayed social skills, he is well liked by the children of his own age. He likes to be involved in all aspects of school life such as sports and school performances

Special educational needs:

- He has significant hearing loss at high frequencies
- He has significant difficulties in language and communication. Robert has difficulties in producing the right speech sounds to enable people to understand him and difficulties in understanding what is being said to him
- He has difficulties with attention and listening, especially when there is background noise – he 'tunes out' very quickly

Social, emotional and mental health:

Strengths:

Special educational needs:

- He experiences difficulties in the development of social and emotional skills

Sensory and/or physical:

Strengths:

- His gross motor skills (such as running, jumping, catching balls etc.) and fine motor skills (such as handwriting, picking up small objects, catching balls, and fastening clothing) are at the level expected for his age.

Special educational needs:

Preparing for adulthood (young people aged 14+ only):

Strengths:

Special educational needs:

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Robert's support plan

Each identified special educational need in Section B requires a provision necessary to achieve the outcome.

Section E. Outcomes (by the end of key stage, or other to specify)	Section F. SEN provision
<p>Cognition and learning</p> <p>To be always able to hear sounds through use of hearing aid or cochlear implant so as to be able to participate fully in school and home life</p> <p>To achieve academic outcomes which reflect true ability as shown in the educational psychology assessments. He will achieve appropriate levels at the end of Year 6 to be on track to attain qualifications for his chosen post-16 qualification (eg, A levels)</p>	<p>Ensure that Robert's hearing aid or cochlear implant is tested daily (Teaching Assistant)</p> <p>Ensure that hearing aids and cochlear implants are routinely tested in line with testing schedule</p> <p>Ensure that there is a supply of spare equipment to hand so that in the event of a problem a repair or substitution can be made rapidly</p> <p>Ensure that the earmoulds are well fitting and that these are checked as Robert grows</p> <p>Robert is to have regular hearing tests to ensure that any changes in hearing loss are picked up so that hearing aids can be adjusted or replaced accordingly</p> <p>(Children's Hearing Services)</p> <p>Ensure that Robert has access to the full national curriculum as appropriate for his academic ability, differentiated to meet his linguistic needs (School staff with input from language therapist (e.g. teacher of the deaf))</p>
<p>Communication and interaction</p> <p>By the end of Key Stage 2 to achieve a level of speech, language and communication that is appropriate for or close to his chronological age and ability</p>	<p>Robert will receive an individually designed listening programme tailored to his individual needs. This will be delivered four times a week in 10 minute sessions</p> <p>Weekly one-to-one speech and language therapy to work on language development and speech.</p>

	<p>Development of a speech and language programme that can be delivered daily in school and training for TAs in how to deliver this programme and generally support language and speech development</p> <p>(Specialist SaLT will devise the programme and train the teaching assistant, who will deliver)</p>
<p>Social, emotional and mental health</p> <p>By the end of Year 6 Robert will have age appropriate social skills, including playing with peers and having friends and he will maintain good self-esteem</p>	<p>SaLT to work with teacher of the deaf and SENCo to devise a suitable programme to support development of social skills and facilitate interaction with peers (Specialist SaLT from health)</p> <p>Robert to be referred to specialist counsellor or CAMHS to provide advice and support to school, family and Robert on self-esteem, reliance, dealing with frustration and withdrawal. (Counsellor or CAMHS)</p>
<p>Sensory and physical</p>	

Section C. Health needs	Section G. Health provision
<p>Audiology – Robert uses a cochlear implant which has both external parts (that are worn on the ear and side of the head) and internal hardware which has been surgically fitted.</p> <p>In some situations it is necessary to remove the external equipment to protect it from damage. In some situations it is necessary for Robert to wear head protection to protect both the implant and the site in Robert's head from potential blows.</p>	<p>Robert uses a custom-made ear mould to help anchor his cochlear implant in place. Robert will be seen by his local audiology service as and when he grows out of the mould and it requires replacement.</p> <p>Robert's use of his cochlear implant is consistent and his map (cochlear implant programming) is stable. He will therefore be seen on an annual basis by the specialist implant team for review of progress, ensuring his equipment is functioning as expected, and assess the need for upgrading equipment.</p> <p>Robert is no longer prone to ear infections or glue ear but should they occur it is important that he see his GP or implant team urgently for treatment.</p>

Section D. Care needs	Section H1. Care provision
	Section H2. Care provision

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