



# Education, Health and Care Plan

## *Guidance as of 03/11/17*

**Please check all sections are complete before drafts are signed off by Managers**

<b>Name</b>		First name Middle name Surname	
<b>Date of Birth</b>		DD/MM/YYYY	
<b>Gender</b>	<b>Ethnicity</b>	Male/ Female	Click on 'Edit child data' on Bright and record Ethnicity
<b>Address</b>		Full postal address	
<b>Contact Number</b>		Family telephone number (landline)	
<b>Current Setting/School/College</b>		Full official name of Educational Placement Postal address	

<b>NHS Number</b>	Request this from the family
<b>Unique Pupil Number (UPN)</b>	Click on 'Edit child data' on Bright. They all start with U, followed by the 12 digit number
<b>Social Care Reference</b>	6 digit number from LCS/ LAS

<b>Is this child/young person looked after?</b>	Yes or No
<b>Full Care Order, Interim Care Order, Section 20 or other</b>	State which or Not Applicable

<b>Name of Parent/Carer who has parental responsibility</b>	First name Surname
<b>Address</b>	Full postal address
<b>Contact Number</b>	Landline Mobile phone

<b>Date of Final Plan</b>	DD/MM/YYYY
<b>Scheduled Review Date</b>	DD/MM/YYYY
<b>Version Number</b>	Status: Previous Status: Date original EHCP issued:

## (A) Views, Interests and Aspirations

<Child/Young Person's Name> story, his/her views, interests and aspirations: (Use bullet points. Quotes from professional reports are not necessary)

### X's story/ history:

E.g.

- X presents with special educational needs in relation to
- He/ She struggles with
- X also has a profile consistent with....

### X's views:

- What people **like and admire** about X - positive qualities, strengths, personal achievements and talents
- What is **important to X** - important people in X's life (including pets), friendships, important routines, favourite and least favourite activities/ lessons and things to be avoided that are important to X
- How best to support/ what is helpful to X and **what is not** at home, at the educational setting and in the wider community

### X's interests:

- X's preferred hobbies and leisure activities at the educational setting, at home and in the wider community

### X's aspirations for the future:

- X's short term aspirations
- X's long-term aspirations including paid employment/ purposeful activity, independent living and community participation

E.g.

- To go to university
- To become a politician
- To live on his own

If written in first person, the plan should make clear whether the child or young person is being quoted directly (use '***inverted commas and italics***', or if the views of the parents or professionals are being represented. E.g. (Parent/carer's views) or (Professional view).

<Child/Young Person's Name> communicates by: (Use bullet points. Quotes from professional reports are not necessary)

E.g.

- Verbally/ non-verbally using Makaton/ British Sign Language/ AAC
- First/ Second language
- A summary of **how to communicate** with the child or young person and engage them in decision-making. E.g. X actively engages in decision making when.....

**Family story, including their views, interests and aspirations: (Use bullet points)**

**Family story/ history:**

- Summary of initial concerns
- These concerns resulted in the engagement of....

**Family's views:**

- X's current needs and levels of independence at home and in the community.
- Family's beliefs about X's positive qualities, strengths, personal achievements and talents
- Summary of what is important to and how best to support X
- What is going well for X and the family and what is not

**Family's aspirations for X's future**

- Short term aspirations for X
- Long term aspirations for X including paid employment/ purposeful activity, independent living, health, well-being and community participation

E.g.

- To feel good about being in school
- To have a bigger circle of friends
- To fulfil his own dreams

(Use '*inverted commas and italics*' for direct quotes from parents/carers)

**Support Network (family and friends) (Use bullet points)**

E.g.

- X lives with....
- He/ she also spends regular periods of time with.... (list extended family members or community groups)

**How has <Child/Young Person's Name> and his/her family participated in the development of this plan? (Use bullet points)**

- Summary of how X's views and aspirations were gathered and when (written/ adapted or adjusted forms of contributions, attendance at review)
- Summary of how the family's views were gathered and when (written/ adapted or adjusted forms of contributions, attendance at review, other communications, including any attempts to contact the family)

## (B) Strengths and Special Educational Needs

Make sure each special educational need is articulated separately so you can easily check that there is provision to meet each need.

Please describe the needs that have been identified in the EHC Assessment (in priority order for each section where possible) in the following areas (Use bullet points. Quotes from professional reports are not necessary so please remove from existing documents and don't add any in)

### Communication and interaction

#### Strengths:

- Read through all professional reports to check for contradictions.
- **Summarise strengths** in relation to **communication and interaction** gathered from all professional reports (check for duplications)
- Current levels of attainment in relation to communication & interaction if these have been assessed/ measured

#### E.g.

- X is ...
- He/ she can...
- X is now able to...

#### Special Educational Needs:

- Identified special educational needs must be specified – education or training that is in addition to, or different from that made generally for others of the same chronological age in settings (Make sure this does not include a description of Standard Inclusive Practice/ Quality First Teaching)
- Broad areas should be split into more than one need. E.g.
  - **Speech and language needs**  
E.g. X is non-verbal and communicates mainly through physical actions (pointing, gestures, nodding, flexing fingers and flapping arms) or becoming visibly upset when he is unhappy, uncomfortable, tired, uncertain or anxious.
  - **Listening and attention needs**
  - **Social communication needs**
  - **Social interaction needs**

<b>Cognition and learning</b>	<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Read through all professional reports to check for contradictions.</li> <li>• <b>Summarise strengths</b> in relation to <b>cognition and learning</b> gathered from all professional reports (check for duplications)</li> <li>• Current levels of attainment from standardised assessments</li> </ul> <b>E.g.</b> <ul style="list-style-type: none"> <li>• X is ...</li> <li>• He/ she can..</li> <li>• X is now able to...</li> </ul>
	<b>Special Educational Needs:</b> <ul style="list-style-type: none"> <li>• Identified special educational needs must be specified – education or training that is <u>in addition to, or different from</u> that made generally for others of the same chronological age in settings (Make sure this does not include a description of Standard Inclusive Practice/ Quality First Teaching)</li> <li>• Broad areas should be split into more than one need. E.g. <ul style="list-style-type: none"> <li>○ <b>Cognitive functioning</b></li> <li>○ <b>Concentration and focus needs</b></li> </ul> <p>E.g. X can concentrate for periods of up to 10 minutes. However, her concentration and attention to activities fluctuates according to her mood, tiredness and her perception of the adults who are interacting with her and the demands that she perceives they are making. She can get very anxious and upset if she is required to do something, which is not of her choosing or she perceives to be too difficult or challenging to her.</p> <ul style="list-style-type: none"> <li>○ <b>Learning needs in key/ academic subjects or development of new self-help skills</b></li> </ul> </li> </ul>

<b>Social, emotional and mental health</b>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Read through all professional reports to check for contradictions.</li> <li>• <b>Summarise strengths</b> in relation to <b>social, emotional and mental health</b> gathered from all professional reports (check for duplications)</li> <li>• Current levels of attainment if this has been assessed/ measured</li> </ul> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li>• X is ...</li> <li>• He/ she can..</li> <li>• X is now able to...</li> </ul> <p><b>Special Educational Needs:</b></p> <ul style="list-style-type: none"> <li>• Identified special educational needs must be <u>specified</u> – education or training that is <u>in addition to, or different from</u> that made generally for others of the same chronological age in settings (Make sure this does not include a description of Standard Inclusive Practice/ Quality First Teaching) Broad areas should be split into more than one need. E.g. <ul style="list-style-type: none"> <li>○ <b>Social welfare needs</b></li> <li>○ <b>Emotional well-being needs</b></li> <li>○ <b>Mental health needs</b></li> </ul> <p>E.g. X responds well to familiar routine, which seems to give her reassurance about what is happening now and in the near future. However, she has considerable difficulty in dealing with change and this can lead to escalating anxiety levels and behavioural changes. At times of change, X can engage in obsessive and repetitive behaviours. This severely limits her opportunities to leave her home and participate in community activities.</p> </li> </ul>
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<b>Sensory and/or physical needs</b>	<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Read through all professional reports to check for contradictions.</li> <li>• <b>Summarise strengths</b> in relation to <b>sensory and physical</b> gathered from all professional reports (check for duplications)</li> <li>• Current levels of attainment</li> </ul> <b>E.g.</b> <ul style="list-style-type: none"> <li>• X is ...</li> <li>• He/ she can..</li> <li>• X is now able to...</li> </ul>
	<b>Special Educational Needs:</b> <ul style="list-style-type: none"> <li>• Identified special educational needs must be <u>specified</u> – education or training that is <u>in addition to, or different from</u> that made generally for others of the same chronological age in settings (Make sure this does not include a description of Standard Inclusive Practice/ Quality First Teaching)</li> <li>• Broad areas should be split into more than one need. E.g. <ul style="list-style-type: none"> <li>○ <b>Sensory needs</b></li> <li>○ <b>Physical needs – Gross motor</b> <p>E.g. X has Cerebral Palsy which affects his right side. Although he can walk unaided with confidence, he experiences difficulty when trying to move quickly. When in the college classroom environment or in busy community spaces he can find it difficult to move round small places but copes well in an uncluttered environment.</p> </li> <li>○ <b>Physical needs – Fine motor</b></li> <li>○ <b>Mental health needs</b></li> </ul> </li> </ul>

## (C) Health Needs which relate to Special Educational Needs

Please describe the **needs** that have been identified in the EHC Assessment (in priority order, where possible) **(Use bullet points. Quotes from professional reports are not necessary)**

**Summarise all health needs** gathered from all professional reports.

- E.g. Diabetes, Epilepsy, hearing loss that is moderate in both ears at mid to low frequencies and profound in both ears at high frequencies, Asthma etc.
- Make sure these are not educational needs arising from health issues
- Add in any relevant detail reported by the health professionals in relation to the health need identified.  
E.g. X's Asthma presents as more significant in Winter months when she typically experiences two attacks per month. She is also more vulnerable to chest infections at this time of year.

E.g. X has not developed a night/ day sleeping pattern. It is rare for him to sleep for more than two hours at a time, and he naps frequently throughout the day.

E.g. In association with her Cerebral Palsy X also has a visual field difficulty - homonymous hemianopia - which means that the left side of her vision is severely reduced. This affects her ability to navigate safely in unfamiliar or busy environments.

## (D) Social Care Needs which relate to Special Educational Needs

Please describe the **needs** that have been identified in the EHC Assessment (in priority order, where possible) **(Use bullet points. Quotes from professional reports are not necessary)**

- Summarise all social care needs gathered from all professional reports – e.g. SAF, CIN, CP Plan, PEP  
**Inclusion of this information MUST be with the consent of the young person/family/ primary carer/ legal guardian**

- Make sure these are not educational needs arising from social care issues  
E.g. X has a learning disability and is at the early stages of developing adult independence skills. He understands how to use public transport but not how to maintain personal safety while using it. He has little understanding of how to manage his money and is at risk of others taking advantage of this.

E.g. X's behaviour at home arising from his learning difficulties and autism mean that there are times when his personal safety and that of his sibling can be at risk.

E.g. X has extremely limited mobility, as described in the health needs (Section C). This means that she faces significant challenges in joining in with social activities of her choosing including family outings and holidays.

E.g. X has Down Syndrome and finds it difficult to express himself. This can result in episodes of self-harm and challenging behaviour in the home and in the community, which is very difficult for his family to manage. He can have periods requiring both parents to contain his behaviour if he does not feel safe.



## (E) Outcomes – Summary

Where appropriate, outcomes should be joint across education, health and social care.

**Do not include any provision in this section!** Provision helps the child/ young person achieve an outcome: it is not an outcome in itself. Outcomes must link to future aspirations detailed in Section A.

These must be specific & measurable. What exactly is it everyone wants the child or young person to be able to do in 3-4 years' time? These are set by contributing professionals, not written by SEN/ PfA caseworkers.

		Provision to be provided by		
Ref	Outcome	Education	Health	Social Care
	<b>These are long term outcomes and need to be Specified, Measurable, Achievable, Realistic and Time-bound</b>	<b>x</b>	<b>x</b>	<b>x</b>
E.g.				
E1	By the end of Key Stage (?) X will...			
E2	By age (?) X will....			
E3	By the end of his/ her current course X will.....			
E4	By the end of Year X will ....			
E5	By the end of X's Early Years/ Primary/ Secondary/ College Education he/she will ....			

**Use measurable action-oriented verbs for writing each outcome:**

Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Define Describe Identify List Name State Recall Label Record Repeat Arrange	Classify Describe Discuss Explain Identify Summarise Tell Express Locate Review Report Interpret	Apply Demonstrate Operate Use Outline Treat Practice Solve Respond	Calculate Classify Compare Contrast Solve Distinguish between Differentiate Measure Quantify Relate Test	Assess Estimate Evaluate Interpret Measure Test Justify Select Choose Support	Design Develop Build Propose Integrate Modify Prepare Devise Manage Organise Solve

**Cross-check outcomes from all professional contributions – there are likely to be duplications so they can grouped together to avoid having too many. Any more than 7/8 is too many!**

**Broad PfA outcomes ideally need to be built into all plans but DEFINITELY from Year 9 onwards:**

- E.g.
- Employment or engagement in purposeful activity:**
- To develop functional literacy and numeracy skills in order to solve practical problems and complete programmes of independent study
  - To develop and use social communication and social thinking skills necessary for employment and in the community such as understanding and tolerating other people's behaviour
  - To describe expected behaviours and topics of conversation which are appropriate for the work place
  - To discuss personal qualities, skills and qualifications that are applicable to specific job applications, and which are not

**Independent Living:**

- To recall own personal details (full name, address, postcode, telephone number) and list three key people to contact in an emergency
- To summarise the steps necessary in order to complete domestic tasks such as washing clothes, cleaning own living spaces and operating household items safely in order to prepare and cook own meals for supported or independent living

**Community Inclusion:**

- To describe three personal self-regulation strategies that result in successful anxiety management or ways to make him/her feel calm when coping with change
- To classify situations that are safe, unsafe and why in different contexts and explain the steps he needs to follow if he feels unsafe. E.g. E-Safety and community based personal safety skills
- To describe expected behaviours and topics of conversation which are appropriate for the work social groups/ clubs

**Health:**

- To design and use programmes of physical activity that develop fine and gross motor skills and identify ways in which to maintain good health
- To recall and demonstrate how personal prescribed medication needs to be self-administered on a daily basis and explain consequences of not taking medication

## (F) Special Educational Provision

**\*Note:** Health or social care provision which educates or trains a child or young person must be treated as special educational provision and included in Section F.

### Communication and Interaction: Outcomes and Provision

Check carefully that provision reflects whether a child/ young person is in **Mainstream** or **Specialist Provision**, that it is **age appropriate** and **specified/ quantified (what, when, how frequently (building in flexibility and graduated reduction in hours of individual support to increase independence), how long for, delivered by who and for what reason/ why).**

There must be **at least one listed provision for each identified special educational need.**

Outcome Ref	<ul style="list-style-type: none"><li>Insert each relevant long-term outcome from <b>Section E</b></li></ul>
Over the next 12 months	<ul style="list-style-type: none"><li>Agreed between the young person/ family/ legal guardian, involved professionals and educational setting (where relevant) what outcomes are to be achieved by the next Annual Review in 12 months' time.</li></ul>
<b>(F) Special Educational Provision (Use bullet points)</b>	
<b>By Whom</b>	
E.g. <ul style="list-style-type: none"><li>Daily integration of the 'Read, Set, Reminder' Programme delivered by learning mentor for the first 10 minutes of each lesson across all areas of learning, as recommended by the speech and language therapist to help X generalise his/ her active listening and memory strategies.</li></ul>	Be specific. E.g. <ul style="list-style-type: none"><li>Class teacher/ Form tutor/ teacher</li><li>LSA/ TA/ Learning Mentor</li><li>Speech and Language Therapist</li><li>Family members</li></ul> (Individuals named must have agreed to responsibility for delivering or monitoring provision)
<b>Health Provision that educates or trains (Use bullet points)</b>	
This is <u>not</u> just about what happens in the education setting, it's also about enabling access to learning and personal development	
<b>By Whom</b>	
E.g. <ul style="list-style-type: none"><li>Regular reminders (discreet verbal and/ or visual cue cards) to use the bathroom so that he/she is not holding on to bowel movements, which will exacerbate diagnosed chronic constipation.</li></ul>	Be specific. E.g. <ul style="list-style-type: none"><li>LSA/ TA/ Pastoral Support Staff</li><li>School Nurse/ Physiotherapist/ Occupational Therapist</li><li>Family members</li></ul> (Individuals named must have agreed to responsibility for delivering or monitoring provision)
<b>Social Care/ Social Welfare Provision that educates or trains (Use bullet points)</b>	
This is <u>not</u> just about what happens in the education setting, it's also about enabling access to learning and personal development	
<b>By Whom</b>	
E.g. <ul style="list-style-type: none"><li>Use of a personalised reward system throughout the day to motivate X to independently attempt and remain focused on new tasks, which addresses his/ her under developed resilience and independent work skills, using favoured personalised learning resources and strategies.</li></ul>	Be specific. E.g. <ul style="list-style-type: none"><li>Pastoral Support Staff</li><li>DP Worker</li><li>Learning Mentor</li><li>Family members</li></ul> (Individuals named must have agreed to responsibility for delivering or monitoring provision)

## Cognition and Learning: Outcomes and Provision

Check carefully that provision reflects whether a child/ young person is in **Mainstream** or **Specialist Provision**, that it is **age appropriate** and **specified/ quantified (what, when, how frequently (building in flexibility and graduated reduction in hours of individual support to increase independence), how long for, delivered by who and for what reason/ why).**

There must be **at least one listed provision for each identified special educational need.**

<b>Outcome Ref</b>	<ul style="list-style-type: none"> <li>Insert each relevant long-term outcome from Section E</li> </ul>
<b>Over the next 12 months</b>	<ul style="list-style-type: none"> <li>Agreed between the young person/ family/ legal guardian, involved professionals and educational setting (where relevant) what outcomes are to be achieved by the next Annual Review in 12 months' time.</li> </ul>
<b>(F) Special Educational Provision (Use bullet points)</b>	<b>By Whom</b>
<b>E.g.</b> <ul style="list-style-type: none"> <li>Weekly specific teaching (Level 1 Functional Skills ICT) and technical support delivered through 2x 30 minute sessions by the educational setting's ICT Champion to ensure X learns how to successfully use his laptop, update programmes, antivirus software and address any problems resulting from error messages.</li> </ul>	Be specific. E.g. <ul style="list-style-type: none"> <li>Class teacher/ Form tutor/ teacher</li> <li>LSA/ TA/ Learning Mentor</li> <li>Speech and Language Therapist</li> <li>Family members</li> </ul> (Individuals named must have agreed to responsibility for delivering or monitoring provision)
<b>E.g.</b> <ul style="list-style-type: none"> <li>Daily use of Dyslexia-specific resources and strategies across all sessions to develop X's word reading skills and short term auditory memory, delivered by teaching and support staff who are qualified/ trained to work with children who have similar needs to X. E.g. Nessy, Wordshark, cue cards for sounds, follow on stories, visual analogies, pseudo-word decoding, pairs games, tracking exercises including word searches left to write and Zoom reading book series/ Read Write Inc.</li> </ul>	(Individuals named must have agreed to responsibility for delivering or monitoring provision)
<b>Health Provision that educates or trains (Use bullet points)</b>	<b>By Whom</b>
<b>E.g.</b> <ul style="list-style-type: none"> <li>Access to regular drinks throughout the day to ensure X stays well-hydrated to reduce side effects associated with prescribed ADHD medication, as advised by family GP.</li> </ul>	Be specific. E.g. <ul style="list-style-type: none"> <li>LSA/ TA/ Pastoral Support Staff</li> <li>School Nurse/ Physiotherapist/ Occupational Therapist</li> <li>Family members</li> </ul> (Individuals named must have agreed to responsibility for delivering or monitoring provision)
<b>Social Care/ Social Welfare Provision that educates or trains (Use bullet points)</b>	<b>By Whom</b>
<b>E.g.</b> <ul style="list-style-type: none"> <li>Regular 10 minute check-ins with key adults at two key points in the day to discuss concerns: what went well today &amp; why and what did not go well today and why.</li> </ul>	Be specific. E.g. <ul style="list-style-type: none"> <li>Pastoral Support Staff</li> <li>DP Worker</li> <li>Learning Mentor</li> <li>Family members</li> </ul>

## Social, Emotional and Mental Health: Outcomes and Provision

Check carefully that provision reflects whether a child/ young person is in **Mainstream** or **Specialist Provision**, that it is **age appropriate** and **specified/ quantified (what, when, how frequently (building in flexibility and graduated reduction in hours of individual support to increase independence), how long for, delivered by who and for what reason/ why).**

There must be **at least one listed provision for each identified special educational need.**

<b>Outcome Ref</b>	<ul style="list-style-type: none"> <li>Insert each relevant long-term outcome from Section E</li> </ul>
<b>Over the Next 12 months</b>	<ul style="list-style-type: none"> <li>Agreed between the young person/ family/ legal guardian, involved professionals and educational setting (where relevant) what outcomes are to be achieved by the next Annual Review in 12 months' time.</li> </ul>
<b>(F) Special Educational Provision (Use bullet points)</b>	<b>By Whom</b>
<p>E.g.</p> <ul style="list-style-type: none"> <li>X to be supported to use a visual Anxiety Five Point Scale to develop self-regulation and emotional resilience skills and reduce and independently manage anxiety or stress at different points on the scale (from usual presentation, anxious, defensive, crisis, recovery) in different community contexts, as advised by Specialist Autism Teacher. Key people to help X to clarify subtle signs of anxiety escalation (what he/ she says, how he/ she behaves, physical indicators, what he/ she thinks etc.), as well as most helpful and unhelpful self-management strategies.</li> </ul>	<p>Be specific. E.g.</p> <ul style="list-style-type: none"> <li>Class teacher/ Form tutor/ teacher</li> <li>LSA/ TA/ Learning Mentor</li> <li>Speech and Language Therapist</li> <li>Family members</li> </ul> <p>(Individuals named must have agreed to responsibility for delivering or monitoring provision)</p>
<b>Health Provision that educates or trains (Use bullet points)</b>	<b>By Whom</b>
<p>E.g.</p> <ul style="list-style-type: none"> <li>X will receive 5x weekly 20-minute sensory diet sessions to eliminate or minimize sensory processing difficulties, delivered by the 1:1 learning mentor as advised by Occupational Therapist.</li> </ul>	<p>Be specific. E.g.</p> <ul style="list-style-type: none"> <li>LSA/ TA/ Pastoral Support Staff</li> <li>School Nurse/ Physiotherapist/ Occupational Therapist</li> <li>Family members</li> </ul> <p>(Individuals named must have agreed to responsibility for delivering or monitoring provision)</p>
<b>Social Care/ Social Welfare Provision that educates or trains (Use bullet points)</b>	<b>By Whom</b>
<p>E.g.</p> <ul style="list-style-type: none"> <li>Use of Social Script/ Comic Strip Conversation strategies that prepare X for unknown situations, meeting new people and to clarify his own and other people's thinking.</li> </ul> <p>E.g.</p> <ul style="list-style-type: none"> <li>Access to 2x 60 minutes per week sessions with Family Support Worker to discuss and address X's anxiety and other issues relevant to X at the time, to support confidence and trust in other people so that he/ she can increase successful social interactions and opportunities for mutually beneficial friendships.</li> </ul>	<p>Be specific. E.g.</p> <ul style="list-style-type: none"> <li>Pastoral Support Staff</li> <li>DP Worker</li> <li>Learning Mentor</li> <li>Family members</li> </ul> <p>(Individuals named must have agreed to responsibility for delivering or monitoring provision)</p>

## Sensory and/or Physical: Outcomes and Provision

Check carefully that provision reflects whether a child/ young person is in **Mainstream** or **Specialist Provision**, that it is **age appropriate** and **specified/ quantified (what, when, how frequently** (building in flexibility and graduated reduction in hours of individual support to increase independence), **how long for, delivered by who** and **for what reason/ why**).

There must be **at least one listed provision for each identified special educational need**.

<b>Outcome Ref</b>	<ul style="list-style-type: none"> <li>Insert each relevant long-term outcome from Section E</li> </ul>
<b>Over the next 12 months</b>	<ul style="list-style-type: none"> <li>Agreed between the young person/ family/ legal guardian, involved professionals and educational setting (where relevant) what outcomes are to be achieved by the next Annual Review in 12 months' time.</li> </ul>
<b>(F) Special Educational Provision (Use bullet points)</b>	
<p>E.g.</p> <ul style="list-style-type: none"> <li>Adjustments to exam conditions. E.g. The use of a personal scribe, the use of a separate room with as much natural light as possible and extra time given when taking examinations and time constrained standardised tests.</li> <li>X will have short and frequent touch-typing sessions. He will receive 3 x 10 minute sessions at school per week using Touch, Type, Read &amp; Spell. A Rehabilitation Worker for students with visual impairments will attend the setting to support X and his teacher in the use of the software for an initial two-hour session in the first week of term, followed by a 60-minute visit every month. X's teacher will deliver the sessions in class, and will review the programme and X's progress with the Rehabilitation Worker on a termly basis.</li> </ul>	<p>Be specific. E.g.</p> <ul style="list-style-type: none"> <li>Class teacher/ Form tutor/ teacher</li> <li>LSA/ TA/ Learning Mentor</li> <li>Speech and Language Therapist</li> <li>Family members</li> </ul> <p>(Individuals named must have agreed to responsibility for delivering or monitoring provision)</p>
<ul style="list-style-type: none"> <li>Implementation and daily use of a visual checklist (progressing to a printed checklist) to ensure X's sensory needs are addressed and optimal learning conditions are in place, prior to commencing learning at the beginning of each lesson/ learning task and when completing homework. E.g. I have had a drink, I have used the bathroom, I can see clearly and see the adults clearly, I know what is expected (task checklist updated), I have the resources I need and I can hear clearly. Teacher/ LSA to initially assist X to check-off her list (up to 5 minutes) at the beginning and end of each session and work towards independent use.</li> </ul>	<p>(Individuals named must have agreed to responsibility for delivering or provision)</p>
<b>Health Provision that educates or trains (Use bullet points)</b>	
<p>E.g.</p> <ul style="list-style-type: none"> <li>Regular check-ins (on arrival, at 12.30 and before departure by key adults to check that X's hearing aids are functioning correctly and callipers are correctly fitted consistently throughout the day.</li> </ul>	<p>Be specific. E.g.</p> <ul style="list-style-type: none"> <li>LSA/ TA/ Pastoral Support Staff</li> <li>School Nurse/ Physiotherapist/ Occupational Therapist</li> <li>Family members</li> </ul> <p>(Individuals named must have agreed to responsibility for delivering or monitoring provision)</p>

Social Care/ Social Welfare Provision that educates or trains (Use bullet points)	By Whom
<p>E.g.</p> <ul style="list-style-type: none"> <li>• X to be supported by his/ her DP worker to access community-based clubs/ groups for 3x 60 minutes per week so that he/ she engages in regular exercise and remains physically active.</li> <li>• A Travel Training programme devised in conjunction with X and key people to support independence to be delivered by X's Learning Mentor. This will include information and guidance; journey support and assistance; a training programme that should include at least personal and road safety awareness, journey planning and preparing for a journey, communication, handling emergencies or coping strategies and using technology. All aspects of undertaking a journey whilst also paying particular attention to X's emotional needs and his/ her self-esteem, to increase his/ her self-confidence and improve and promote his/ her social interaction. The programme needs to be reviewed on a termly basis and then adapted as necessary for the following term.</li> <li>• X to be supported to create and use prompt cards (credit card size laminated cards on a keyring with bullet point steps to follow) to reduce anxiety, increase independence and aid communication at times of emotional upset/ during unexpected events when out and about in the community. E.g. <ul style="list-style-type: none"> <li>○ What to do if I am late for a bus</li> <li>○ What to do if my laptop stops working</li> <li>○ What to do if I am late for a meeting etc.</li> <li>○ What to do if someone says something I don't understand</li> </ul> </li> </ul>	<p>Be specific. E.g.</p> <ul style="list-style-type: none"> <li>• Pastoral Support Staff</li> <li>• DP Worker</li> <li>• Learning Mentor</li> <li>• Family members</li> </ul>

**(G) Health Provision - Any Health Provision reasonably required by the learning difficulties or disabilities which result in <child/young person's name> having Special Educational Needs**

Outcome Ref	Insert each relevant long-term outcome from Section E	
(G) Health Provision (Use bullet points)	By Whom	
<p>E.g.</p> <ul style="list-style-type: none"> <li>X will attend appointments at the hospital every eight weeks where his Epilepsy will be monitored by his consultant. Within the first week of term, a school nurse will deliver a two-hour training session on managing X's seizures for all school staff who work with him. This will be delivered at the school. Refresher training and updated advice from the school nurse will be made available once a term.</li> </ul> <p>E.g.</p> <ul style="list-style-type: none"> <li>X will work with the AMHs team to help her manage her emotional health. She will have two blocks of cognitive behavioural therapy with a clinical psychologist. The blocks will be six weeks each, separated by a two-week review period.</li> </ul>	<p>Be specific. E.g.</p> <ul style="list-style-type: none"> <li>GP</li> <li>Paediatrician</li> <li>Neurologist</li> <li>School Nurse</li> </ul> <p>(Individuals named must have agreed to responsibility for delivering or monitoring provision)</p>	

**(H1) Social Care Provision - Any Social Care Provision which must be made for a child/young person under 18 resulting from section 2 of the Chronically Sick & Disabled Persons Act 1970**

Outcome Ref	Insert each relevant outcome from Section E	
(H1) Social Care Provision (Use bullet points)	By Whom	
<p>E.g.</p> <ul style="list-style-type: none"> <li>X will receive 2x over-night residential respite care/ short breaks per month at The Bush funded by Personal Social Care Budget</li> <li>X will receive two hours per day help at home from a personal assistant to support feeding and dressing/ undressing. This time will be split across the morning and afternoon and will be available seven days a week.</li> <li>X will have his home adapted to provide a lift from the ground floor to first floor and for a walk-in shower. This will be provided from the Disabled Facilities Grants budget.</li> <li>X will have a place reserved at the local specialist holiday scheme for young children with autistic spectrum conditions. He will be able to attend for six half-day sessions of his/ his parents' choosing during each school holiday period. This is funded by the Disabled Children's social care team.</li> </ul>	<p>Be specific. E.g.</p> <ul style="list-style-type: none"> <li>Social Worker</li> </ul> <p>(Individuals named must have agreed to responsibility for delivering or monitoring provision)</p>	



**(H2) Social Care Provision** - Any other Social Care Provision reasonably required by the learning difficulties and disabilities which result in <child/young person's name> having special educational needs

<b>Outcome No:</b>	Insert each relevant outcome from Section E	
<b>(H2) Social Care Provision (Use bullet points)</b>		<b>By Whom</b>
<p>E.g.</p> <ul style="list-style-type: none"> <li>• X will have his accommodation adapted to give him: <ul style="list-style-type: none"> <li>○ a self-contained bedroom with walk in shower; and</li> <li>○ storage space for the equipment he uses on a daily basis.</li> </ul> </li> </ul> <p>This will be commissioned by the Adults Independent Living Team and is based on the quote provided.</p> <ul style="list-style-type: none"> <li>• X will work with the Access for All team to help him identify two community activities per week that he wants to take part in when he is not at college. The team will provide a support worker and transport to take X to and from these activities twice a week.</li> <li>• X will have a block of seven consecutive nights at the local residential short breaks provider to allow her family to have a holiday. These short breaks will be available twice in this calendar year, and should be taken approximately six months apart. This provision will be reviewed in 12 months' time.</li> </ul>		<p>Be specific.</p> <ul style="list-style-type: none"> <li>• Pastoral support staff</li> <li>• Behaviour Team supported by Teacher &amp; LSA</li> </ul> <p>(Individuals named must have agreed to responsibility for delivering or monitoring provision)</p>

## (I) Education Placement

### Final EHC Plan only

Name of Placement	Type of Placement
Full official name of Educational Placement Postal address	E.g. Maintained Primary School/ Non-Maintained Secondary School/ Independent Specialist Provider etc.

## Arrangements for Review

<b>Date/Frequency of Review</b>	DD/MM/YYYY
	12 monthly review/ 6 monthly review
<b>Name of Person Co-ordinating Review</b>	First name Surname
<b>Contact Details</b>	Email address: Telephone number:

## Next Key Transition Points

Key Transition	Date
<ul style="list-style-type: none"> <li>Description of next transition point</li> </ul>	DD/MM/YYYY

## (J) Personal Budgets

Details of how the Personal Budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.

Have the family/young person made a request for a Personal Budget?			Yes / No
Source	How will the Personal Budget be used? (Use bullet points)	Which outcomes will this support?	Amount £
Education	List provision	Copy & paste outcomes from Section E	£
Health	List provision	Copy & paste outcomes from Section E	£
Social Care	List provision	Copy & paste outcomes from Section E	£
Total Amount			£

## Arrangements for Review

Date/Frequency of Review	DD/MM/YYYY
	12 monthly review/ 6 monthly review
Name of Person Co-ordinating Review	First name Surname
Contact Details	Location/ address: Email address: Telephone number:

## **(K) Advice & Information - Contributors to the EHC Assessment and Plan**

The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.

<b>Name</b>	<b>Position</b>	<b>Contact details (address/telephone/email)</b>	<b>Report Attached Y/N (inc date)</b>	<b>Attendance at meeting Y/N</b>
First name Surname	Full title of role	Address: Telephone number: Email:	DD/MM/YYYY	Y/N

<b>Signature on behalf of local authority</b>	
<b>Date</b>	DD/MM/YYYY

## Appendix A

### Progress and Assessments – Early Years

Please ensure all current assessment data from each year group to date is completed below at the draft EHCP meeting and before the final plan is issued. The plan must demonstrate progress, or lack there of.

Communication and Language	
Personal, Social and Emotional Development	
Physical Development	
Literacy	Mathematics
Understanding the World	Expressive Arts and Design



## Progress and Assessments – School Age

National Curriculum Assessment							
Please complete fully (include previous year's levels)							
	Y1	Y2	Y3	Y4	Y5	Y6	Evaluate progress
<b>English</b>							
<b>Speaking / Listening</b>							
<b>Reading</b>							
<b>Writing</b>							
<b>Overall Subject level</b>							
<b>Mathematics</b>							
<b>Science</b>							
<b>Standardised test results and/or Entry Assessment</b>							
<b>Date of Test</b>	<b>Name of Test/Assessment</b>				<b>Results</b>		<b>Administered by (name and role)</b>

National Curriculum Assessment								
Please complete fully (include previous year's levels)								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Evaluate progress
English								
Speaking / Listening								
Reading								
Writing								
Overall Subject level								
Mathematics								
Science								
Standardised test results and/or Entry Assessment								
Date of Test	Name of Test/Assessment					Results		Administered by (name and role)

## Progress and Assessments – Post 16

GCSE results or relevant accreditation

Foundation or level 1/2 course

Other accreditation