

_____’s Plan

Education Health and Care Plan

(Having your picture on the front of your plan is optional.

You could also choose a picture of something that interests you).

This plan has been put together to help me to progress towards the things that are important to me now and for my long term future.

The information in this plan is confidential but I am happy for all or parts of the plan to be shared with the people that need to know the information to help me. The exceptions to this are:

- SECTION ??? – please ask my permission before sharing this part of the plan

Date plan starts	
Date plan ends	<i>The end of the phase of education</i>

SECTION A – Profile

1. Contact details

First name		Surname	
Date of Birth		Gender	
My address			
Tel		Mobile	
Email			
Ethnicity		Home Language	

Parent / Carer / Guardian (1)			
First name		Surname	
Address (if different from above)			
Tel		Mobile	
Email			

Parent / Carer / Guardian (2)			
First name		Surname	
Address (if different from above)			
Tel		Mobile	
Email			

The following profile sets out the views of(person’s name) and(parent/carer/guardian). Where the views are specifically those of the person they are shown in “quotation marks”.

Tick all that apply

- the child has led on the development without parental input
- the child has led jointly with parents
- the child has contributed directly, e.g. in conversation with professional/parent or via email, verbally, with sign language or other communication method
- the child has contributed through the interpretation of people who know him/her well

2. My one page profile

My name is

A current photo of the person

What's important to me...

- *A bullet point list of what really matters to the person - from their perspective where possible even if others disagree*
- *Aspirations, dreams or plans for the future*
- *Important routines*

I like...

- *A bullet point list of what the person likes*
- *Favourite foods, toys, TV programmes*
- *Activities and when they do them*
- *People they admire*
- *Sports teams*

I do not like...

- *A bullet point list of what the person does not like from their perspective*

What people like and admire about me...

- *A bullet point list of the positive qualities, strengths and talents*
- *A child may find it difficult to identify these things. Use feedback from previous assessments, or ask a range of people that know the child well including family, friends, staff working with the person*

How best to support me...

A list of how to support the person

What is helpful and what is not

What people need to know and what people need to do

Notes:

Some of the information for Part A Pupil Profile will already be in the eCAF. This should be used to complete a draft of the profile before you meet the person and their family.

Tips on writing one page profiles can be found at: <http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/one-page-profiles.aspx>

The one page profile must fit onto one page. It should be a brief summary of the other pages in the pupil profile. The size of the boxes and the size of the text can be changed to make text fit.

3. How I communicate and make decisions

How I communicate

- *A summary or list describing the person's ability to communicate with others.*
- *The person's preferred method of communication, their ability to hear, follow instructions and make their needs and wishes known to others.*
- *You may want to use headings such as:*
- *When I am happy I....*
- *When I am upset or in pain I....*
- *When I am angry or upset I*

What you can do to support me to communicate and make decisions

- *A list of how to support the person to communicate and make decisions*
- *What is helpful and what is not*
- *What people need to know and what people need to do*
- *The areas that the person is able to make a decision about for themselves*
- *The areas where decisions need to be made by other people*
- *The areas where the young person would like to take their own decisions on*

4. People important to me

The form consists of four colored rectangular boxes arranged in a 2x2 grid, each with rounded corners. A central, light pink rounded square overlaps the center of the four boxes. The top-left box is red and labeled 'Family'. The top-right box is green and labeled 'Friends'. The bottom-left box is purple and labeled 'School staff and paid support'. The bottom-right box is blue and labeled 'Others'. The central pink box contains the text 'A current photo of the person'.

<p>Family</p> <p>A list of people in the persons family</p>	<p>Friends</p> <p>A list of people they know as friends or spend time with at school</p>
<p>School staff and paid support</p>	<p>Others</p>

A current photo of the person

5. My story so far

My history

- *A summary of the person's story from the child and family's perspective*
- *Written as bullet points or short paragraphs*
- *Helps to prevent the family having to repeat their story*
- *Can include:*
 - the birth story*
 - where the person has lived*
 - significant events*
 - education history*
 - health history*

Who is in my family

- *A summary of the person's relationships with their family*
- *This should provide more details about those shown in the family section of the previous page.*
- *It can include how often the person sees different members of their family, how they feel about that person, what that person does with them.*

Other people who are important to me

- *This could include friends, school staff, support workers, healthcare workers and people in the young person's local or online community*

What I am good at and my achievements

- *Further information about the person that builds upon their one page profile.*
- *This page of the profile can be organised in other ways or use other headings as long as the text covers the same information.*

6. My dreams and aspirations for the future

The persons own dreams and aspirations. May relate to play, health, education, independence, friendships, relationships, further education and future plans including employment, independent living (where practical).

Continued...

The family's aspirations and dreams for the person. This may use the same areas listed above.

SECTION B – Special Educational Needs

Summary of strengths and difficulties for the person and the family	The impact of these difficulties and the implications for teaching and learning
<p><i>This is a summary of the areas of strength and difficulty identified related to their needs for education identified by education, health or social care formal assessments.</i></p> <p><i>They can be grouped together under the following headings:</i></p> <ul style="list-style-type: none"> • <i>Cognition and learning</i> • <i>Communication and interaction</i> • <i>Mental health, emotional and social development</i> • <i>Sensory, physical and or medical</i> 	<p><i>This section is a summary of how the person’s areas of difficulty impact on their education. This can include their impact on both the person and the family.</i></p>

SECTION C – Health Needs

Summary of strengths and difficulties for the child / young person and the family	The impact of these difficulties on the child / young person and the family
<p><i>This is a summary of the areas of difficulty identified through the EHC needs assessment which relate to the person’s SEN. Health care needs, such as routine dental health needs, are unlikely to be related.</i></p> <p><i>The Clinical Commissioning Group (CCG) may also choose to specify other health care needs which are not related to the child or young person’s SEN (e.g. a long term condition which might need management in a special educational setting).</i></p>	<p><i>This section is a summary of how the areas of difficulty impact on their education. This can include their impact on both the child and the family.</i></p>

SECTION D – Social Care Needs

Summary of strengths and difficulties for the person and the family	The impact of these difficulties on the person and the family
<p><i>A summary of any social care needs identified through the EHC needs assessment which relate to the person’s SEN or which require provision for a child or young person under 18 under section 2 of the Chronically Sick and Disabled Persons Act 1970.</i></p> <p><i>The local authority may also choose to specify other social care needs which are not linked to the person’s SEN. This could include reference to any child in need or child protection plan.</i></p>	<p><i>This section is a summary of how the areas of difficulty impact on their education. This can include their impact on both the child and the family.</i></p>

SECTION E – Goals and Outcomes

Agreed Priority	Goals / outcomes for education, health and care (medium term goals)
	<i>The goals to be achieved by the end of the next phase of education. They can include goals related to education, health, social care or any aspect of the persons life.</i>
	<i>They should reflect what really matters to the person.</i>
	<i>They should be listed in priority order - from their perspective (where possible) even if others disagree</i>
	<i>The goals will be used to help write SMART short term goals on the EHCP Support Plan in Appendix A.</i>

These goals/ outcomes will be used to write my EHCP Support Plan (Appendix A). for the next phase of my education.

The EHCP Support plan contains: short term goals; how progress and success will be measured; by whom and when, resources needed and who provides them; the arrangements for implementing the support plan; details of any personal budget used to help deliver the plan; a risk assessment.

The progress towards these medium and short term outcomes/ goals will be reviewed at least annually and will be used to monitor and review the progress towards my future goals, plans and aspirations.

SECTION F – Special Education Needs Provision

Support available to me in addition to the local offer	Where the resources are coming from
<p><i>Special educational needs may include those requiring health and social care provision where such provision is for the person’s education or training.</i></p> <p><i>Decisions about whether health care provision or social care provision should be treated as special educational provision must be made on an individual basis.</i></p> <p><i>Speech and language therapy and other therapy provision can be regarded as either education or health care provision, or both. It could therefore be included in an EHC plan as either educational or health provision.</i></p> <p><i>However, since communication is so fundamental in education, addressing speech and language impairment should normally be recorded as special educational provision unless there are exceptional reasons for not doing so.</i></p>	

SECTION G – Health Needs Provision

Support available to me in addition to the local offer	Where the resources are coming from

SECTION H1 – Social Care Needs Provision

Support available to me in addition to the local offer	Where the resources are coming from

SECTION H2 – Social Care Needs Provision

Support available to me in addition to the local offer	Where the resources are coming from

SECTION I – Provision

Name of provision: *Nursery / School / College/ Training Provider*

Address:

Type of provision: *Maintained nursery school, maintained school, academy, free school (mainstream or special) non-maintained special school, further education or sixth form college, independent school or independent specialist college.*

The institution named is: (delete as appropriate)

- under the duty to admit the child/ young person in clause 43 of the Children and Families Bill 2014.
- admitting the child/ young person on a voluntary basis.

SECTION J – Personal Budget

Area	Resources available as a personal budget	Conditions for use e.g. (the period of time it covers and how flexible it is)	Related goals / outcomes
School			<i>From Section E</i>
Education – Local Authority			
Health – CCG			
Social Care – Local Authority			

Where a personal budget is being used to purchase provision, more details will be written in the EHCP Support Plan (Appendix A) including:

- the actual amount being taken as a personal budget
- a description of the provision that will be purchased
- the cost of provision
- the arrangements for any direct payments
- any other arrangements for paying or managing the budget

SECTION K – Information and Advice

The following reports, evidence and advice were taken into account when writing this EHCP and are available as appendices to this plan.

Type of advice	Provided by	Role	Date

SECTION L – Agreement

	Name	Signature	Date
Person (or their representative)			
Parent / Guardian			
School			
Education - Local Authority			
Health - CCG			
Social Care - Local Authority			

SECTION M – Legal Status of this EHCP

The following parts of this plan can be updated with the consent of the person, parent and the Team Around the Child:

- Section A – Contact Details and Profile
- Appendix A EHCP Support Plan (short term goals; how progress and success will be measured; by whom and when, resources needed and who provides them; the arrangements for implementing the support plan; details of any personal budget used to help deliver the plan; a risk assessment.)

All other parts of the plan can only be changed with consent of the Local Authority.