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Draft/Final

Education Health and Care Plan

XNameX

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| --- | --- |
| Date of Final Education, Health and Care Plan: |  |
| Education, Health and Care Plan ID Number: |  |
| Amended on: **Remove box if a new EHCP**  By reason of: | |

MY EDUCATION HEALTH AND CARE PLAN

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| **Section A** | **All about me**  Section A is all about me; what’s working for me, what’s not working for me, what needs to change and what I would like life to look like. Other people who I am close to have also had their say here. |
| **Section B**  **Section C**  **Section D** | **A summary of my Education, Health and Care (EHC) Needs**  Sections B, C and D are a summary of my special educational needs and any other health or social care needs that don’t impact on my education. This summary has come from what the professional assessments have identified and is evidence based. |
| **Section E** | **My outcomes**  Section E shows the outcomes that we have agreed to help me reach my aspirations.  An outcome is what I will be expected to “do” following the support I have received. |
| **Section F** | **The special educational provision required for me to achieve my outcomes**  This explains what is needed, what is going to happen, who is going to do it, how often it will be made available and when it will be reviewed. |
| **Section G**  **Section H1**  **Section H2** | **The health and social care provision that is needed**  Section G, H1 and H2 shows what health care provision is reasonably required as a result of my learning difficulties following assessment, and if I am under 18, any social care provision that is required resulting from Section 2 of the Chronically Sick and Disabled Persons Act 1970, and any other social care provision that I might reasonably need because of my learning difficulties. This may include e.g. practical assistance in the home, assistance in travelling to facilities or non-residential short breaks (included in Section H1 on the basis that the child as well as his or her parent will benefit from the short break). |
| **Section I** | **Finalising the Plan**  Section I is where we state the name and type of setting, school or college I will be attending. |
| **Section J** | Section J gives the details of any personal budget we are receiving. |
| **Section K** | **Reports and assessments**  Section K contains a list of the reports and assessments that have been used to write my Education Health Care (EHC) Plan. |
| **Reviewing the EHC Plan** | This shows what arrangements need to take place to ensure my Plan is reviewed |

**How City of Wolverhampton Council will use the information in this EHC Plan**

The Local Authority will ensure that your information remains confidential.

The information that is recorded in this plan will be shared with those who have contributed advice, those listed in the contacts and other practitioners, where appropriate. For example, when the local authority shares your plan as part of a consultation for a place in an educational setting.

As practitioners we respect confidentiality and will observe all safeguarding and child protection procedures.

*In accordance with the Children and Families Act 2014 and the Educational Special Educational Needs (England) Regulations 2014, this Education, Health and Care Plan is made by Wolverhampton City Council (‘’the Education Authority’’) for the above-named child/young person.*

*This information will be shared with Education, Health, Care and other relevant professionals as set out in statutory guidance*.

**Section A: Key Information**

**Child/Young Person’s Details: Need to fit on one page**

|  |  |
| --- | --- |
| **Surname:** |  |
| **First name/preferred name:** |  |
| **Date of birth:** |  |
| **Address:** |  |
| **Ethnicity:** |  |
| **Gender:** |  |
| **Language spoken:** |  |
| **Unique pupil number:** | **Found on Capita ONE.**  **Enter NA if not known.**  **This will need to be requested by One Support upon request for EHCNA.** |
| **PER number:** | **Found on Capita ONE, where appropriate.**  **Enter NA if not known.** |
| **NHS number:** | **This should not be left blank.** |
| **Social care status:** | None, Early Help, Child in Need, Child Protection, CYP in care **(delete if not appropriate)** |
| **Eligible for Continuing Healthcare (Children/Young People):** | Yes/No |
| **I am over 16 but I would also like my plan and letters sent to:** |  |

**The columns are for Parent 1 and Parent 2. Merge if only 1 parent’s details are provided. If there is a third (corporate) parent, copy the table below onto page 5 in order to add the social worker’s details. Foster Carer’s details should not feature in Parent/Guardian section.**

**Parent(s)/Guardian(s) Details:**

|  |  |  |
| --- | --- | --- |
| **Title:** | **Parent 1** | **Parent 2** |
| **Surname(s):** |  |  |
| **First names(s):** |  |  |
| **Address:** |  |  |
| **Relationship to child/young person:** |  |  |
| **Language and best way to communicate:** |  |  |
| **Telephone/e-mail:** |  |  |

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| **Section A- All** **About me and One Page Profile:** |

**My likes:**

**My dislikes:**

**My likes:**

**My dislikes:**

**How I want to be supported:**

**My interests (hobbies etc):**

**Child’s name/photo/ favourite character etc to be added to middle**

**Best way to communicate with me:**

**What I can do well:**

**Important people in my life:**

**What I need help with:**

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| **XNameX’s** **Journey and aspirations:** |
| **My journey so far:**  **Detailed for the key aspects of the child/young person’s life.**  **Revisions to this area should be reflected at each key stage for appropriateness.**  **Aspirations for now and in the future**  **A brief understanding of the child/young person’s aspirations must be included at least.**  **Education, training and employment:** *this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies. For younger children this may include school, clubs*  **Friends, relationships and the community:** *Participating in society, and contributing to the local community, going to clubs, being part of activities outside of school, hobbies,* ***i****ncluding having friends and supportive relationships*  **Living as independently as possible:** *this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living. For younger children this would include independent skills for life e.g. dressing/undressing, using cutlery, finger feeding, supporting and taking part in self-care routines.*  **Being as healthy as possible:** *in adult life, for younger children this may include eating a healthy balanced diet, being active, engaging in exercise/sports club, brushing their teeth, washing.* |
| **What support do I need to ensure my voice is heard and take part in decision making?**  **We should always expect the voice of the child to be present including if via observation and any relevant communication aids. This would need to include clear information on the steps taken by the setting to gain the child/young person’s voice.**  **From Year 11 onwards we would expect to see and understand how the young person can make decisions and how they are involved.** |

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| **Parents/carers views and aspirations:** |
| **What is important for your child now?**  **(Take from Family Journey document- To be created and shared)** |
| **What are your hopes and aspirations for XNameX’s future?**  **As the young person nears Year 11, we should expect to see a greater focus on the young person’s voice.**  **Education, training and employment:** *this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies. For younger children this may include school, clubs*  **Friends, relationships and the community:** *Participating in society, and contributing to the local community, going to clubs, being part of activities outside of school, hobbies,* ***i****ncluding having friends and supportive relationships*  **Living as independently as possible:** *this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living. For younger children this would include independent skills for life e.g. dressing/undressing, using cutlery, finger feeding, supporting and taking part in self-care routines.*  **Being as healthy as possible:** *in adult life, for younger children this may include eating a healthy balanced diet, being active, engaging in exercise/sports club, brushing their teeth, washing.* |
| **How will family help/support XNameX to reach their aspirations and outcomes at home and the wider community?**  As a young person is approaching Year 9, we would expect to see some focus on PfA activities conducted in the home or local community i.e.  Travel training  Domestic tasks  Money management  Personal Care |

**Section B – D:**

**PA strengths and needs should be written into the appropriate area of needs relating to the difficulty causing the need.**

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| **B: Cognition and learning** | |
| **XNameX strengths and skills and attainments:** | |
| **PfA related areas:**  Educational achievements (qualifications, subjects and grades so far)  Money management (managing their own money as cash or electronic payment)  Telling the time and applying functionally  Functional literacy (reading a letter, completing a form, writing a text message or email) | |
| **Special educational needs in the areas of:** | |
| * (Bullets and headings are EXAMPLES ONLY for officers, remove/ change if not relevant) * **Literacy and numeracy skills:**   **PfA related areas:**  Functional literacy (reading a letter, completing a form, writing a text or e-mail)  Money management (managing their own money as cash or electronic payment)  Telling the time and applying functionally   * **Maintaining attention:** * **Retention of skills:** * **Problem-solving skills** * **Following adult direction:** | |
| **Aspiration:** | *“Remember to include the link to the aspirations in inverted commas.”* |
| **E1: Outcome to be achieved by end of Phase** | **Cognition and learning**  **(outcomes to be numbered if more than 1)**    ***Short term targets to achieve this outcome/s will be set by the educational setting/ professionals involved with the child/YP.*** |
| **Preparing for Adulthood theme** |  |
| **Section F: Special educational provision** | |
| **What help will be provided?**  **Who will deliver the support? What is the frequency and duration of support?** | |
| **Each new provision to be on a new line**  **The specificity to be included in brackets after the provision** | |
| **B: Communication and Interaction** | |
| **XNameX strengths and skills:** | |
| **PFA outcomes**  Functional listening & understanding (following and understanding instructions)  Functional communication (order a meal, make a telephone call, speaking to others including outside their familiar circle i.e. an interview).  Making and maintaining positive friendship groups (interactions with friends or community groups inside and outside of school). | |
| **Special educational needs in the areas of:** | |
| * (Bullets and headings are EXAMPLES ONLY for officers- change/remove not relevant) * **Expressive language skills:**   Functional communication (order a meal, make a telephone call, speaking to others including outside their familiar circle i.e. an interview).   * **Receptive language skills:**   Functional listening & understanding (following and understanding instructions)   * **Speech sounds and production:** * **Social interaction skills:**   Making and maintaining positive friendship groups (interactions with friends or community groups inside and outside of school). | |
| **Aspiration:** | *“Remember to include the link to the aspirations in inverted commas.”* |
| **E2: Outcome to be achieved by end of Phase** | **Communication and Interaction**  **(outcomes to be numbered if more than 1)**  ***Short term targets to achieve this outcome/s will be set by the educational setting/ professionals involved with the child/YP.*** |
| **Preparing for Adulthood theme** |  |
| **Section F: Special educational provision** | |
| **What help will be provided?**  **Who will deliver the support? What is the frequency and duration of support?** | |
| **Link to numbered outcomes if specific to certain one**  **Each new provision to be on a new line**  **The specificity to be included in brackets after the provision** | |

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| **B: Social, Emotional and Mental Health** | |
| **XNameX strengths and skills:** | |
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| **Special educational needs in the areas of:** | |
| * ( Bullets and headings are EXAMPLES ONLY for officers- change/remove not relevant) * **Managing behaviour:** * **Awareness of dangers:**   Social media awareness – keeping safe online  Road safety awareness and travel training  Sexual Relationship Education   * **Emotional literacy:** * **Self-esteem and confidence:** * **Relationships with others:**   **PfA**  Making and maintaining friendships – related to confidence, self-esteem and trust.  Social anxiety (community isolation)  Managing transitions between different settings or phases of education | |
| **Aspiration:** | *“Remember to include the link to the aspirations in inverted commas.”* |
| **E1: Outcome to be achieved by end of Phase** | **Social, Emotional and Mental Health**  **(outcomes to be numbered if more than 1)**  ***Short term targets to achieve this outcome/s will be set by the educational setting/ professionals involved with the child/YP.*** |
| **Preparing for Adulthood theme** |  |
| **Section F: Special educational provision** | |
| **What help will be provided?**  **Who will deliver the support? What is the frequency and duration of support?** | |
| **Link to numbered outcomes if specific to certain one**  **Each new provision to be on a new line**  **The specificity to be included in brackets after the provision** | |

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| **B: Physical and Sensory** | |
| **XNameX Strengths and skills:** | |
|  | |
| **Special educational needs in the areas of:** | |
| * (Bullets and headings are EXAMPLES ONLY for officers- change/remove not relevant) * **Fine motor skills:** * **Gross motor skills:** * **Self-help and independent skills:** * **Sensory modulation and processing skills:**   **PfA**  Functional literacy (writing a letter, filling in a form, typing and texting)  Needs around learning how to use new equipment as the young person ages/grows.  Self help and independence skills – making a snack, helping around the house.  Making healthy choices (food, exercise, including making and attending health appointments)  Independent living skills – personal care  Keeping safe in the community – moving around safely in a new environment via equipment or a white cane.  Hobbies – riding a bike | |
| **Aspiration:** | *“Remember to include the link to the aspirations in inverted commas.”* |
| **E1: Outcome to be achieved by end of Phase** | **Physical and Sensory**  **(outcomes to be numbered if more than 1)**  ***Short term targets to achieve this outcome/s will be set by the educational setting/ professionals involved with the child/YP.*** |
| **Preparing for Adulthood theme** |  |
| **Section F: Special educational provision** | |
| **What help will be provided?**  **Who will deliver the support? What is the frequency and duration of support?** | |
| **Link to numbered outcomes if specific to certain one**  **Each new provision to be on a new line**  **The specificity to be included in brackets after the provision** | |

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| **Summary of needs:**  **This can often be found in the EP formulation part of their reports. Don’t take it word for word- needs to be a short summary.** | |
| **Primary area of need:** |  |
| **Category of need:** |  |
| **Matrix Band:** |  |

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| **C: Health needs:** | | | | |
| **Health needs which are related to their special educational needs (including any diagnosis) and how this may impact on their day-to-day life:**  **Remember the golden thread.**  **We do not need a repetition of SALT, OT and Physio needs that educates and trains. PLEASE FACT CHECK ANY DIAGNOSIS REPORTED NOT FROM HEALTH WITH EMMA BOYCE** | | | | |
| **E- Health outcomes to be achieved:** | **Delete if no outcomes, or add in a generic outcome** | | | |
| **Is XNameX in receipt of NHS Children and Young People’s Continuing Care (0-17yrs) or NHS Continuing Healthcare (18 plus)?** | | | **Yes** | **No** |
| **Section G: Health provision; *reasonably required by the learning difficulties and disabilities which result in the child or young person having SEND***  **Preparing for Adulthood:** Outcomes for Health and Wellbeing | | | | |
| **Provision- What support will be provided?** | | **Who will deliver the support?**  **What is the frequency and duration of support?** | | |
| **DELETE ANYTHING NOT RELEVANT**  General health Provision in our LA e.g. SALT OT  (PLEASE NOT REFER TO OCCUPATIONAL  THERAPY Not Occupational Health). Include all health provision delivered by NHS England- e.g. things that CANNOT be delivered in school- if it educates/trains then it belongs in Section F not G.  Paediatrician appointments, assessments and clinic appt would go here.  CAMHS  **PFA – Annual Health Check should be reference.**  **Wording if not in receipt of health provision only use if we have been told that they only require universal- if not health advice just leave blank:**  Health provision has not been identified that goes beyond the level that XXX and family can access from universal services. | | Please tailor this:  NHS – Royal Wolverhampton Trust (Paediatrics, SALT, OT, Physio in Wolverhampton)  Black Country Mental Health Trust (CAMHS)  Birmingham Women’s and Children’s NHS Foundation Trust (If under Birmingham Children’s) | | |

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| **D: XNameX’s Social care needs:** | | |
| **XNameX social care needs related to their special educational needs and how these impact on daily life:**  **How this affects access to learning:**  **Education, training and employment:**  **Having friends and relationships:**  **Accessing community and activities:**  **Living as independently as possible:**  **Being as healthy as possible:**  **Wording to be used if the CYP is not known to social care services or receiving any targeted support:**  XXXX is currently being supported by xxxx primary care giver and has access to universal services outside of statutory services. Advice was sought during the assessment process which confirmed there is currently no information to add to an EHC plan at this time. The family have been advised that they can access Early Help or available services via the local offer at The SEND Local Offer (https://www.localofferwolves.co.uk/). The EHC plan will be amended should further information become available. | | |
| **E- Social Care outcomes to be achieved:** | **Delete if no outcomes received or add in generic outcome** | |
| **Section H1: Statutory social care provision;** *which must be made for the child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Care Act* | | |
| **What help will be provided?** | | **Who will deliver the support?**  **What is the frequency and duration of support?** |
| **COMPLETING THIS AREA – DELETE BEFORE DRAFT ISSUED:**  **These services include:**   * **practical assistance in the home** * **provision or assistance in obtaining recreational and educational facilities at home and outside the home** * **assistance in travelling to facilities** * **adaptations to the home** * **facilitating the taking of holidays** * **provision of meals at home or elsewhere** * **provision or assistance in obtaining a telephone and any special equipment necessary** * **non-residential short breaks (included in Section H1 on the basis that the child as well as his or her parent will benefit from the short break)** * **This may include services to be provided for parent carers of disabled children, including following an assessment of their needs under sections 17ZD-17ZF of the Children Act 1989.** | |  |
| **Section H2: Social care provision;** *reasonably required by the learning difficulties and disabilities which result in the child or young person having SEN. This will include 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* | | |
| **What support will be provided?** | | **Who will deliver the support?**  **What is the frequency and duration of support?** |
| **COMPLETING THIS AREA – DELETE BEFORE DRAFT ISSUED:**   * **For children and young people under 18 this includes residential short breaks and services provided to children arising from their SEN but unrelated to a disability. This should include any provision secured through a social care direct payment. See chapter 10 for more information on children’s social care assessments.** * **Social care provision reasonably required will include any adult social care provision to meet eligible needs for young people over 18 (set out in an adult care and support plan) under the Care Act 2014. See Chapter 8 for further detail on adult care and EHC plans** * **The local authority may also choose to specify in section H2 other social care provision reasonably required by the child or young person, which is not linked to their learning difficulties or disabilities. This will enable the local authority to include in the EHC plan social care provision such as child in need or child protection plans, or provision meeting eligible needs set out in an adult care plan where it is unrelated to the SEN but appropriate to include in the EHC Plan.**   **e.g. CIN, EHA.** | |  |

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| **Monitoring and Review Arrangements** | | |
| The date by which this plan will be reviewed: | This is either within 12 months of the Final EHCP date or the date of the last Local Authority annual review decision. | |
| XNameX’s EHC Plan will be formally reviewed every 12 months and focus on XNameX’sprogress towards achieving the outcomes specified in the EHC Plan. The review mustalso consider whether these outcomes and supporting targets remain appropriate. For children 0 – 5 years the EHC Plan may require review every 6 months to ensure that provision continues to be appropriate. \* Delete if not appropriate - As XNameX is looked after the annual review should, if possible and appropriate, coincide with one of the reviews of their Care Plan, the Personal Education Plan (PEP) element of the Care Plan.  Settings, schools and further education colleges or other post 16 institutions mustco-operate with the authority in the review process. As part of the review, the authority requires the setting, school and further education college or other post 16 institution to convene and hold annual review meetings on its behalf.  The review should:   * gather and assess information so that it can be used to support XNameX’s progress and their access to teaching and learning * review the special educational provision made for XNameX to ensure it is being effective in ensuring access to teaching and learning and good progress * review the health and social care provision made for XNameX and its effectiveness in ensuring good progress towards outcomes * consider the continuing appropriateness of the EHC Plan in the light of XNameX’s progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC Plan should be discontinued * set new interim targets for the coming year and where appropriate, agree new outcomes * review any interim targets set by the early years’ provider, school or college or other education provider   The review **must** be undertaken in partnership with XNameX and their parent(s), and **must** take account of their views, wishes and feelings, including their right to request a Personal Budget. | | |
| **The Keyworker responsible for**  **co-ordinating this plan is:** | |  |

**Section I: Name and type of provision**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of setting/school:** |  | | |
| **Name and address of setting/school:** |  | | |
| **Start Date:** |  | **Leaving Date:** |  |
| **Additional Details:** | **Add in where school is parental preference but not nearest suitable and so LA is not responsible for transport.** | | |

**Section J: Personal Budgets**

*Where there is a personal budget, the details of how the personal budget will support outcomes, the provision it will be used for including any flexibility in its usage and the details of any agreement for a direct payment for education, health and social care as set out in respective regulations.*

|  |  |  |
| --- | --- | --- |
| **Has a personal budget been explained to parents/carers or young person?** | Yes | No- if no personal budget delete table below |
| **Comments:** |  | |
| **More information on personal budgets can be found via the following link**:  <https://www.localofferwolves.co.uk/help-learning/education-health-care-plan/personal-budget> | | |
| **Have the parents/carers or young person (if over 16) requested a personal budget?** | Yes | No |

**If you have an agreed Personal Budget, please liaise with Team Leader around presentation. Each ‘provision’ must be clearly specified against its annual amount.**

|  |  |  |
| --- | --- | --- |
| **Description of personal budget arrangements** | **Budget (£s)** | **Funding source and management / payment method** |
| **Education** |  |  |
| **Outcomes to be achieved by the budget** (explain how this budget will meet the outcomes including a description of the provision agreed. Refer to numbered outcomes in Section E of this plan) |  |  |
| **Health** |  |  |
| **Outcomes to be achieved by the budget** (explain how this budget will meet the outcomes including a description of the provision agreed. Refer to numbered outcomes in Section E of this plan) |  |  |
| **Social Care** |  |  |
| **Outcomes to be achieved by the budget** (explain how this budget will meet the outcomes including a description of the provision agreed. Refer to numbered outcomes in Section E of this plan) |  |  |
| **Other (including short breaks)** |  |  |
| **Outcomes to be achieved by the budget** (explain how this budget will meet the outcomes including a description of the provision agreed. Refer to numbered outcomes in Section E of this plan)  **Transport:** |  |  |
| **Total budget:** |  |  |

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| **SEND Officer (A Duly Authorised Officer of the Authority)** |
| **Print Name:**  **Signed:**  **Date:** |

**Section K: Advice and Information gathered during the EHC needs assessment**

*When assessing the child’s/ young person’s special educational needs, the Authority took into consideration the following reports, evidence and advice which are available as an appendix to this plan*.

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| --- | --- | --- | --- | --- |
| **Name of advice provider:** | **Title/Designation:** | **How did they Contribute?**  ***(record of meetings and reports including dates)*** | **Report attached?**  **(include date)** | **Report Reference:**  ***Appendix A-H*** |
|  |  |  |  | 1. Parental Advice/Journey |
|  |  |  |  | B. Educational Advice  (e.g Education setting, Outreach, SNEYS) |
|  |  |  |  | C. Sensory Inclusion Service  (e.g. GP’s, Paediatrician, SALT, OT, Physio, CAMHs, Inspire, Base 25) |
|  |  |  |  | D. Health (e.g. GP’s, Paediatrician, SALT, OT, Physio, CAMHs, Inspire, Base 25) |
|  |  |  |  | E. Psychological (EP report) |
|  |  |  |  | F. Social Care (e.g. CIN, CP, Early Help, TAC, TAF) |
|  |  |  |  | G. Connexions (e.g. Career Pathway Plan, Getting Ready, Vocational Profile) |
|  |  |  |  | **H. Other e.g. Private Reports** |