



LONDON BOROUGH

*(Guidance version – guidance on how to complete this Plan is provided in italics in each section and must be deleted when you have finished drafting)*

*Parents/carers/children/young people may opt to provide a photograph to be inserted here*

## Education, Health and Care Plan for NAME

<b>Date and Status of EHC Plan:</b>	
<b>Signature on Behalf of Children's Services:</b>	<b>Signature</b>  <b>Date</b>
<b>Plan Issue Number:</b>	
<b>Previous Plans:</b>	

## PERSONAL DETAILS

The following Education, Health and Care Plan is made on DATE by London Borough of Barnet ('the education authority') in respect of child or young person (CYP) (NAME) whose particulars are set out below.

MY DETAILS	
Full Name	
Date of Birth	
Gender	
Religion	
Home language	
Ethnicity	
Home address	
Contact number and email	
Name and Type of current Setting/School/College (incl tel and email)	
Unique Pupil Number	
GP details and NHS number	
Looked After Child or Child in Need? Y/N	
If yes, state Local Authority and social worker contact details	

PARENT/CARER DETAILS		
Name of parent(s)/carer(s) with parental responsibility		
Relationship to the child/young person		
Home language		
Home address		

Contact number(s)		
Email address		
Is either parent a serving member of Her Majesty's armed forces?		

## SECTION A: '\*\*\*\*\*S Views, Interests, Hopes and Aspirations

\*\*\*\*\*'s views were obtained by \*\*\*\*\*

Statement about how the views of the CYP were obtained (e.g. gathered from CYP within meeting with parent, combination of direct contact and conversations with parents etc.)

<p align="center"><b>MY VIEWS, INTERESTS, HOPES AND ASPIRATIONS</b></p> <p align="center">Only write in first person if child has done so or has specifically requested that you do so, otherwise write in third person.</p>
<b>Things that are important to me</b>
<b>What I'm good at – my skills and strengths</b>
<b>How to communicate with me</b> (how I like to be involved in decision making) <i>(Including whether young person's parents are representing them due to yp's lack of mental capacity)</i>
<b>Things I would like more help with</b>
<b>What I would like for the future</b> <i>(Including: education, training and employment ambitions independent living)</i>

<p align="center"><b>MY PARENT(S)/CARER(S) VIEWS, HOPES AND ASPIRATIONS FOR ME</b></p>
<b>My parent(s)/carer(s) views, hopes and aspirations for me</b> <i>This might include education, play, health, friendships, sixth form, further education, independent living, university and employment.</i>
<b>Things *****'s parents are pleased about</b>

<p><b>Things ****'s parents are concerned about</b> <i>(if applicable or delete)</i></p>
<p><b>Our Family History</b>  <i>This might include: who lives at home, relevant background information, home language.</i></p>
<p><b>Things that are important to our family</b></p>
<p><b>Support network around the child/young person</b></p>
<p><b>How to support us as a family</b></p>

**A table showing current attainment and progress over time is included in Appendix A to this Plan and will be updated after every annual review.**

## **SECTION B: \*\*\*\*'s SPECIAL EDUCATIONAL NEEDS**

*All of XXXX's special educational needs must be specified. Describe the needs that have been identified in priority order if possible*

<p><b>Summary of XXX's special educational needs</b></p>
<p><i>Summary (e.g. diagnosis and important information)</i></p> <p><i>Briefly list the areas of need where the c/yp has difficulties e.g. cognition and learning</i></p> <p>XXX has difficulties in the following areas:</p>

*Next, describe the needs under the headings of the 5 broad areas of need. Delete any that do not apply.*

- *Communication and Interaction*
  - *Cognition and Learning*
  - *Social, emotional and mental health difficulties*
  - *Sensory and/or Physical needs*
  - *Being in the Community and Independence/ Preparing for Adulthood (Preparing for Adulthood must be specified from Year 9 at the latest).*
- You may add subheadings if appropriate e.g. Attention and Listening might come under Cognition and Learning*

<b>Cognition and learning</b>
<u><b>Strengths</b></u>
<u><b>Special Educational Needs</b></u>

<b>Communication and Interaction</b>
<u><b>Strengths</b></u>
<u><b>Special Educational Needs</b></u>

<b>Social, Emotional and Mental health</b>
<u><b>Strengths</b></u>
<u><b>Special Educational Needs</b></u>

<b>Sensory and/or Physical needs</b>
<u><b>Strengths</b></u>
<u><b>Special Educational Needs</b></u>

<b>Being in the Community and Independence/ Preparing for Adulthood</b>
<u><b>Strengths</b></u>

**Special Educational Needs**

**SECTION C: \*\*\*\*\*'s health needs which relate to his/her SEN**

*All of XXXX's health needs relating to their SEN must be specified. The CCG may also choose to specify other health care needs which are not related to XXXX's SEN (e.g. a long term condition which may need management in a special educational setting.)*

*You may describe strengths if applicable, followed by needs. Describe the needs that have been identified in priority order if possible.*

*If none, state **not applicable***

**Strengths**

**Needs related to SEN**

**Needs not related to SEN**

**SECTION D: \*\*\*\*\*'s social care needs which relate to his SEN**

*All of XXXX's social care needs relating to their SEN, or those which require provision for a child or young person under 18 under section 2 of the Chronically Sick and Disabled Persons Act (1970), must be specified. The local authority may also choose to specify other social care needs which are not related to XXXX's SEN. This could include reference to any Child in Need or Child Protection Plan which a child may have relating to other family issues, such as neglect. Such an approach could help the child and their parents manage the different plans and bring greater coordination of services. Inclusion must only be with the consent of the child and their parents.*

*You may describe strengths if applicable followed by needs. Describe the needs that have been identified in priority order if possible.*

*If none, state **not applicable***

**Strengths**

**Needs related to SEN**

**Needs not related to SEN**

## SECTION E and F: Outcomes sought for \*\*\*\*\* and the special educational provision required

*If appropriate, Outcomes can be written under the broad areas of need identified above e.g. communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory or physical needs, preparing for adulthood, being in the community and independence. Some categories may not apply. There may be more than one outcome under one heading*

*You should not record outcomes under the broad areas of need if this is not appropriate to the child/young person's requirements or where outcomes obviously span more than one area of need.*

*A typical EHC Plan may have around 4 or 5 long term outcomes – obviously there will be more for a pupil with severe and complex needs.*

*Each long term outcome should be accompanied by short term outcome(s) which indicate 'steps towards meeting the outcome' (COP para 9.69) to be achieved within the next twelve months.*

**Short term outcomes must be recorded in Appendix A of the Plan. They do not form part of the Plan itself. However, to help your thinking, you may wish to follow the route of 'long term outcome- short term outcome- provision' as long as you ensure that the correct outcomes are recorded in the correct section.**

**The Plan must identify which outcomes are education and training outcomes and which are health and/or social care outcomes if the provision made for these is non educational.**

*The writer can copy and paste in more tables or delete tables/headings as necessary*

### Outcomes

*Amend as appropriate*

**In accordance with Section 9:68 of the SEN and Disability Code of Practice 0-25 years, the following long term outcomes are to be achieved by the end of the next phase or stage of XXXX's education which is XXXXXXXXX (e.g. Foundation Stage KS1/2/3/4/ the next course attended at Post16 stage)**

### SECTION F: Overarching provision (if applicable)

*Provision that should be made throughout the young person's day e.g. individualised curriculum, particular expertise of staff, how the curriculum will be delivered, specialist equipment etc.*

<b>COGNITION AND LEARNING</b>
<b>SECTION E:</b> <b>Long term outcome</b>
<b>SECTION F: PROVISION</b> <i>Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every need specified in Section B. It must be clear how provision will support the outcomes.</i>  <i>You must include the provision, who is going to provide it, how often it will be provided, how and when it will be monitored and reviewed and by whom.</i>

<b>COMMUNICATION AND INTERACTION</b>
<b>SECTION E:</b> <b>Long term outcome</b>
<b>SECTION F: PROVISION</b>

<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>
<b>SECTION E:</b> <b>Long term outcome</b>
<b>SECTION F: PROVISION</b>



**SENSORY AND/OR PHYSICAL NEEDS****SECTION E:****Long term outcome****SECTION F: PROVISION****COMMUNITY AND INDEPENDENCE/PREPARING FOR ADULthood****SECTION E:****Long term outcome****SECTION F: PROVISION**

**PROVISION F:** *(This box and the writing in bold in it, must be included for all students who are in Year 9 and above. This box MUST be deleted for those in younger year groups)*

**The school/college will provide information and guidance about careers and post 16 Pathways which is differentiated so that it is accessible and appropriate to need.**

**Arrangements for monitoring and reviewing progress:**

The setting may provide shorter term targets to support XXXX's learning which may be recorded in an individual's education plan or using another appropriate method. These targets and XX's progress towards meeting them, will be monitored and reviewed at least termly by the (SENCo/subject teachers/tutor/etc.)

\*\*\*\*\* s outcomes will be reviewed with him/her, his/her family and relevant professionals at least once a year (or at least every six months until the child reaches statutory school age) at the Annual Review of his EHC Plan.

His/her school will arrange the annual review and notify his/her parents/carers and the Local Authority of the date.

The review must be undertaken in partnership with\*\*\*\*\* and his/her family and take account of their views, wishes and feelings. It must ask if the parents/carers or \*\*\*\*\* if aged over 16 seek (are requesting) a personal budget to deliver provision set out on the Plan.

The review should:

<ul style="list-style-type: none"> <li>- Gather information from professionals who know (insert child name) and who have been involved in the past year, where this is necessary and where information is not already available</li> <li>- Review the special educational provision to ensure that it effectively supports access to teaching and learning</li> </ul> <p>Review and evidence *****'s progress towards meeting his/her educational outcomes specified in the Plan</p> <ul style="list-style-type: none"> <li>- Review health and social care provision and its effectiveness in ensuring good progress towards outcomes</li> <li>- Review any targets set last year</li> <li>- Consider the appropriateness of the Plan, whether it is still needed and if so what changes may be required.</li> <li>- Set new interim targets and where necessary, outcomes.</li> </ul>
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<p align="center"><b>*****'s Forward Plan</b></p> <p align="center"><i>Changing school/moving on to adult care/or from paediatric services to adult health or further education to adulthood.</i></p> <p align="center"><i>Describe Transition Plan (For a Transfer Review this information is in Section 8 of the Transfer Review Report. For an Enhanced Annual Review, this information is in Section 8 of the report of the Enhanced Annual Review).</i></p>
<b>Next Event</b>

## SECTION G: Any health provision reasonably required by the learning difficulties or disabilities which result in \*\*\*\* having SEN

*Health provision must be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it. It must be clear how the provision will support the outcomes, including the health needs to be met and the outcomes to be achieved through provision secured through a personal (health) budget.*

*If none, state **not applicable***

*The LA and CCG may also choose to specify other health care provision reasonably required by the child or young person, but which is not linked to their learning difficulties or disabilities, but which sensibly be coordinated with other services in the plan.*

<p><b>What health provision do I need to achieve my outcomes?</b></p> <p><b>Who is going to provide this?</b></p> <p><b>How often will it be provided, when will it be reviewed and who will review it?</b></p>
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Provision related to SEN

Provision not related to SEN

## **SECTION H1:** Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act (1970)

*Social care provision must be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it (including where this is to be secured through a social care direct payment.) 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.*

*Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every need specified in Section B. It must be clear how provision will support the outcomes.*

*If none, state **not applicable***

**What social care provision do I need to achieve my outcomes?  
Who is going to provide this?  
How often will it be provided, when will it be reviewed and who will review it?**

**Provision related to SEN**

**Provision not related to SEN**

## **SECTION H2:** Any other social care provision reasonably required by the learning difficulties or disabilities which result in \*\*\*\* having SEN

*Social care provision reasonably required may include provision identified through early help and children in need assessments and safeguarding assessments for children. This section should only include services which are not provided in Section H1. It 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. The local authority may also choose to specify social care provision reasonably required by XXX which is not linked to their learning difficulties or disabilities, for example provision such as child in need or child protection plans.*

*Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every need specified in Section B. It must be clear how provision will support the outcomes.*

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Name/date/status of Plan

If none, state **not applicable**

<p align="center"><b>What social care provision do I need to achieve my outcomes? Who is going to provide this? How often will it be provided, when will it be reviewed and who will review it?</b></p>
<p><b>Provision related to SEN</b></p>          <p><b>Provision not related to SEN</b></p>

## SECTION I: Placement

**This section is left blank in the draft EHC Plan and completed when the plan is finalised**

<b>Name of Setting</b>	
<b>Type of Setting</b>	

## SECTION J: Personal Budget (including arrangements for direct payments)

*This section should provide detailed information on any Personal Budget that will be used to secure provision in the EHC Plan. The special educational needs and outcomes that are to be met by any direct payment must be specified. When the parent/young person receives the draft Plan, they may request a personal budget at that time, and if this is agreed, this section will be updated to reflect the newly agreed personal budget when we finalise the Plan*

If none, state **not applicable**

<b>Name of person responsible for personal budget</b>				
<b>Outcomes to which the personal budget will contribute</b>	<b>Provision personal budget will be used for</b>	<b>Personal Budget value</b>	<b>Leading Agency i.e. Education, Health or Social Care</b>	<b>Arrangements for Payment of Personal Budget</b>

**SECTION K:** Advice and Information gathered during the EHC Assessment

When assessing \*\*\*\*\*'s Special Educational Needs, the authority took into consideration the evidence and advice set out in the Appendices and reports collected during this assessment which contributed to the plan.

K. Appendices: Advice and information gathered during the process <i>Add or delete rows as necessary</i>			
Name	Title/Role	Type of advice	Date of report

For reference only

## APPENDIX A

<b>Current Attainment and Progress over Time</b> <i>Current attainment level and last two years attainment level in core subjects English Maths and Science or most recent qualifications achieved. Other relevant data such as P Levels, WRAT scores/Reading, Spelling or other standardised or specialist assessments.</i>  <b><i>This table will be updated after every annual review of the Plan.</i></b>				
Type of Assessment/recent qualifications	Attainment 2 years ago	Attainment last year	Current Attainment	Predicted attainment if known
Any other information				

### SUMMARY OF SHORT TERM OUTCOMES IN THE PLAN.

#### To be achieved within the next 12 months

These short term outcomes are steps towards achieving the long term outcomes set out in Section E of the Education, Health and Care Plan and will contribute to the Review of the Plan.

*(More tables can be added as required)*

*NB. When reviewing the EHC Plan, you should consider amending a Plan if there are significant changes to the needs, long term outcomes or provision. It is expected that at each review there will be changes to the short term outcomes as these will normally have been met within the previous year. In this case, the new short term outcomes can be inserted here, and Appendix A issued with the Review documents. It will not normally be necessary to amend the Plan itself, as short term outcomes are not included within the body of the Plan.*

*Writing in italics is instructions to writers and must be deleted before the document is issued.*

<b>Area of Need</b>
<b>Long term outcome</b>
<b>Related short term outcomes</b>
<b>PROVISION</b>  <b>The provision will be made in accordance with Section F of the Plan.</b> <i>(where there are any changes/additions to provision please specify them here)</i>

<b>Area of Need</b>
<b>Long term outcome</b>
<b>Related short term outcomes</b>
<b>PROVISION</b>  <b>The provision will be made in accordance with Section F of the Plan.</b> <i>(where there are any changes/additions to provision please specify them here)</i>

<b>Area of Need</b>
<b>Long term outcome</b>
<b>Related short term outcomes</b>



<p><b>PROVISION</b></p> <p><b>The provision will be made in accordance with Section F of the Plan.</b>  <i>(where there are any changes/additions to provision please specify them here)</i></p>
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<b>Area of Need</b>
<b>Long term outcome</b>
<b>Related short term outcomes</b>
<p><b>PROVISION</b></p> <p><b>The provision will be made in accordance with Section F of the Plan.</b>  <i>(where there are any changes/additions to provision please specify them here)</i></p>

<b>Area of Need</b>
<b>Long term outcome</b>
<b>Related short term outcomes</b>
<p><b>PROVISION</b></p> <p><b>The provision will be made in accordance with Section F of the Plan.</b>  <i>(where there are any changes/additions to provision please specify them here)</i></p>