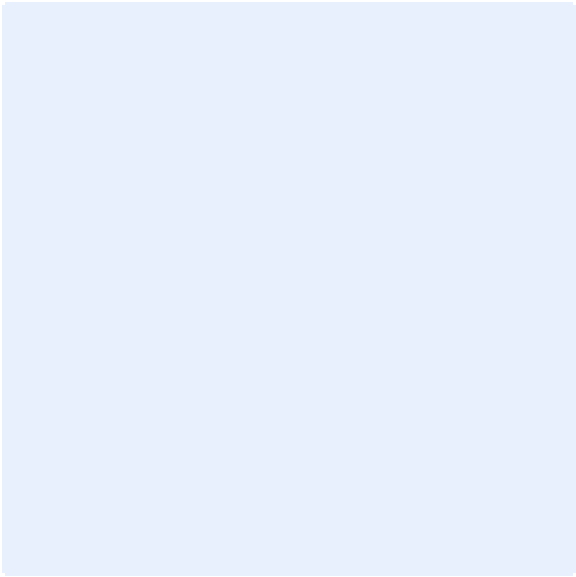


Education, Health and Care Plan

This plan is a legal document in accordance with the Children and Families Act 2014. It is put together to help your child to progress towards outcomes that are important to his/her long term future.

Photo: (Having a photograph is optional).	
First names:	
Surname:	
Likes to be called:	
Date of birth:	
Male or female:	

Status of plan: (draft, amended or final)	
Draft version number and date:	
Date plan was issued:	
Placement when plan is finalised (see Section I)	

The plan will have legal status once the resources have been agreed and the provision named.
It will become the final plan once it is signed and dated by the duly authorised officer.
The information in this plan will be shared with relevant parties on a need to know basis.

Education, Health and Care Plan

Personal details	The child or young person's and parent /carers' personal details to help us all to keep in touch.
Section A	All about me and my family / carers' views - this should include the views, interests and aspirations of the child or young person and their parents/carers.
Section B	The child or young person's special educational needs (SEN) .
Section C	The child or young person's health needs which relate to their SEN
Section D	The child or young person's social care needs which relate to their SEN.
Section E	Outcomes that will enable the child or young people to progress in their learning. This section includes aspirations for the future and outcomes to be met by the end of the key stage or phase of education (SEN Code of Practice 9.64 – 9.68). Shorter term plans and targets for the next 6 – 12 months need to be agreed by the education provider within 2 months of issue of the final EHC plan.
Section F	The special educational provision required by the child or the young person. Who has agreed the plan and what is the budget.
Section G	Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN with Individual Health Care Plan where relevant.
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 (CSDPA)
Section H2	Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.
Section I	Placement - the name and type and name of school, maintained nursery school, post-16 institution or other institution that has been named on the plan. This will be blank until the final version is agreed
Section J	Personal budget (including arrangements for direct payments).
Section K	Advice and information - reports and assessments. A list of all the reports and assessments that have been used to write the plan.

Personal Details

Child or young person's details			
First name(s)		Surname	
Home address			
Postcode		Date of birth	
Telephone		Mobile	
Ethnicity		Religion	
Is the child / young person Looked After to Camden			
Language spoken at home			
Siblings (names, dates of birth)			
Unique pupil number		NHS number	
Unique learner number if Key Stage 4 or above			
For transfers: date of first statement issued by Camden			

Parent / carer details:		
Parent / carer names	Title, first name(s), surname (and relationship to child)	
Who has parental responsibility?		
Interpreter or communication support needed?		
Home address (if different from above).		
	Postcode:	
Telephone numbers	Home:	Mobile:
Home email address		

Section A – All About Me

My views and wishes.

This is a **summary** of the views and wishes of the **child, young person and their family** that were provided in the separate document 'All About Me'. This section is usually **one or two** pages long. The full 'All About Me' document is attached as an appendix to this plan.

Please show where the child or young person is speaking directly using "I", or mark clearly when the views of parents, carers or professionals are represented.

If anyone helped write this, who was it and how did they help?

Please refer to the EHC guidance (www.localoffer.camden.gov.uk) for supporting children and young people to complete this section. Other person centred planning tools and media may be used to record views as appropriate.

Who is in my family? Who is important to me?

My history: this could include: my early childhood; my education so far; my friendships and relationships; other people who are important to me; pets

My interests

What is important to me?

What is important for me?

What I like about me and what I am good at

How I communicate

How to communicate with me so I understand

My health needs

How independent am I? What would help me to be more independent?

What support do I already get that is working well?

What's not working? What would I like to change?

New things I would like to try

My aspirations and goals for the future

e.g. the sort of person I would like to be and what I would like to do in the future.

Long-term goals might include: health and wellbeing; friendships and relationships; community inclusion; education and employment; independent living.

Section B – Special Educational Needs

1. Communication and interaction (including SLCN, ASD) 2. Cognition and learning (including SpLD, MLD, SLD, PMLD) 3. Social, emotional and mental health (including anxiety, depression, ADD, ADHD) 4. Sensory and/or physical needs (including PD, VI, HI, MSI)	Primary area of need (to be confirmed by the EHC panel)	
	Additional areas of need	
SLCN - speech, language and communication needs ASD - Autistic spectrum disorder SpLD - Specific learning difficulties MLD - moderate learning difficulties SLD - severe learning difficulties PMLD - profound and multiple learning difficulties ADD - attention deficit disorder ADHD - attention deficit hyperactive disorder PD - physical disability VI - vision impairment HI - hearing impairment MSI - multi-sensory impairment		
All of the child or young person's identified strengths and special educational needs SEN may include health and social care provision, where this is for the child or young person's education or training.	1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and /or Physical needs	

Section C – Health Needs

Health strengths and needs identified through the EHC needs assessment which relate to the child or young person's SEN.	
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Section D – Social Care Needs

Social care strengths and needs identified through the EHC needs assessment which relate to the child or young person's SEN.	
Other social care needs: E.g. child in need, child protection plan or known to adult social care (consent must be obtained before inclusion)	

Section E – Outcomes

Aspirations and goals for the future e.g. the sort of person I would like to be and what I would like to do in the future. Long-term goals might include: health and wellbeing; friendships and relationships; community inclusion; education and employment; independent living. (Link with Section A)	Outcomes identified Outcomes to be met by the end of the key stage or phase of education By date:
<i>Education and employment</i>	
<i>Independence</i>	
<i>Friends, relationships and community involvement</i>	
<i>Health and Wellbeing</i>	

Please note: the education provider is expected to agree the shorter term outcomes plan or other targeted plan within 2 months of issue of the final EHC plan. The shorter term plan will break the Section E outcomes into shorter smart targets to be reviewed at annual review and, if necessary, amended regularly.

Section F – Special Educational Provision

The support and activities to achieve the agreed outcomes. Camden is now working to the 4 Pathways to adulthood *from earliest years* as in the Code of Practice January 2015. For all children and young people, think about how the provision will support these pathways as in Section E (above) in an appropriate way according to their age and development.

How will the special educational provision be funded?	
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Special educational provision (steps and activities to meet the needs in Section B)?	Who will provide support?	How often, when and where will it happen?

Section G – Health Provision

The support and activities to achieve the agreed outcomes. Camden is now working to the 4 Pathways to adulthood *from earliest years* as in the Code of Practice January 2015. For all children and young people, think about how the provision will support these pathways as in Section E (above) in an appropriate way according to their age and development.

How will the health provision be funded?	
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Health provision (steps and activities to meet needs in Section C)?	Who will provide support?	How often, when and where will it happen?

Section H1 – Social Care Provision

The support and activities agreed to meet the assessed needs of a disabled child or young person
e.g. practical assistance in the home, adaptations to the home. Camden is now working to the 4 Pathways to adulthood **from earliest years** as in the Code of Practice January 2015. For all children and young people, think about how the provision will support these pathways as in Section E (above) in an appropriate way according to their age and development.

How will the social care provision be funded?	
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Social care provision (steps and activities to meet needs in Section D)	Who will provide support?	How often, when and where will it happen?

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 (CSDPA). This may include services provided for parents/carers of disabled children following an assessment of their needs.

Section H2 – Social Care Provision

Any other social care provision identified through early help, children in need and safeguarding assessments, including short breaks and adult social care provision.

Camden is now working to the 4 Pathways to adulthood **from earliest years** as in the Code of Practice January 2015. For all children and young people, think about how the provision will support these pathways as in Section E (above) in an appropriate way according to their age and development.

Social care provision (steps and activities to meet needs in Section D)	Who will provide support?	How often, when and where will it happen?

Services provided for young people over 18 under The Care Act 2014. Section H2 must only include services which are not provided under section 2 of The Chronically Sick and Disabled Persons Act 1970.

Section I – Placement

Type of educational setting (must only be stated in the final plan).	Name of provider (must only be stated in the final plan).

Section J – Personal budget

Provision in this plan that is eligible to be provided through a personal budget.

Funding start date	Funding end date	Total budget value	Personal budget value

Outcomes to which personal budget will contribute	
How personal budget will be managed	
How remaining budget will be managed (e.g. through high needs block, social care or health budgets)	

Section K – Advice and information reports and assessments used to develop this plan

When assessing a child's special educational, health and care needs evidence and advice were taken into account and are available on request. These could include: assessment reports, CAF, school IEP plan, additional planning materials.

Report / assessment title	Name of person who wrote the report / assessment	The role or job of that person (delete and amend as required)	Date it was written	Attended the EHC planning meeting Yes/no
		Parent/carer		
		Teacher, SENDCo		
		GP		
		Social Worker or Family Support		
		Educational Psychologist		

Report / assessment title	Name of person who wrote the report / assessment	The role or job of that person (delete and amend as required)	Date it was written	Attended the EHC planning meeting Yes/no
		Speech and Language Therapist		
		Physiotherapist		
		Occupational Therapist		
		Clinical Psychologist / Family Therapist / Psychotherapist		
		From Year 9 and above Careers guidance advice		
		Other		

Agreement date and Review arrangements

Within 2 months of issue of the final EHC plan, the headteacher or principal of the school, college or institution named in the EHC plan should ensure that a meeting is held to set shorter term plans and targets for the coming year to address the outcomes in part E of this plan. The meeting should involve those working with the child or young person, in consultation with them and their parents. A copy of these short term targets should be sent to the local authority and appended to the copy of the EHC plan in school so that regular progress monitoring is always considered in the light of the longer term outcomes and aspirations that the child or young person wants to achieve.

Shorter term plans and targets can be reviewed and, if necessary, amended regularly to ensure that the child or young person remains on track to achieve their outcomes and longer term aspirations specified in their EHC plan.

The first review must be held within 12 months of issue of the final EHC plan, and then within 12 months of any previous review. Local authorities should consider reviewing an EHC plan for a child under five at least every three to six months to ensure that the provision continues to be appropriate. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. Reviews should normally be held at and led by the educational institution attended by the child or young person.

The child's parents or young person and other individuals relevant to the review should be invited and any advice and information sent to all those invited at least two weeks before the meeting.

The school (or, for another institution, the local authority) must prepare and send a report of the review to everyone invited within two weeks of the meeting.

Within four weeks of the review meeting, the local authority must decide whether it proposes to keep the EHC plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent or the young person and the school or other institution attended.

If a child or young person's SEN change, the local authority should hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

Date of EHC planning meeting	
Date of EHC panel meeting	
Date the final plan was issued	
Signed by authorised officer	
The people who will be involved in monitoring and reviewing the plan at annual review	
Each Service will be responsible for reviewing their part of the plan and may hold more frequent reviews of particular parts of the plan. This will be reflected in the annual review of the plan	