

# Education, Health and Care Plan

*Written in accordance with Section 37 of the Children and Families Act 2014 and  
Regulations 11 and 12 of the SEND Regulations 2014.*



**Walsall Council**

## Contact Details

<b>Family Name</b>		<b>First Names</b>		
<b>Home Address</b>		<b>Date of Birth</b>		
		<b>Telephone</b>		
		<b>Email</b>		
<b>Educational Setting</b>		<b>Year Group</b>	<b>SENCO</b>	
<b>Gender</b>	<b>First Language</b>	<b>Ethnicity</b>	<b>NHS Number</b>	<b>CAF / EHA /CIN</b>
<b>GP Contact Details</b>				
<b>Persons with Parental Responsibility</b>		<b>Relationship</b>	<b>Contact Details (if different)</b>	
<b>Best Person to Contact <i>family member</i></b>		<b>Name and Method of Contact</b>		
<b>LAC Yes</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		<b>Social Worker <i>name and contact</i></b>		
<b>If YES, which authority is responsible for this child / young person? /Contact details</b>				
<b>Details of any interpretation/access support needed for the family</b>				

**Section K: Advice and Information** *from the people who have contributed during the EHC needs assessment or annual review.*

	Name	Role	Involvement		Report	
			Type	Date	Title	Date
<b>Family</b>						
<b>Education</b>						
<b>Healthcare</b>						
<b>Social Care</b>						
<b>Other</b>						

## Section A: Child's Views

## Section A: Parent's Views

Our story so far...

Concerns and Worries	
Achievements and Strengths	
Friendships and Relationships	
Learning and Educational Progress	
Health and Wellbeing	
Aspirations and Long Term Goals	
Important Information to Know	

## Section B: Special Educational Needs (SEN)

Summary of SEN		
Impact on Education and Learning		
<b>Strategies that Help</b> <i>N.B. These are class and school-based strategies which are relevant to the child / young person.</i>		
Cognition and Learning	Strengths:	

	<b>Needs:</b>	
<b>Communication and Interaction</b>	<b>Strengths:</b>	
	<b>Needs:</b>	
<b>Social, Emotional and Mental Health</b>	<b>Strengths:</b>	
	<b>Needs:</b>	
<b>Physical and Sensory</b>	<b>Strengths:</b>	
	<b>Needs:</b>	
<b>Independence and Key Transitions</b>	<b>Strengths:</b>	
	<b>Needs:</b>	

## Preparation for Adulthood

Higher Education and / or Employment	Strengths:	
	Needs:	
Independent Living	Strengths:	
	Needs:	
Participation in Society	Strengths:	
	Needs:	
Being as Healthy as Possible in Adult Life	Strengths:	
	Needs:	

**Section C - Health Needs that relate to my Special Education Needs**

**Strengths:**

**Health  
Needs:**



**Section D – Social Care Needs that relate to my Special Education Needs or Disability**

**Strengths:**

**Social Care Needs:**

Section E: Education Outcomes	Section F: Education Provision		
Area of SEN	Provision Actions/Interventions to Achieve the Outcome	Details of Provision (How long? How often and by whom?)	Provision Required ( <i>Funding</i> )
	Teaching and support staff will...	The provision will include...	
<b>Cognition and Learning</b>			<p>Element 2 will provide ordinarily available provision.</p> <p>This will include adapted and modified high quality inclusive teaching strategies</p> <p>A further xxxx Band xxxx for additional teaching assistance, support and resources, plus specific costs towards equipment, specialist lessons or resources.</p>
<b>Communication and Interaction</b>			

<b>Social, Emotional and Mental Health</b>			
<b>Physical and Sensory</b>			
<b>Preparation for Adulthood</b>			

## Monitoring and Review Arrangements

**The arrangements for the setting and monitoring shorter term targets by the early years' provider, school, college or other education or training provider. Please delete as appropriate.**

- A plan describing how the additional resources are to be used should be drawn up by the SENCO and presented to the Local Authority as soon as possible.
- This plan should be shared with parents and submitted to the Authority as soon as possible,
- A formal review of XXX's progress must be held at least annually unless those responsible for their education consider they should be held more frequently

### **Review and transition review arrangements for the EHC plan**

- XXX's parents and all professionals involved must be invited to the review and provided with an opportunity to make their views known
- XXX will be closely involved in reviewing his / her own progress and setting his / her own outcomes with the help of the education setting.

<b>Section G: Health Care Provision</b>				
<b>Priority Annual Outcomes</b>	<b>Provision or Action Required Towards Achieving the Outcome</b>	<b>By Whom</b>	<b>By When / How Often</b>	<b>Funding</b>

## Section H1: Social Care Provision

Priority Annual Outcomes	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding

## Section H2: Social Care Provision

Priority Annual Outcomes	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding

## Section I: My Placement

<b>Name and Address of Placement</b>  	<b>Type of Provision</b>  
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## Section J: Personal Budget

<b>Outcomes to be met by Personal Budget</b>	<b>Provision or Action Required Towards Achieving the Outcome</b>	<b>By Whom</b>	<b>By When / How Often</b>	<b>Funding Source: Education, Health or Social Care</b>	<b>Review Arrangements</b>

<b>Responsibilities to the EHC Plan</b>			
<b>SENCO:</b>			
<b>EHC Team Representative:</b>			
<b>Date of Draft Plan:</b>		<b>Date of Final Plan:</b>	
<b>EHC Plan Number:</b>		<b>EHC Plan Review Date:</b>	
<b>Issued by:</b>		<b>Authorised Signature:</b>	