

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.

Relationships, Community, Education

This is a training guide to completing a Walsall EHC Plan. The green text are instructions and must be deleted. The black type is sections that should be included in the plan. There may be two options for text. Make sure you select the relevant one and delete the other. Use the training guides to help.

Write in arial font size 11



Contact Details

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

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
Family						
Education						
Healthcare						
Other						

Dos and Don'ts of Section A

Do	Don't
<p>Write these as a narrative about the child of from the family. Make it personalised.</p> <p>Always write in first person</p> <p>Look at all sources to see if there is information in other reports that can support this with content or contact school or family to add more detail</p> <p>Use the conversation starters to support content</p> <p>Add in pictures, photographs, paintings etc.</p>	<p>Do not include professional reports in this section.</p> <p>Do not use 'did not comment at this time'</p> <p>Avoid using bullet points</p> <p>Don't use references to appendices (K1, K2 etc.)</p>

Conversation Starters for Child and Young Person Views

We can accept child or young person views in any format relevant to the child. You may want to consider alternative to writing such as mood boards, paintings or photos. We can accept power point presentations, videos or any other media platform. The following conversation starters may be useful in gathering views

- *What things have you enjoyed doing most this year? What activities did you do really well in?/ Who or what helps you in school?*
- *What has gone well for you this year?/ What are you pleased about?/ What has made a difference to your family?*
- *What is your proudest moment?*
- *What are your aspirations?*
- *What is really important to you?*
- *What would you like to do more of?*
- *Is there anything you are concerned about? Is there anything you are worried about?*
- *What has been a challenge you this year?*
- *What do you feel needs to change?*
- *What would you like to do outside of school*
- *What would you like to do in the future?*
- *What job would you like? Where would you like to live?*
- *What have you not enjoyed doing this year?*
- *What have you found hard this year?*
- *What could make things easier?*
- *What do you currently do with your friends and what would you like to do?*
- *What do you do outside of school and what would you like to do?*
- *Are you happy with your friends? Do you find making friends difficult? Would you like more help with this*

Holding Page to be replaced with photos, pictures etc. Format to be determined by the CYP.

Use the conversation starters to develop this

Add to this section with pictures and photos if available

Dos and Don'ts of Section B

Do	Don't
<p>Translate the reports into a readable version</p> <p>Look at all sources to see if there is information in other reports that can add to content</p> <p>Use the APP's to support drafting this section.</p> <p>Contact school if more information is needed.</p> <p>Write strengths in a narrative</p> <p>Write needs in bullet points</p> <p>Make sure outcomes are SMART</p> <p>Group outcomes together</p> <p>Use end of year or end of key stage</p> <p>Be specific in provision – duration, time, frequency, ratio</p> <p>Use the application information as well as assessment information. All this is relevant</p>	<p>Don't use references to appendices (K1, K2 etc.)</p> <p>Do not copy and past directly from professional reports unless they are readable and accessible.</p> <p>Do not rely solely on EP report. Use all the information available.</p> <p>Do not use bullet points in strengths</p> <p>Do not use specific dates</p> <p>Do not use language such as would benefit from, should access</p>

Section A: Parent's Views

Our story so far...

Use conversation starters or information from coproduction booklet. If family do not give comments related to box, delete that box altogether. Do not leave empty boxes on page. If information is limited, delete 'Our story so far' and replace with Our views, then combine all information into one box. Delete all boxes after

Concerns and Worries

Achievements and Strengths

Friendships and relationships

Learning and educational progress

Health and wellbeing

Aspirations and long term goal

Important
information to
know

Section B: Special Educational Needs (SEN)

Summary of SEN		<i>Write a narrative – Don't use bullets. Include a summary and impact of needs here</i>
Impact on education and learning		
Strategies that help <i>N.B. These are class and school-based strategies which are relevant to the child / young person.</i>		<i>If these are available use from education reports. If not available delete box</i>
Cognition and Learning	Strengths:	<p>•</p> <p>Where the CYP does not have identified SEND XXX has making good progress in this area in line with age expected learning and does not have additional needs in this area that are impacting on his/her learning. XXX needs do not require provision that is additional to that which is normally provided for children and young people of a similar age. Delete all boxes after this one</p> <p>OR <i>Write as a narrative. Do not use bullet points here. Be positive. Keep to strengths. Don't use the word 'but' as this joins a strength to a weakness.</i></p>
	Needs:	<i>Write as a succinct bullet points or as narrative</i>
Communication and Interaction	Strengths:	

	Needs:	
Social, Emotional and Mental Health	Strengths:	
	Needs:	
Physical and Sensory	Strengths:	
	Needs:	
Independence and Key Transitions	Strengths:	
	Needs:	

Preparation for Adulthood

Higher Education and / or Employment	Strengths:	<i>To be identified from year 9 or earlier if appropriate. Delete entire box if not appropriate at this time.</i>
	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 Special Education Needs

Strengths	<p><i>Option A where there are no identified health needs</i></p> <p>XXX currently has no additional health needs and does not have any involvement from health teams at this time. Advice was sought during the assessment process which confirmed there is no information to add to an EHC plan at this time. The family are advised to access universal health services including primary healthcare and dental services as appropriate to facilitate prompt recognition of any emerging physical or mental health need. The EHC plan will be amended should further information become available.</p> <p><i>Delete all boxes after this one. Do not write 'No information has been provided at this time.'</i></p> <p><i>Option B Where there are health needs</i></p> <p><i>This should be provided by health practitioners. Write in a narrative and highlight details of child's strengths relating to health. This may include such things as personal care, independence, attendance at school despite planned or unplanned health appointments, physical exercise (age appropriate) and healthy eating.</i></p>
Health Needs	<p><i>Only complete if needs identified above. If no needs delete this box</i></p> <p><i>This should be provided by health practitioners on the APP C. Describe health needs. Include diagnosis and explain what this may mean and the impact. If you are unsure seek further clarity.</i></p>

Section D – Social Care Needs that relate to Special Education Needs or to a disability

Strengths

Option A Where there is no social care identified

Xxx is currently being supported by his / her 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 \(walsall.gov.uk\)](http://TheSENDLocalOffer(walsall.gov.uk))
The EHC plan will be amended should further information become available.

Do not write 'No information has been provided at this time. Delete all other boxes in this section.

Option B Where there are social care needs, this should be provided by social care teams. Write in a narrative and highlight details of child's strengths relating to social care.

Social Care Needs

Only complete if option B needs identified above

This should be provided by health practitioners on the APP C. Describe health needs. Include diagnosis and explain what this may mean and the impact. If you are unsure seek further clarity.

Model for writing PfA Outcomes using the 'Outcome Sandwich'

The Outcome Sandwich is a structure to support writing person-centred outcomes.

The top – specifies a realistic timescale by which an outcome will be achieved. This part should also contain the young person's name.

The filling - specifies the skill that will develop as a result of provision. Skills should be measurable through observation or assessment.

The base - specifies how the skills in 'the filling' move the young person towards the life they want for themselves. What will this skill give the young person, or make possible in their future life or do for them as part of their preparation for adulthood (PfA).

For example:





PfA Outcomes - The Sandwich Model

By When?

Short term – 1 year or 6 months in early years

Long Term – 3 years or next transition point e.g. end of Key Stage

The measurable skill that will develop as a result of provision

What will the young person be able to do?

Relates to what is important to the young person now and in the future

Moving the child / young person towards the life they want for themselves

in order to... so that... to support towards... to allow...

What will it give the child?
What will it make possible?
What will it do?

How does it prepare the child for adulthood?

Develop Relationships

Develop Independent Living Skills

Support Access to Employment

Maintain Health

EHC Plans SPECIFY & QUANTIFY - WHY?

An Education, Health and Care Plan (EHCP) is a binding, legal document, which should detail in a clear and concise language what the child / young person's needs are and precisely what support they will receive to meet each of those needs,

Provision **must** be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes.
(*Special educational needs and disability code of practice: 0 to 25 years*)

The detail in an EHCP should mean that children & young people with an EHCP, their parents & the professionals who are supporting them know exactly what support is in place. This should include details regarding what the provision is, how often they will receive it, how long it will be, when & where they will receive it, who will deliver the provision & what level of training & expertise they need to hold.

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 support is secured through a Personal Budget
(*Special educational needs and disability code of practice: 0 to 25 years*)

For example, if the provision is to follow a programme in a group, the detail should include not only what the programme is, but also what the programme's content is; how long the programme will run for & how long each session will be, how frequently the group will meet, what size the group is, who will deliver it & what level of training & expertise they need to have.

Additionally words such as Opportunities for; Access to; Benefit from; Regular; as Required, are woolly or weasel words which are vague, meaningless, easily misinterpreted, and may dilute the provision that is needed.

For example *"regular speech and language therapy input as required"*.

However, if this was written in a legally compliant EHC plan

"One hour direct individual speech and language therapy session per week with a speech and language therapist with knowledge and experience of the communication profile of children with Down's syndrome"

Additional examples of woolly words & lack of specification & quantification include:

- * *Access to support from a Learning Support Assistant.*

This fails to identify how much support the child will have, or what training and experience

EHC Plans SPECIFY & QUANTIFY - WHY?

the Learning Support Assistant should have to support the child. In addition, it is important that there is detail as to the exact support the child requires and how that will be delivered.

- ✘ *Requires a programme to develop social communication and interaction skills delivered in 1:1 and small group settings and would benefit from opportunities to practice new skills learnt throughout the day.*

States that a programme is required but doesn't set out exactly what the child needs. The programme must be described, and its content must be specific to the child's requirements. It doesn't identify what size small is, the use of the words 'benefit from' and 'opportunities' is vague, meaningless and can't be enforced.

- ✘ *Daily opportunities with a teacher to improve self-esteem and develop a positive self through increased awareness of individual strengths and attributes and through achieving success in a variety of contexts.*

Again, the use of 'opportunities' is vague, meaningless and unenforceable. The description gives no understanding of what provision will actually be provided. It lacks detail regarding what is required, what specific activities, tasks and what support the child needs to achieve these outcomes.

- ✘ *A structured programme to develop motor planning coordination skills.*

There is no detail as to what is required. Details of the programme must be set out; including who will deliver the programme How often will it be delivered and for what duration? Who will assess and review the programme and how often?

- ✘ *Requires the equivalent 25 hours of support to be used flexibly across the school day to include individual, small group and whole class teaching to meet the outcomes described.*

This is vague and lacks specific information on what is required, when, for how long etc.

Also, ask what is meant by equivalent? Who is to provide the

[It is this detail that you need in the EHCP](#)



Key points for getting specific information in EHCPs.

Focus on the child's needs and the specifics of what they require to meet them. If you are told that there is a need for some flexibility in the EHCP, this cannot be used as a reason for

EHC Plans SPECIFY & QUANTIFY - WHY?

lack of specific information where detail could reasonably be given. If the EHCP has vague, unspecific and meaningless words in Section F, you must ask for detail, speak to the Statutory Access & Review Team (StART) and ask for amendments to ensure the EHCP specifies & quantifies the provision needed. If, following assessments, the report writers have written vague and unspecified strategies in their reports, the Plan Coordinators should be ensuring the evidence they receive makes the EHC legally compliant.

The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement...They may comment on the amount of provision they consider a child or young person requires and local authorities should not have blanket policies which prevent them from doing so.
(*Special educational needs and disability code of practice: 0 to 25 years*)

Section E: Education Outcomes	Section F: Education Provision		
Area of SEN	Provision actions/interventions to achieve the outcome Staff will...	Details of provision (How long? How often and by whom?) The provision will include...	Provision required (<i>Funding</i>)
<p>Cognition and Learning <i>Write all relevant outcomes in this box.</i></p> <p><i>Do not split into separate boxes.</i></p> <p><i>Do not use specific dates as these become outdated quickly. Stick to end of key stage.</i></p> <p><i>Do not reference appendices.</i></p> <p><i>You can link families aspirations to this</i></p>	<p>Teaching and support staff working with xxx.</p> <p>Specialist teaching service</p> <p>If other professionals – name this.</p> <p>Individual support.</p> <p>Individual and small group support.</p> <p>Individual, small group and whole class support.</p> <p>Do not use 1-1 support unless there is evidence to confirm this. Amend / delete as appropriate.</p>	<p>Be specific with language. Do not use ambiguous language</p> <p>Use specifics. Include duration and frequency (10 mins 5 time per week)</p> <p>If specificity has not been given use following sentence...</p> <p>This will form part of xxx’s daily personalised within a high quality and inclusive teaching environment.</p> <p>If require specific qualification such as dyslexia specific level of training required.</p>	<p>Element 2 will provide ordinarily available provision. 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 Write band in here with financial</p>

<p><i>outcome if available or relevant.</i></p> <p>A. By the end of Key Stage 2, Xxx will be able to, so that he / she can:</p> <p>B. By the end of Key Stage 2, Xxx will be able to, so that he / she can:</p>			<p><i>amount. Do not just write the band</i></p>
<p>Communication and Interaction <i>Repeat as above or delete row if no needs have been identified in section B</i></p>			
<p>Social, Emotional and Mental Health <i>Repeat as above or delete row if no needs have been identified in section B</i></p>			
<p>Physical and Sensory <i>Repeat as above or delete row if no needs have been identified in section B</i></p>			

Preparation for Adulthood	<i>Delete this row if not applicable</i>		
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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.

Section G: Health Care Provision

Priority Annual Outcomes	Provision or Action required towards achieving the outcome	By Whom	By When / How Often	Funding
<p><i>These should be supplied by health practitioners on the APP C. Make sure they are SMART</i></p>	<p><i>The law makes clear that speech and language therapy is presumed to be an educational provision. Occupational therapy and physiotherapy, because they provide education and/or training, and because they enable other elements of education are also educational provision. These should be in section F.</i></p> <p><i>This section must be provided from health professionals as it is funded through health care and not education</i></p>	<p>Name professional as appropriate or if in school highlight training staff will need and from who in order to deliver this.</p>	<p>Level of support required. You may include 1-1 here if it is required for medical reasons.</p>	<p><i>This must be supplied by health</i></p>

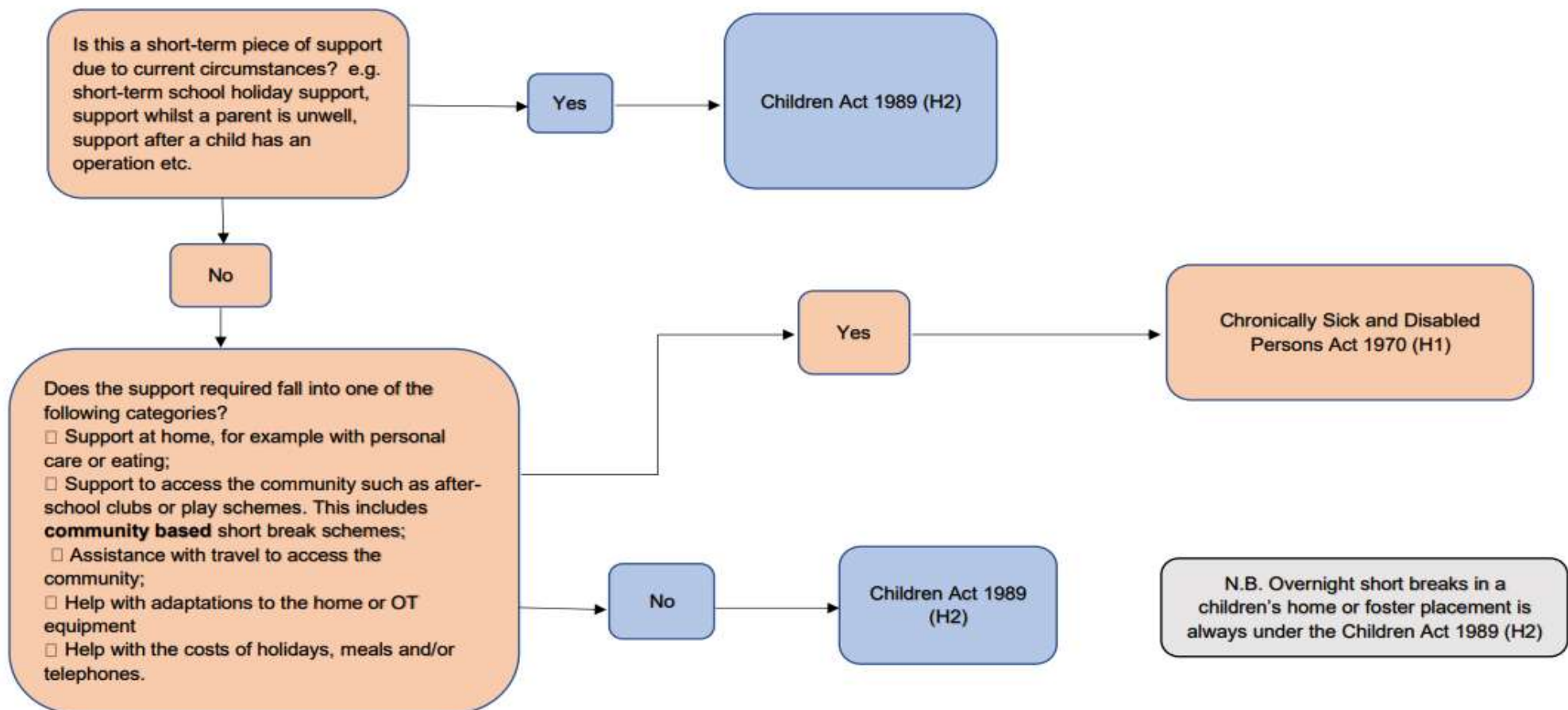
EHCP Social Care Provision: Section H1 or H2?

The social care provision section of an EHCP is in two parts; H1 or H2. Please use the flowchart below to help you decide whether the services we are providing comes under H1 or H2.

H1 refers to services provided under the Chronically Sick and Disabled Persons Act 1970. H2 refers to services provided under the Children Act 1989.

If the child is open to Early help, or a mainstream children's social care team with a CIN, CP or CIC plan in place then social care provision is always under the Children Act 1989 (H2).

For **Disabled Children's Service** please see flowchart below to help you to work out whether provision should be defined in H1 or H2. It is possible that a child support plan could be a mix of provisions under H1 and H2.



Section H1: Social Care Provision

Priority Annual Outcomes	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding
<i>These should be provided by social care professionals. Make sure they are SMART Use the social care smart flow to confirm if H1 or H2</i>	<i>This must be specific and quantified</i>	<i>Relevant social care professional supporting xxx.</i>	<i>Level of support required. You may include 1-1 here if it is required for specific reasons.</i>	<i>This must be supplied by social care</i>

Section H2: Social Care Provision

Priority Annual Outcomes	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding
<i>These should be provided by social care professionals. Make sure they are SMART Use the social care smart flow to confirm if H1 or H2</i>	<i>This must be specific and quantified</i>	<i>Relevant social care professional supporting xxx.</i>	<i>Level of support required. You may include 1-1 here if it is required for specific reasons.</i>	<i>This must be supplied by social care</i>

Section I: My Placement

Name and address of placement <i>This will only be entered on the Final Plan.</i>	Type of Provision <i>This will only be entered on the Final Plan.</i>
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Section J: Personal Budget

Outcomes To Be Met by Personal Budget	Provision or Action Required Towards Achieving the Outcome	By Whom	By When / How Often	Funding Source: Education, Health or Social Care	Review Arrangements
<p style="color: #008080; margin: 0;"><i>If no personal budget</i></p> <p>A personal budget has not been requested at the time of production of this plan. The family have been advised that they can access available services via the</p>					

local offer at The SEND Local Offer (walsall.gov.uk) in order to arrange an assessment. <i>Delete following boxes if there is no personal budget.</i>					

Responsibilities to the EHC Plan			
EHC Team Representative:	<i>This must be completed with a name and email</i>		
Health Lead:	<i>This must be completed with a name and email</i>		
Social Worker:	<i>This must be completed with a name and email</i>		
Date of draft plan		Date of final plan	<i>Do not complete unless plan is finalised</i>
EHC Plan number	<i>How many plans has CYP had</i>	EHC Plan Review Date	<i>Do not complete unless plan is finalised</i>
Issued by:	<i>Managers name</i>	Authorised Signature	<i>Do not complete unless plan is finalised This must be a managers signature</i>