

What should be included in the Education, Health Care plan?

A number of key points must be included in the appropriate sections of the plan.

Section A: The views, interests and aspirations of the child and his/her parents or the young person.

- Details about the child or young person's aspirations and goals for the future. Consideration should be given to the child or young person's aspirations for employment, independent living and participation in the community.
- Details about schooling, friendships, independence, health, further education and paid employment, where a possibility.
- A summary of how to best communicate with the child or young person in order to fully gain their views and involve them in decision-making.
- The plan should be clear when it is the views of parent/carer's, other people or professionals that are being recorded.

Section B: The child or young person's special educational needs.

- All of the child's or young person's identified special educational needs must be specified.
- Health or social care provision which educates or trains a child or young person must BE treated as special educational provision and included in section F of the EHC plan.
- Decisions about whether health care provision or social care provision should be treated as special educational provision must be made on an individual basis. Speech and language therapy and other therapy provision can be regarded as either education or health care provision, or both. It could therefore be included in an EHC plan as either education or health care provision or both. However since communication is so fundamental in education, addressing speech and language impairment should normally be recorded as special educational provision unless there are exceptional reasons for not doing so. Agreement should be reached between the local authority and health and social care partners about where the provision will be specified in an EHC plan.

Section C: The child or young person's health needs that are related to their SEN.

- The EHC plan must specify any health needs identified through the EHC needs assessment which relate to the child or young person's SEN. For example difficulty with fine motor skills which will require a programme of advice/support from an Occupational Therapist in order to improve.
- The Clinical Commissioning Group (CCG) may also specify other health care needs which are not related to the child or young person's SEN. For example a long term health condition that may need additional support in a mainstream setting or management in a more specialist educational setting.

Section D: The child or young person's social care needs which are related to their SEN or a disability.

- The EHC plan must specify any social care needs identified through the EHC needs assessment which relate to the child or young person's SEN or which require provision for a child or young person under the age of 18 under section 2 of the Chronically Sick and Disabled Person's Act 1970.
- The LA may also choose to include other social care needs which are not linked to the child or young person's SEN or disability such as a child protection plan. This could help the child and parents to manage the different plans and bring greater co-ordination of services but should only take place with the child /young person or parent's consent.

Section E: The outcomes sought for the child or young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early year's provider, school, college or other education or training provider.

- A summary of the main educational outcomes to be achieved over the next key stage, phase or programme of education and training covering education, health and care as appropriate.
- Provision is not an outcome, it should help the child or young person achieve an outcome. For example:
Outcome- To be able to write a legible sentence.
Provision- Care plan with strategies to improve fine motor skills put in place in school by OT for 8 weeks.
- Steps towards meeting outcomes
- The arrangements for monitoring progress, including review and transition review arrangements and the arrangements for setting and monitoring shorter term targets.
- The outcomes that will prepare children and young people well for transitions, including transition to adulthood, and are clearly linked to the achievement of the aspirations in section A.

Section F: The special educational provision required by the child or young person

- Details of the support and strategies to be provided to achieve the outcomes in Section E together with timescales and who is responsible for the provision.
- Provision must be detailed and specific and normally quantified.
For example: '2 x 20minute sessions of SEAL group work twice per week for the remainder of Year 4 led by a teaching assistant'. This should include where the support is secured through a personal budget.
- Provision must be specified for each need specified in Section B.
- Health or social care provision that educates or trains a young person must be included in this section.

- Flexibility may be required to meet the changing need including flexibility in the use of personal budgets.
- The plan should specify:
 - ✓ Staffing arrangements and curriculum and any appropriate facilities and equipment
 - ✓ Any modifications to the application of the National Curriculum
 - ✓ Any exclusions from the application of the National Curriculum or the course being studied in a post-16 setting and the provision which is being proposed to replace it
 - ✓ Any residential accommodation should be recorded
 - ✓ Where there is a Personal Budget, the outcomes to which it is intended to contribute must be included in the plan. (The arrangements for a Personal Budget, including any direct payment, should be set out in section J)

Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an individual health care plan is made for them, that plan should be included.

- Provision should be detailed and specific and normally quantified in terms of the type of support and who will provide it.
- It should be clear how the provision will support achievement of the outcomes, including the health needs to be met and the outcomes to be achieved through provision of a personal (health) budget.
- Clarity as to how the advice and information gathered has informed the provision specified.
- Health care provision may include specialist support and therapies , such a medical treatments and delivery of medications , occupational therapy and physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies. It could include highly specialist services for example therapeutic for young offenders)
- The local authority and CCG might also choose to specify other health care provision which is not linked to their learning or disabilities but could be well co-ordinated with other services in the plan.

Section H.1: Any social care provision that **must** be made for the child or young person aged under 18 resulting from section 2 of the Chronically Sick and Disabled Person's Act 1970.

- Provision should be detailed, specific and normally quantified in terms of the type of support and who will provide it, including where it is to be secured through a social care direct payment.
- It should be clear how the provision will support achievement of the outcomes, including any provision secured through a Personal Budget. There should be

clarity as to how advice and information gathered has informed the provision specified.

- All services assessed as being needed for the child or young person aged under 18, under section 2 CSDPA should be specified. For example;
 - ✓ Provision or assistance in obtaining recreational and educational facilities at home or outside the home
 - ✓ Travel assistance
 - ✓ Adaptations to the home
 - ✓ Provision of meals, special equipment
 - ✓ Holidays
 - ✓ Non-residential short breaks (child as well as parents will benefit from the short break)

Section H.2: Any other social care provision reasonably required to by the learning difficulties or 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

- Social care provision may include provision identified through early help and children in needs assessment and safeguarding assessment for children. (Section H2 would not include services provided under Section 2 of the CSDPA listed above) 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 of the SEND Code of Practice for more information on children's social care assessments)
- Social care provision will include any adult social care provision to meet eligible needs for young people over 18. (See Chapter 8 of the SEND Code of Practice for further detail on adult care and EHC plans)
- Any other social care provision which is not linked to learning difficulties or disabilities such as child in need or child protection plans can be included in this section if thought appropriate by the local authority and parents/carers.
- Provision meeting eligibility needs set out set out in an adult care plan where it is unrelated to SEN but appropriate to include in the EHC plan.

Section I: The name and type of school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and that type of institution (or where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person.)

- These details above must be included only in the Final EHC plan, not the draft plan issued to the child's parents or the young person.

Section J: Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social. The special educational needs and outcomes that are to be met by any direct payment **must** be specified.

- Detailed information on any Personal Budget that will be used to secure provision to meet outcomes in the EHC plan.
- It should set out arrangements in relation to direct payments as required by the education, health and social care regulations.
- The special educational needs and outcomes that are to be met by any direct payment must be specified.

Section K: The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should be a list of this advice and information.

- There should be a list of the advice and information under the headings 'Name', 'Title', 'Date of advice'. The advices/information should be attached as appendices in the order of the list.