



Doncaster
Council

My Education, Health and Care Plan (EHCP)



My name is.....

I like to be known as.....

The purpose of this plan is to tell you:

- ✓ What I can do
- ✓ What is important to me
- ✓ How you can support me
- ✓ About my future

Following a statutory EHC needs assessment in accordance with the Children and Families Act 2014 ('the Act') and the Education (Special Educational Needs (England) (Consolidation) Regulations 2014, this Education, Health and Care Plan (EHCP) is made on xx/xx/xxxx by Doncaster Local Authority ('the authority') and Doncaster Clinical Commissioning Group (CCG) (the health authority) in respect of XXX.

Some sections will be updated throughout the year or as part of an annual review, for example the One Page Profile or attainment and progress. Only substantial changes to the child/ young person's needs or circumstances will require a formal amendment to this EHCP. Amended EHCPs will reflect updated advice presented as part of a statutory annual review unless there are exceptional circumstances affecting the child or young person's health or care provision.

Date of draft plan:	XX/XX/XXXX
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Date of final plan:	XX/XX/XXXX
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Amendments to the original EHCP

First amended draft:	XX/XX/XXXX
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First amended final	XX/XX/XXXX
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Monitoring and review arrangements

The overall responsibility for establishing and monitoring educational programmes rests with the Head teacher/Early Years Manager/ Principal. Day to day responsibility may be delegated to a class teacher/ tutor and the school's Special Educational Needs Co-ordinator (SENCo) or person acting in a similar role in an early years' setting/post 16 setting. Where there are health and care elements within this EHCP, the relevant agencies are required to co-operate with the Local Authority and the education setting as set out in the SEND Code of Practice 2015, including contributions to statutory annual reviews if involved and/or invited to do so.

In addition to the setting's usual arrangements for reviewing progress and target setting for all children and young people, the following arrangements are specified:

1. Short term SMART targets (Outcomes) will be developed and reviewed at least termly as part of a continuing Assess-Plan-Do-Review cycle linked to the EHCP and last annual review;
2. The Head teacher/ Principal/Manager will be responsible for arranging a first review within 10 months of the final EHCP to monitor the appropriateness of the provision specified to meet XXX's needs and progress towards the long term outcomes; and
3. Subsequent reviews will take place within 12 months of the preceding review. The Annual Review shall be held in accordance with the guidance set out in the SEND Code of Practice 2015.

Next planned Annual Review date (term):

Please note: the Local Authority's SEN Officer must be invited but may not always be able to attend or may request another LA representative to do so.

The Local Authority has provided Guidance on the planning, preparation and conduct of statutory annual reviews in line with the SEND Code of Practice and local good practice.

Named SEN Officer responsible for co-ordinating this EHCP: xxxxxxxxxxxxxxxx

Contents

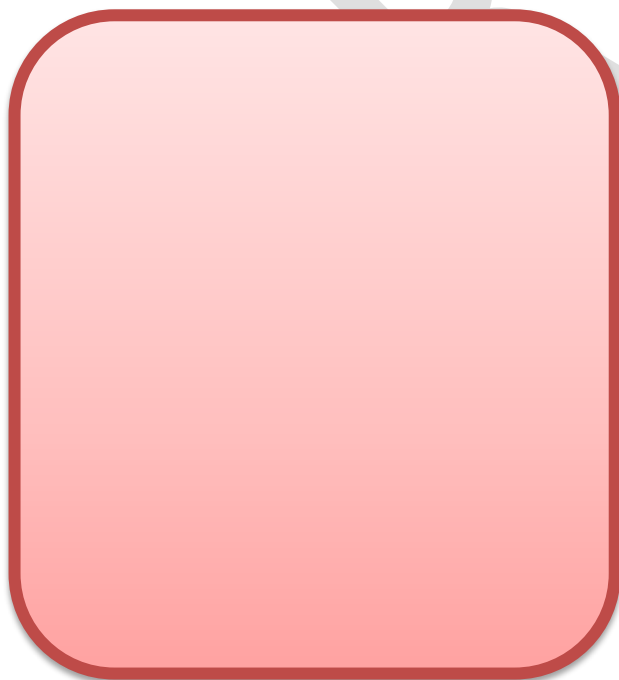
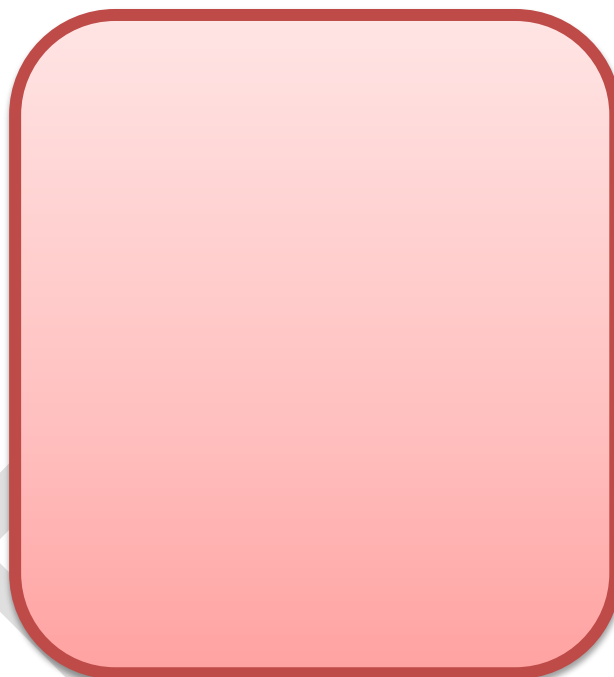
Sections required	Content
	Front Cover Statutory information
Section A: Views, Wishes, Feelings and Aspirations of the Child/young person and their Family	A.1 Personal details and communication A.2 All about me a) My One Page Profile b) My story <i>(optional: people who are important to me and how I communicate my wants and needs)</i> A.3 My family's story, views and hopes for my future
Sections B, C and D: The child/young person's needs to be addressed by the Outcomes and Provision specified in this Plan	Overarching strengths and achievements B. My Special Educational Needs C Health needs relating to my SEN D Social Care/ Aiming High needs relating to my SEN
Section E: Outcomes Sections F, G and H1 and H2: Provision and Support Plan	Outcomes and Provision Support Plan(s) incorporating: E Long and Medium Term Outcomes F Special Educational provision G Health provision H.1 Social Care provision (under 18: Section 2 of the Chronically Sick and Disabled Person's Act 1970 H.2 Other social care provision (including adult social care under the Care Act 2014)
Section I Placement	I.1 Name of setting (<i>Final EHCP ONLY</i>) I.2 Local Authority signature and CCG signature where required
Section J: Personal Budget	J.1 Resources available as a Personal Budget and parental / young person's management options <i>(note any indicative budget at Draft EHCP stage)</i>
Section K: Appendices	K.1 Evidence contributing to the Assessment and EHC Plan
Section L:	L Statutory Annual Reviews

Section A

A1. PERSONAL DETAILS			
Date of birth		Year Group	Gender
Ethnicity		Religion	
Parent/Carer Name(s) <i>(Indicate responsibility)</i>			
Home address			
Home Phone			
Mobile <i>(state main contact)</i>			
Email <i>(state main contact)</i>			
Home language			
Parental/young person's preferred method of communication to/from			
Any special requirements to consider <i>(e.g. access to information or premises)</i>			
Education setting and contact details <i>(statutory EHC needs assessment/Transfer)</i>		Education Setting named in Section I and contact details	
Lead practitioner and contact details <i>(may be different to the Key worker)</i>			
Social Care status <i>(if applicable):</i>			
Child/young person's ID number(s)	UPN	NHS	Social Care ID
Primary SEN need	SpLD/SLCN/ASD/ SEMh/PD/PMLD/MLD/SLD/HI/ VI/MSI	Other (SEN) needs	SpLD/SLCN/ASD/SEMh/ PD/PMLD/MLD/SLD/HI/ VI/MSI

A.2 – All about me

a) My One Page Profile



A.2

b) My Story

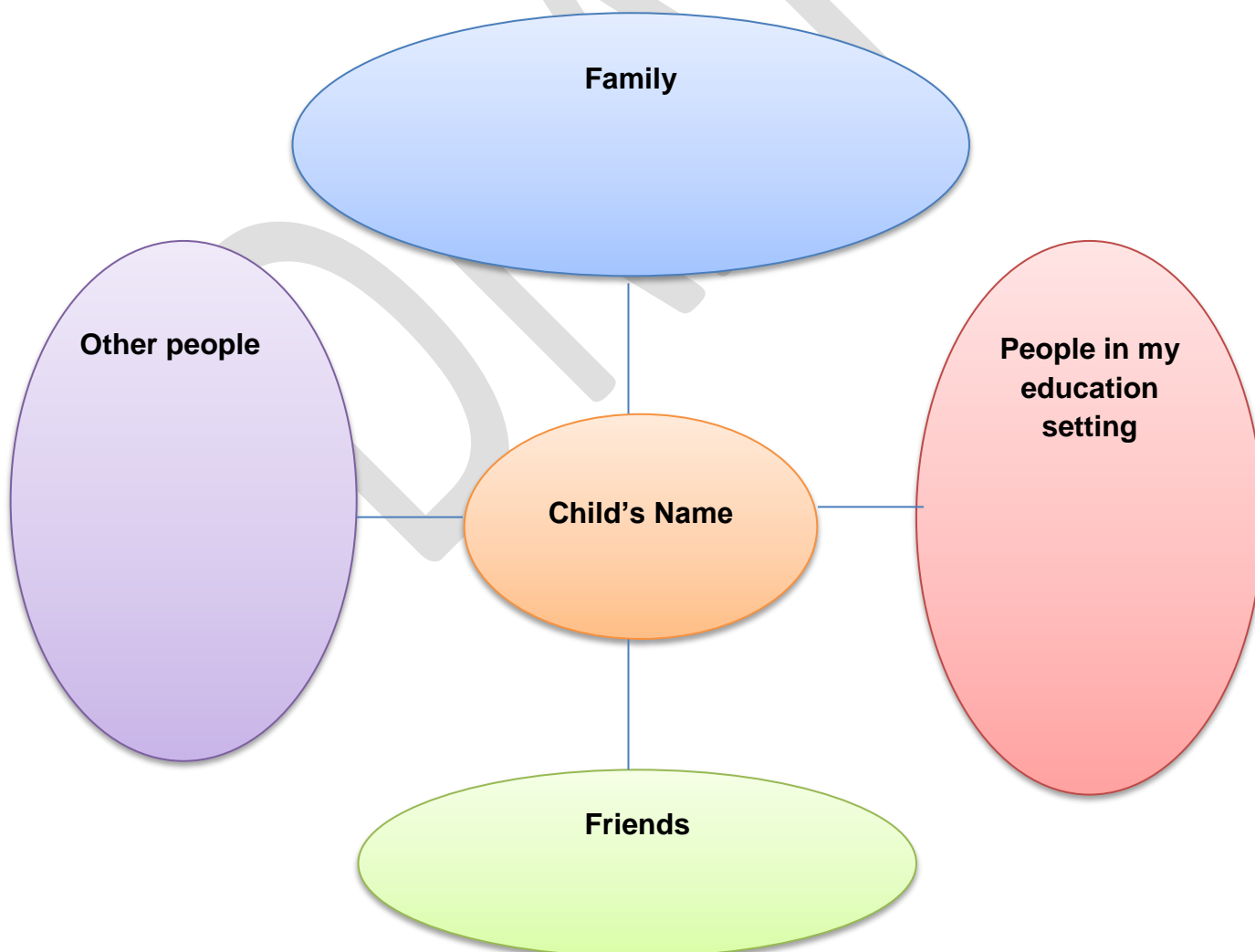
If not included in the One Page Profile or elsewhere, this section can include:

- *summary background history and significant life events*
- *health, diagnoses or medication*
- **communication of wants and needs e.g. gestures and actions to indicate attention**
- *hopes and goals now and for the future*
- *routines to be aware of*
- *how best to support including support to exercise choice and make informed decisions*
- *family, friends and relationships: who is important*

How I communicate my wants and needs (optional)

Time of day	What I may do	It could mean

People who are important to me (optional text, diagram or table)



A.3 – My family’s story, views and hopes for my future

Background information including:

- *views, wishes and feelings about their child’s SEND*
- *how best to meet their child and family’s needs*
- *outcomes sought for their child: now (short and medium term) and what is important for the longer term into adulthood*

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Summary of my Special Educational, Health and Care Needs

(Evidenced from the statutory EHC Needs assessment)

Description/ characteristics of special educational (Section B), health (Section C) and care (Section D) needs, identified barriers to learning and to participation. If no identified needs are to be addressed at this time this must be stated. Each need should link clearly to an outcome of benefit and progression for the child/ young person (Section E) and matched provision (Sections F, G and/or H).

Overarching Strengths and Achievements
Communication and Interaction:
Cognition and Learning <i>(including current levels of attainment):</i>
Physical and/or sensory:
Social, emotional and mental health:
Developing independence:
Other:

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Section B: Special Educational Needs

Communication and Interaction:

Cognition and Learning *(including learning style and motivation to learn):*

Sensory and/or Physical:

(Reference any Health Care/Therapy Plan included in Sections E-H and the Appendix in Section K)

Social, emotional and mental health:

Developing Independence:

(Reference any Health Care/Therapy Plan included in Sections E-H and the Appendix in Section K)

Section C: Health needs relating to my SEN

*(State if no health needs identified or to be addressed at this time.
Health needs relating to SEN must be recorded here and link to Section A, E and G.
Other health needs must be recorded separately)*

Section D: Care/ Aiming High needs relating to my SEN

*(State if no care needs identified or to be addressed at this time.
Care needs relating to SEN must be recorded here and link to Section A, E and H.
Other care needs must be recorded separately and permission sought)*

Sections E, F, G, H1 and H2 – Outcomes and Provision Support Plan

Please note: In the first year the Smart Medium Term Outcome(s) will be in place to be reviewed at the first Annual Review. Thereafter new annual Medium Term SMART Outcomes will be agreed and recorded as part of the Annual Review meeting and will not usually require the EHCP to be updated. The setting will continue to agree termly SMART targets within this framework.

Section E Outcomes (Area of focus 1) to meet identified NEEDS and Goals			
Long Term Outcome(s) (to be achieved typically in 2-3 years or by the end of a Key Stage)			
Medium Term SMART Outcomes (to be achieved by the next statutory Annual Review typically 12 months)			
Section F SEN provision			
Specific strategies, intervention, facilities and additional support	Who, level of expertise and adult: child ratio	Frequency / Duration	Total (minutes)
Section G Health provision			
Section H1 Social Care Provision			
Section H2 Social Care Provision			
Assessed need for <u>bespoke</u> Equipment or other Reasonable Adjustments/ modifications			
Item(s)	Funding source		

Section E Outcomes (Area of focus 2) to meet identified NEEDS and Goals

Long Term Outcome(s) *(to be achieved typically in 2-3 years or by the end of a Key Stage)*

Medium Term SMART Outcomes
(to be achieved by the next statutory Annual Review typically 12 months)

Section F SEN provision

Specific strategies, intervention, facilities and additional support	Who, level of expertise and adult: child ratio	Frequency / Duration	Total (minutes)

Section G Health provision

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Section H1 Social Care Provision

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Section H2 Social Care Provision

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Assessed need for bespoke Equipment or other Reasonable Adjustments/ modifications

Item(s)	Funding source

Section E Outcomes (Area of focus 3) to meet identified NEEDS and Goals

Long Term Outcome(s) *(to be achieved typically in 2-3 years or by the end of a Key Stage)*

Medium Term SMART Outcomes
(to be achieved by the next statutory Annual Review typically 12 months)

Section F SEN provision

Specific strategies, intervention, facilities and additional support	Who, level of expertise and adult: child ratio	Frequency / Duration	Total (minutes)

Section G Health provision

Specific strategies, intervention, facilities and additional support	Who, level of expertise and adult: child ratio	Frequency / Duration	Total (minutes)

Section H1 Social Care Provision

Specific strategies, intervention, facilities and additional support	Who, level of expertise and adult: child ratio	Frequency / Duration	Total (minutes)

Section H2 Social Care Provision

Specific strategies, intervention, facilities and additional support	Who, level of expertise and adult: child ratio	Frequency / Duration	Total (minutes)

Assessed need for bespoke Equipment or other Reasonable Adjustments/ modifications

Item(s)	Funding source

Summary of General Provision to be implemented to meet all Educational and wider Outcomes:

High quality differentiated teaching (Quality First Teaching) is the first step in responding to children and young people who have or may have SEN. High expectations should be set by teaching and support staff for every child and young person whatever their prior attainment and from their own starting point.

For children and young people identified as having SEN, education settings must use their best endeavours and take all necessary action to remove barriers to learning and put into place effective special educational provision. A graduated approach will be undertaken which draws upon a continuous four part cycle (**Assess, Plan, Do, Review**). Actions will be revisited, refined and revised with a growing understanding of the child or young person's needs and the support needed to help them to make good progress and achieve good outcomes.

Education, Health and Care Services will work within a whole family, co-ordinated, approach. All agencies will maintain close liaison with the family and adhere to secure information sharing protocols.

How best to support: (Relevant to Sections E, F, G, H1 and H2)

The following general strategies should be used by all those involved in providing care and support as part of this EHCP. They should be reviewed at least annually.

Current provision: (*mainstream school or college*)

XXXX requires a *broad and balanced mainstream curriculum* delivered by adults who are, or will be trained, and experienced in meeting the needs of children and young people with **xxxxxxx** difficulties. The curriculum should reflect the development of core skills, strengths and interests, social interaction and independent life skills.

The setting will provide Quality First Teaching, whole setting provision and approaches and additional support using all their delegated additional support funding (Element 2). The nationally prescribed threshold per child or young person, per year, is currently £6,000. The LA will provide further top up funding (Element 3) of £ xxx per financial year. This combined funding will meet the outcomes and support plan. Should further advice be required the setting can make a referral at any time to:

For Special School only:

XXXX will access a special school for children with xxxxxx learning difficulties and additional needs. This will be funded from Doncaster Local Authority's High Needs Block on a place plus model.

For mainstream early years' settings:

The setting will provide Quality First Teaching from a suitably qualified teacher/early years' practitioner and access to whole setting provision and approaches. The LA will provide Element 3 top up funding to enable additional adult support. This combined funding will meet the outcomes and support plan. Should further advice be required the setting can make a referral at any time to:

Section I –Placement

I.1 Placement

I.2 Authorisation

Signed:

Designation: Local Authority Designated Officer

Date:

Where required:

Signed:

Designation: Clinical Commissioning Group Designated Officer

Date:

Section J – My Resource plan

Resources available to be offered as part of a Personal Budget

I. Special educational provision *(Linked to the Outcomes specified)*

Description of provision	Funding

II. Health provision *(Linked to the Outcomes specified)*

Description of provision	Funding

III. Care provision *(Linked to the Outcomes specified)*

Description of provision	Funding

Total Personal Budget available	£
Personal Budget option taken up by the Family/ young person: <i>(please tick and specify amount)</i>	
No Personal budget requested	
Direct payments	
Arrangement for the Local Authority, school or college to hold the funds	
Third party arrangements (Direct Payments managed on behalf of parents/ young person)	
A combination of the above (specify)	

Section K – Appendices

1. Documents attached to this Education, Health and Care Plan as part of the statutory needs assessment process

Code	Source	Name	Evidence
A1	Child/ Young person		
A2	Family		
B1	Education setting		
B2	LA's specialist education service		
B3	LA's Educational Psychology Service		
CG	Health		
DH	Social Care / Aiming High		
OA	Other agencies		

Notes:

- Evidence submitted by Education: (e.g. previous Statement/ EHC Plan; Annual Review; Inclusion Passport; Communication Passport; Provision Map; Individual Education Plan; Person Centred Plan; Careers Action Plan, EPS and other Specialist Service report)
- Evidence submitted by Health: (e.g. Health Care Plan; Health Action Plan; Ages and Stages; Continuing Care Assessments and Plans, Therapy reports and programmes)
- Evidence submitted by Social Care: (e.g. Report clearly specifying any H1 and H2 provision; Short Breaks Plan; Disabled Children's Care Plan; Personal Education Plan; Leaving Care Plan; Assessment under S17 of Children's Act 1989)
- Evidence submitted by other people or agencies (e.g. employment profile; housing specification; criteria for matching staff to young person; Common Assessment Framework and Plan)

2. Appendices presented for the Annual Review meeting held on ...

Source	Name	Evidence