

0-25 Coordinated Assessment and Education, Health and Care (EHC) Plan (Version 5 – October 2014)

Appendix 5 – Oxfordshire Example EHC Plan

Template – October 2014

(Please note: This is a new appendix which includes an example EHC plan template from Oxfordshire. It follows the requirements for writing EHC plans as outlined in the July 2014 Code of Practice)



**OXFORDSHIRE
COUNTY COUNCIL**

www.oxfordshire.gov.uk

Oxford Health



NHS Foundation Trust



Education, Health and Care Plan

Name of child/young person

Draft Education, Health & Care Plan

(date)

Final EHC Plan

(date)

In accordance with the Children and Families Act 2014 and the Educational Special Education Needs (England) Regulations 2014, this Education, Health and Care Plan is made by Oxfordshire County Council ('the education authority') and Oxfordshire's Clinical Commissioning Group ('the health authority') for the above named child/young person.

V1.09/2014

CONTENTS

Personal Details

Section A: 'All About Me'

- Views of the child/young person
- Family's views
- One page profile

Sections B-D: Identified needs

- B. Special educational needs
- C. Health
- D. Social Care

Section E: Outcomes

Section F-H: Detailed provision

- F. Education
- G. Health
- H. Social Care

Section I: Place of education

Section J: Personal budget

Monitoring and reviewing

Section K: Appendices

Annex A: Outcomes planning

(Changes to this section do not require the EHC Plan to be reissued)

- Friends, relationships, community, transport and safety
- Education and learning for life
- Good health
- People that have agreed to help

Personal details

The child or young person

Full Name			
Date of birth		Male <input type="checkbox"/>	Female <input type="checkbox"/>
Address			
NHS Number		Unique Pupil Number	
Nationality		Looked After Child	
Languages or preferred method of communication		Interpretation needed	Yes <input type="checkbox"/> No <input type="checkbox"/>
Mobile number <i>(optional)</i>		Email Address <i>(optional)</i>	

The parents or carers

	Parent/Carer One	Parent/Carer Two
Names		
Address		
Telephone		
Mobile		
Email address		
Languages or preferred method of communication		
Interpretation needed	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

Section A: 'All About Me'

This section is to record the views, interests and ambitions of the child or young person. There are lots of ways to gather this information. Guidance has been prepared to help and is available through the Local Offer.

Please try to ensure that all the questions below are answered. Please show where the young person is speaking directly using "I" or mark clearly when the views of parents or professionals are represented.

- What is important to me?**
- What am I good at?**
- What do I find difficult?**
- What do I like to do the most at school/college?**
- What do I like to do the most at home?**
- What would I like to achieve this year?**
- What makes me happy?**
- What would I like to achieve in the future?**

Who completed this section:

Relationship to the child or young person:

Add additional pages if necessary.

‘All About Me’: My family's views

This section is where parents/carers and other family members can record their views, interests and aspirations, in relation to the child or young person.

Please try to ensure that all the questions below are answered.

What is important to them?

What is important for them (to keep them healthy and safe)?

What do others like and admire about the person?

What are their likes and dislikes?

What makes them happy or sad?

How do they communicate with others?

How do others communicate with them?

Do they have any significant routines or rituals?

What places do they like to go to?

Who are the important people in their life?

What are their gifts, qualities and skills?

What would their perfect week look like?

Who completed this section:

Relationship to the child or young person:

Add additional pages if necessary.

Section B-D: Identified Needs

Section B: Special Educational Needs

Contributing reports and assessments			
Name of report		Author	Date written
1			
2			
3			
4			

Communication and Interaction

Strengths:

Special educational needs:

Cognition and Learning

Strengths:

Special educational needs:

Social, Emotional and Mental Health

Strengths:

Special educational needs:

Sensory and/or Physical

Strengths:

Special educational needs:

Section C: Health

Contributing reports and assessments		
Name of report	Author	Date written
1		
2		
3		
4		

Strengths

Identified health needs

Section D: Social Care

Contributing reports and assessments		
Name of report	Author	Date written
1		
2		
3		
4		

Strengths

Identified care needs

*Also specify other social care needs which are not linked to the child or young person's SEN or to a disability. This could include reference to any child in need or child protection plan which a child may have relating to other family issues. This will enable greater co-ordination of services. Inclusion **must** only be with the consent of the child and their parents*

Section E: Outcomes

Refer back to section A, 'All About Me' and note the **Hopes for the future**.

A summary of the main outcomes to be achieved over the next key stage, phase or programme of education or training.

Specify: By the end of

1.

2.

3.

4.

5.

6.

Add more rows if required.

Outcomes should be SMART (specific, measurable, achievable, realistic, time-bound). *Example:*

By the end of key stage 2 Aisha will be able to join in three lunchtime activities per week, having a positive and enjoyable experience with a small group of friends, without support.

Where a young person is approaching transition include an outcome relating to the preparation required. (e.g. Early Years to Primary, Primary to Secondary, etc)
Where a young person is in or beyond year 9 include outcomes relating to preparation for adulthood.

For detailed planning for achieving the outcomes above please see Annex A.

Sections F-H: Detailed Provision

Section F: Education

Include a description of the specific **education** services and activities used to support the child or young person's outcomes.

Special educational provision (<u>must</u> be detailed and specific and should normally be quantified)	By whom (include funding source where appropriate, and specify where this may be taken as a personal budget)

Section G: Health

Include a description of the specific **health** services and activities required to reasonably support the child or young person's outcomes as well as the disabilities which contribute to the child or young person having SEN.

Health provision	By whom (include funding source where appropriate, and specify where this may be taken as a personal budget)

Direct payments for health require the agreement of a Care Plan.

Section H1: Social Care

Include a description of the **social care** provision which must be made for a child/young person under 18 resulting from section 2 of the Chronically Sick & Disabled Persons Act 1970.

Statutory social care provision	By whom (include funding source where appropriate, and specify where this may be taken as a personal budget)

Section H2: Social Care

Include a description of the specific **social care** services and activities required to reasonably support the child or young person's outcomes as well as the disabilities which contribute to the child or young person having SEN.

Any other social care provision	By whom (include funding source where appropriate, and specify where this may be taken as a personal budget).

Section H2 must only include services which are not provided under Section 2 of Chronically Sick & Disabled Persons Act 1970. Include social care provision such as child in need or child protection plans, or provision meeting eligible needs set out in an adult care plan where it is unrelated to the SEN but appropriate to include in this EHC Plan.

Section I: Place of education

(school or maintained nursery school, post-16 institution or other institution to be attended by the child or young person)

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Monitoring and reviewing

Date of next Annual review:	
It will be held at:	

(For more frequent monitoring of the plan please specify below.)

Education monitoring
Health monitoring
Social care monitoring

Signed by duly authorised officer(s) on behalf of Oxfordshire County Council and health authority <i>(specify designation)</i>			
Signed		Date	
Signed		Date	

Section J: Personal budget

Refer to sections F-H for details about provision available through personal budgets.

Have the family or young person (if over 16) requested a personal budget? YES/NO box

Elements of Section F-H eligible to be taken as a direct payment.

	Detail of outcome to be met by direct payment	Weekly amount	Annual amount
Education			
Health			
Social care			
Transport			
Total available as a direct payment.			

Advice and guidance on personal budgets is available on the Local Offer.

Annex A: Outcomes planning

Name		Form/Class		Term		Date	
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Friendships, relationships, community, safety and transport

End of key stage/ phase/programme outcomes (from section E)	What will the outcome be in a year's time?	What will be done to achieve this?	Who will do it?	When will it happen and how often?	Resources Required (include weekly costs if available)	Date achieved

Where the young person is in or beyond year 9 include outcomes related to preparation for adulthood, such as participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.

Changes to this section do not require the EHC Plan to be reissued

Annex A: Outcomes planning

Name		Form/Class		Term		Date	
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Education and learning for life

End of key stage/ phase/programme outcomes (from section E)	What will the outcome be in a year's time?	What will be done to achieve this?	Who will do it?	When will it happen and how often?	Resources Required (include weekly costs if available)	Date achieved

Where the young person is in or beyond year 9, include outcomes related to preparing for adulthood, such as support for finding training or employment.

Changes to this section do not require the EHC Plan to be reissued

Annex A: Outcomes planning

Name		Form/Class		Term		Date	
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Good Health

End of key stage/ phase/programme outcomes (from section E)	What will the outcome be in a year's time?	What will be done to achieve this?	Who will do it?	When will it happen and how often?	Resources Required (include weekly costs if available)	Date achieved

Where the young person is in or beyond year 9 include outcomes related to preparation for adulthood, such as being as healthy as possible in adult life.

Changes to this section do not require the EHC Plan to be reissued

