

## Report for conversion of Statement of SEN to Education Health and Care Plan

Part 1-3 should be completed prior to the conversion meeting. The remainder should be completed during/after the meeting and any amendments to parts 1-3 made. It should be sent to the SEN team at Sheffield Council within 2 weeks of the meeting.

### Part 1: Personal information – *Complete this section before the conversion meeting takes place from school records and with the family*

<b>Learner details</b>	
The learner likes to be known as	<i>The name they are usually known by eg. Jimmy (rather than James)</i>
First Name	
Surname / Family Name	
Date of Birth	
Gender	
Address	
Contact number	
UPN Number	
NHS Number	
Ethnicity	
Languages spoken	
Is the child LAC / in public care?	<i>Put either yes or no</i>

<b>Education details</b>	
Current Education setting	<i>Your school name here</i>
Prime Learning Need	<i>This should be the identified prime need eg. Autism, Severe Learning Difficulties</i>

<b>Family details</b>	
Name of person with parental responsibility (1)	<i>Detail those adults who have parental responsibility – depending on family the number will vary</i>
Address	
Contact number	
Email	
Name of person with parental responsibility (2)	
Address	
Contact number	

Email	
Name of person with parental responsibility (3)	
Address	
Contact number	
Email	

<b>Involved services and reports</b>		
<b>Service</b>	<b>Named Officer</b>	<b>Details and date of report</b>
School	<i>Detail the names of people involved with the learner from each service</i>	<i>Detail the last report received from services and ensure these are attached</i>
Educational Psychology		
Education advisory service (1) (please detail)	<i>Education advisory services may be such as the VI team or Autism team or outreach from services such as Rowan School</i>	
Education advisory service (2) (please detail)		
Social Care		
GP/Paediatrician		
CAMHS		
Therapy service (1) (please detail)		
Therapy service (2) (please detail)		
Other (please detail)	<i>If a service is not detailed then add this service here</i>	

**Part 2: Family information – *Complete this section through observation, discussion and activity with the learner and their family before the conversion meeting takes place***

<b>Learner journey and family information – information should be gathered with the learner and their family before the review meeting</b>	
<b>The learners history and important information about their background, including details of any diagnosis, significant life events and important people in their life</b>	
<i>You should detail here the learners’ journey. This is part of the ‘tell us once’ approach. It should contain key information and events in the learners life from birth to the present date for example issues at birth, issues around key milestones and development, times of diagnosis. You should also include key people in the learners’ life.</i>	
<b>What the learner likes and is good at</b>	
<b>Learner view</b>	<b>Family view</b>
<i>This should detail the learners likes and what they are good at, gathered either through discussion, activity or observation. Please be clear whether you are providing direct quotes from the learner, or an interpretation by someone else.</i>	<i>This should detail the family’s view on what the learner likes and is good at through discussion with the family</i>
<b>What the learner needs help with</b>	
This should consider what they need to learn, to play, to keep healthy, to be independent and to prepare for the future and adult life	
<b>Learner view</b>	<b>Family view</b>
<i>This should detail what the learner needs help with, gathered either through discussion, activity or observation. You should consider the headings above.</i>	<i>This should detail the family’s view on what the learner needs help with through discussion with the family. You should consider the headings above.</i>
<b>What the learner and their family would like to change or be different in the future</b>	
<b>Learner view</b>	<b>Family view</b>

<p><i>This should detail what the learner would like to change gathered either through discussion, activity or observation.</i></p>	<p><i>This should detail the family's view on what they would like to change through discussion with the family.</i></p>
<p><b>How best to communicate with the learner</b></p>	
<p><i>You should detail how the learner and their family want you to communicate with them.</i></p>	
<p><b>Hopes and dreams for the future – the learner and their families aspirations</b> This should consider areas such as education, employment and independence</p>	
<p><b>Learner aspirations</b></p>	<p><b>Family aspirations</b></p>
<p><i>This should detail the learners' aspirations for the future gathered either through discussion, activity or observation.</i></p>	<p><i>This should detail the family's aspiration for the learner through discussion with the family.</i></p>

**Part 3: Current Strengths and Needs – *Complete this section from your working knowledge of the learner and information from professional advice and reports (including the current statement of SEN) before the conversion meeting takes place. You should share it with the learner and their family before the meeting to establish if there are other areas of strengths and needs they have identified***

<b>Please detail the learners Education, Health and Care strengths and needs under the following headings</b>
<b>Communication and Interaction: Current Strengths</b>
<ul style="list-style-type: none"> <li>• <i>Bullet point key strengths in each area</i></li> <li>• <i>Remember this should be positive in approach</i></li> <li>• <i>Where there are areas of strength that also have an element of need, please use your judgement as to which section is most appropriate to put in</i></li> <li>• </li> </ul>
<b>Communication and Interaction: Current Needs</b>
<ul style="list-style-type: none"> <li>• <i>Bullet point key needs in each area</i></li> <li>• <i>Points should be evidence based</i></li> <li>• <i>Note that where there is a need, you will need to consider how that need will be met</i></li> <li>• <i>Needs may be the same in multiple areas. You should consider which category it most relates to</i></li> <li>• <i>There may be areas where there are no identified needs. If this is the case please write 'none identified'</i></li> </ul>
<b>Cognition and learning: Current Strengths</b>
<ul style="list-style-type: none"> <li>• </li> </ul>
<b>Cognition and learning: Current Needs</b>
<ul style="list-style-type: none"> <li>• </li> </ul>
<b>Social, Emotional and Mental Health: Current Strengths</b>
<ul style="list-style-type: none"> <li>• </li> </ul>
<b>Social, Emotional and Mental Health: Current Needs</b>

•
<b>Sensory and/or Physical: Current Strengths</b>
•
<b>Sensory and/or Physical: Current Needs</b>
•
<b>Developing independence: Current Strengths</b>
<ul style="list-style-type: none"> <li>• <i>When considering developing independence at any age consider what strengths the learner has currently that will allow them, as they get older, to move towards employment, independence, accessing their community and managing good health</i></li> </ul>
<b>Developing independence: Current Needs</b>
<ul style="list-style-type: none"> <li>• <i>When considering developing independence at any age consider what needs the learner has currently that they need to develop, as they get older, to move towards employment, independence, accessing their community and managing good health</i></li> </ul>
<b>Health: Current Strengths</b>
<ul style="list-style-type: none"> <li>• <i>Health strengths should link to their special educational needs</i></li> </ul>
<b>Health: Current Needs</b>
<ul style="list-style-type: none"> <li>• <i>It may be appropriate to write ' Jimmy is in good general health and there are no concerns or needs'</i></li> </ul>
<b>Care: Current Strengths</b>
•

<b>Care: Current Needs</b>	
<ul style="list-style-type: none"><li>• <i>Care strengths and needs should be related to their SEN</i></li><li>• <i>Where there may be safeguarding concerns that are not related to their SEN, these should only be included if agreed by the parent</i></li></ul>	
<b>Please detail identified Sheffield Support Grid references:</b>	<i>Please detail all agreed references to the Sheffield Support Grid eg. 1A4</i>

**Part 4: Annual Review / Conversion meeting record – *Please complete all parts of this section at the review meeting***

<b>Review Meeting Date</b>		<b>Previous Review meeting date</b>	
<b>Chair of meeting</b>		<b>Role / organisation</b>	
<b>Review Attendance Details</b> (Must include child and family members)			
<b>Name</b>	<b>Role / Organisation</b>	<b>Attended (Yes/No)</b>	<b>Contribution to review</b>
<i>Please detail all people invited to the meeting. This must include the learner and their family</i>			<i>If they have provided a report this should be detailed here</i>

<b>Notes of meeting</b>
<i>Brief notes of the meeting, including details of progress made and areas of concern. Part 5 should be used to record the outcomes and provision agreed at the meeting</i>

<b>Personal Budget: - <i>Personal budgets must be discussed as part of the conversion meeting</i></b>		
Is the family requesting a personal budget?	Yes	No

**Education placement: - *Please discuss where the parent wants the learner to be educated, this is particularly key at transition points***

What education placement is the family requesting to be named in the EHC Plan?

**Decision to issue an EHC Plan: - *Please detail whether those at the meeting feel an EHC Plan is needed or not***

Is an EHC Plan still needed?

Yes

No

**Part 5: Agreed Outcomes and provision to meet these outcomes – *outcomes, steps towards and provision should be detailed as separate outcomes and should link to the identified needs***

Outcomes should link to areas of need. Provision should include anything already in place. Outcomes must be SMART.

<b>Outcome 1:</b>	<i>Outcomes should consider what is important to the learner and what is important for them An outcome should be structured as 'By ? Jimmy will be able to ? in order that he can ?'</i>		
<b>Steps to meet the outcome</b>	<ul style="list-style-type: none"> <li><i>You should detail the small steps that are being worked towards to reach the outcome</i></li> </ul>		
<b>Provision to meet outcome:</b>	<ul style="list-style-type: none"> <li><i>What needs to be put in place to support the outcome</i></li> </ul>		
<b>Area of need</b>	Education	Health	Care
<b>Education need (highlight all appropriate)</b>	Communication & Interaction Cognition & Learning Social, Emotional, Mental health Sensory / Physical Developing Independence		

<b>Outcome 2: - Example</b>	<i>By the end of Key Stage 2 John will be able to form capital and lower case letters and add full stops when he has completed a sentence in order that others are able to read and enjoy his written work.</i>		
<b>Steps to meet the outcome</b>	<ul style="list-style-type: none"> <li><i>Identify the difference between a capital and lower case letter</i></li> <li><i>Be able to speak in sentences</i></li> <li><i>Be able to identify where to put a full stop in a short paragraph of text</i></li> <li><i>Be able to write a single sentence</i></li> </ul>		
<b>Provision to meet outcome:</b>	<ul style="list-style-type: none"> <li><i>Quality first teaching on a daily basis to support learning sentence structure</i></li> <li><i>Small group work on spelling twice per week</i></li> <li><i>3 x 20 minute individual interventions on letter formation and sentence structure each week</i></li> </ul>		
<b>Area of need</b>	<b>Education</b>	Health	Care
<b>Education need (highlight all appropriate)</b>	Communication & Interaction <b>Cognition &amp; Learning</b> Social, Emotional, Mental health Sensory / Physical Developing Independence		

<b>Outcome 3:</b>			
<b>Steps to meet the outcome</b>	•		
<b>Provision to meet outcome:</b>	•		
<b>Area of need</b>	Education	Health	Care
<b>Education need (highlight all appropriate)</b>	Communication & Interaction Cognition & Learning Social, Emotional, Mental health Sensory / Physical Developing Independence		

<b>Outcome 4:</b>			
<b>Steps to meet the outcome</b>	•		
<b>Provision to meet outcome:</b>	•		
<b>Area of need</b>	Education	Health	Care
<b>Education need (highlight all appropriate)</b>	Communication & Interaction Cognition & Learning Social, Emotional, Mental health Sensory / Physical Developing Independence		

<b>Outcome 5:</b>			
<b>Steps to meet the outcome</b>	•		
<b>Provision to meet outcome:</b>	•		
<b>Area of need</b>	Education	Health	Care
<b>Education need (highlight all appropriate)</b>	Communication & Interaction Cognition & Learning Social, Emotional, Mental health Sensory / Physical Developing Independence		

<b>Outcome 6:</b>			
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<b>Steps to meet the outcome</b>	•		
<b>Provision to meet outcome:</b>	•		
<b>Area of need</b>	Education	Health	Care
<b>Education need (highlight all appropriate)</b>	Communication & Interaction Cognition & Learning Social, Emotional, Mental health Sensory / Physical Developing Independence		

## Part 6: Next Steps

Please send the completed report **electronically** via anycomms to:

SEN Team.....

*Please ensure that you also attach all reports from outside agencies plus copies of school based documentation that would contribute to an annual review such as Individual Education Plans and One Page Profiles. There is no need to complete a separate report of the Annual Review or make amendments to the previous statement of SEN, however, any key information from the Statement of SEN that remains relevant can be copied into this report.*

<b>Completed by:</b>	<i>Your name here</i>	<b>Role:</b>	<i>Your role here</i>
<b>School:</b>	<i>Your school name here</i>	<b>Date completed:</b>	<i>Date</i>