

Sheffield Education Health and Care Plan

Name
I like to be known as
Current Education Provider

In accordance with the Children and Families Act 2014, this Statutory Education Health and Care plan (EHC Plan) is made by Sheffield City Council and the Sheffield Clinical Commissioning Group

Young Person's details	
First Name(s)	
Family Name	
Date of Birth	
Gender	
Address	
Contact Number	
Languages spoken	

Family details	
Name of person with parental responsibility (1)	
Address	
Contact number	
Email	
Name of person with parental responsibility (2)	
Address	
Contact number	
Email	
Is the young person in public care?	

Involved services	
Service	Name and role
School	
Educational Psychology	
Education advisory service (please detail)	<u>There may be multiple education services involved. They should all be detailed.</u>
Social Care / Early Intervention	<u>There may be multiple care services involved. They should all be detailed.</u>
GP	
Paediatrician	
CAMHS	
Therapy service (please detail)	<u>There may be multiple therapy services involved. They should all be detailed.</u>
Other (please detail)	

Section A:
The views, interests and aspirations of CHILDNAME and their family

Comment [AT1]: Where it states CHILDNAME this would be replaced with the learners name to personalise the plan

Learner Profile

Comment [AT2]: The learner profile should already be in place. The learner profile is designed to be a 'one page profile' that all staff working with a learner could have that would give an outline of a learners needs. It should be a starting point for all learners with SEN that is then added to. It should give anyone working with the learner an outline of their needs and what to do to help them on a day to day basis. It has been included in the My Plan and EHC Plan to ensure continued continuity.

This is me:

A picture or image to describe the learner would go here that they have chosen

What others like about me and what I like about myself:

This should be gathered through person centred discussions and practice

Things I need help with:

This should be brief bullet points of specific things the learner needs help with on a daily basis

What is important to me now:

This should be the learners voice and views as to what is important now

What is important to me in the future – my hopes and dreams:

This should be the learners voice and views as to their long term aspirations

What are the best ways to help and support me?

This should be brief and practical bullet points of what should be put in place to support the learner each day

How I communicate
<u>This should describe how best the learner likes to communicate</u>

When CHILDNAME does this.....	We think it means	And we should
<u>This should provide practical advice on what to do to help the learner in different situations</u>		

How CHILDNAME is doing in their learning		
Subject	Attainment/Level	Date of assessment
Reading		
Writing		
Spelling		
Maths		
<u>Other subjects could be added here</u>		

Family Views	
CHILDNAME's journey so far	
What's working? - What CHILDNAME likes and is good at	
What's not working? – What CHILDNAME needs help with	
How best to communicate with CHILDNAME	
Hopes and dreams (Aspirations) for CHILDNAME's future	

Comment [AT3]: CONSULTATION QUESTIONS – does this cover all areas to provide a 'tell us once' approach to hear a learners journey, current situation and future aspirations that the family have?

Transition and Progression
As CHILDNAME moves towards the next phase of education or adult life, the things I hope for and am worried about are: Plan from age 2, Age 9 (Year 4), Age 14 (Year 9), Age 17 (Year 12)

Comment [AT4]: We have included information at key transition points as we know it is an area that families are concerned about. Is this the right information?

Section S (non-statutory):

This Years' Support Plan

The Support Plan will be completed by the education provider. To be re-set each year and reviewed termly. This is a working document to support the content of the EHC Plan. Outcomes should be short term for the year.

Are the following in place?	PEP FCAF		Child Protection Plan Care Act Assessment		Child in Need Plan MyPlan/EHC Plan	
The Aspirations for CHILDNAME	<u>This should focus on the families views as to what they want for the learner for the future and should start to shape the support being put in place.</u>					
Short Term Outcome for this year: 1	By the end of year ? CHILDNAME will be able to so that					
Steps to meet the outcome:	<u>This should be the shorter broken down steps that will be achieved to reach the outcome</u>					
What is happening in education to achieve this?	<u>This would detail the support being put in place in education whether by a teacher, support staff, mentor or services coming into school that will lead to achieving the outcome.</u>					
What is happening outside of education to achieve this?	<u>This would detail the support being put in place outside education whether by health, care, voluntary sector or the family that will contribute to achieving the outcome</u>					
Using advice from:	<u>Detail of which professionals have provided advice</u>					
Scaling (1-10)	Term 1		Term 2		Term 3	
Short Term Outcome for this year: 2	By the end of year ? CHILDNAME will be able to so that					
Steps to meet the outcome:						
What is happening in education to achieve this?						
What is happening outside of education to						

Comment [AT5]: The Support Plan should become a familiar tool as the graduated approach documents are utilised. The support plan is designed to detail more specific short term plans to best help the learner for that academic year. It would be completed in partnership with the family and reviewed 3 times per year. It would form the basis of the support being put in place for the learner. It includes more of the family views in order to develop the 'tell us once' approach.

CONSULTATION QUESTION – we have included the support plan as a 'non-statutory' part of the EHC Plan for the education provider to complete. It should be the details of what is happening that academic year and is put here to encourage all to use the EHC Plan as a working and living document to support the learner. Is this in the right place and format to do this? Is it clear what this is from the description of it?

Comment [AT6]: CONSULTATION QUESTION: We'd like to know if these should be included or not? We want to try to join up plans for children to reduce duplication where possible so is this a good idea?

Comment [AT7]: We have included space for short term outcomes and tried to ensure that they are shaped to clearly define what will be different by the end of the academic year.

Comment [AT8]: Scaling is a measure of 1-10 in regards to how far the outcome has been met

achieve this?						
Using advice from:						
Scaling (1-10)	Term 1		Term 2		Term 3	
Short Term Outcome for this year: 3	By the end of year ? CHILDNAME will be able to so that					
Steps to meet the outcome:						
What is happening in education to achieve this?						
What is happening outside of education to achieve this?						
Using advice from:						
Scaling (1-10)	Term 1		Term 2		Term 3	
Progress Review Term 1						
Date:		What's working	What's not working	Achieved		
Child View		<u>This should be about the progress being made that term</u>	<u>This should be about what isn't progressing so well and what needs to be done to improve this</u>	<u>This should detail which outcomes or steps have been achieved</u>		
Parent View						
School View						
Progress Review Term 2						
Date:		What's working	What's not working	Achieved		
Child View						
Parent View						
School View						
Progress Review Term 3						
Date:		What's working	What's not working	Achieved		
Child View						

Comment [AT9]: Progress should be reviewed on a termly basis. The review section is designed to ensure that it gathers everyone's views on the progress being made

Parent View			
School View			

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**Section B:
Education – What’s working? What’s not working?
Educational Strengths and Needs**

Prime Need	<u>This should detail the main identified need in line with DfE Guidance. It will be agreed by the LA</u>
Secondary Needs	<u>This should detail all identified secondary needs in line with DfE Guidance. It will be agreed by the LA</u>

Communication and Interaction

What’s working? (Strengths)	<ul style="list-style-type: none"> <u>Bullet points of what is working in this area of need detailing the learners strengths in this area</u> 		
What’s not working? (Needs)	<ul style="list-style-type: none"> <u>Bullet points of what is not working in this area of need detailing the learners needs in this area</u> 		
Sheffield Support Grid	1A Communication and Interaction – Speech and Language	Grid level	
	1B Communication and Interaction – Social Communication	Grid level	

Comment [AT10]: CONSULTATION QUESTION - We have included each part of the Sheffield Support Grid to ensure that the baseline expectations of what should then be put in place are clear. The grid is designed to both provide an understanding of the level of need and detail the type of provision that is in place to support the learner. Is this the right way to articulate it? As it is in a statutory area of the EHC Plan should it be included here or in a summary elsewhere? We want to know views on this, particularly in regards to how it is agreed or not

Cognition and Learning

What’s working? (Strengths)	<ul style="list-style-type: none"> 		
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What's not working? (Needs)	•		
Sheffield Support Grid	2A Cognition and Learning – Learning	Grid level	
	2B Cognition and Learning – Specific Learning Difficulties	Grid level	

Social, Emotional and Mental Health			
What's working? (Strengths)	•		
What's not working? (Needs)	•		
Sheffield Support Grid	3A – Social Emotional Mental Health – Emotional Regulation	Grid level	
	3B – Social Emotional Mental Health – Mental Health	Grid level	

Hearing, Vision and Physical	
What's working? (Strengths)	•

What's not working? (Needs)	•		
Sheffield Support Grid	4A Sensory/Physical – Visual Impairment	Grid level	
	4B Sensory/Physical – Hearing Impairment	Grid level	
	4C Sensory/Physical – Physical Impairment	Grid level	
	4D Sensory/Physical - Medical	Grid level	

Developing Independence including preparing for adult life This should include a focus on employment, independence, community participation and health			
What's working? (Strengths)	•		
What's not working? (Needs)	•		

Comment [AT11]: We have included a section on developing independence. From Year 9 there should be a plan to support a learner to adult life and this section should be used to detail this. However, all learners need to be supported to develop their independence at all ages and so this would be used regardless of age to detail how independence is being developed.
CONSULTATION QUESTION – does this cover the right areas or should we break up the 'preparation for adult life' key areas of employment, independence, community participation and health to be separate areas?

**Section C:
Health – What’s working? What’s not working?
Health Strengths and Needs which relate to SEN**

Medical Diagnosis	<ul style="list-style-type: none"> <u>Bullet point any medical diagnosis</u> 				
What’s working? (Strengths)	<ul style="list-style-type: none"> <u>If there are no identified health needs this section would state that the learner is in good health. If there are identified health needs it would provide more specific bullet points around areas of good health.</u> 				
What’s not working? (Health Needs relating to SEN)	<ul style="list-style-type: none"> <u>If there are no identified health needs that relate to SEN this section would state that there are no identified needs. If there are identified health needs it would provide more specific bullet points around what these are and how they impact the learner.</u> 				
Does the Education Provider have a Health Care Plan in Place?	Yes			No	

Comment [AT12]: A health care plan is a specific document detailing how a medical need should be managed in school, for example how epilepsy is managed. It is often developed by the school in partnership with nursing services

**Section D:
Care – What’s working? What’s not working?
Care Strengths and Needs which relate to SEN**

<p>What’s working? (Strengths)</p>	<ul style="list-style-type: none"> • <u>If there are no specific care needs then this should detail this. If there are specific care needs related to SEN then this should detail what is working well</u>
<p>What’s not working? (Care Needs relating to SEN)</p>	<ul style="list-style-type: none"> • <u>If there are no specific care needs then this should detail that there are no care needs. If there are specific care needs related to SEN then this should detail what they are. This section is for needs related to SEN only.</u>
<p>What’s not working? (Care Needs not relating to SEN)</p>	<ul style="list-style-type: none"> • <u>This section would detail care needs not related to SEN, for example housing or broader family issues. Permission should be sought from the family to detail this.</u>

Section E:
Outcomes – What needs to change?
Section F:
Special Educational Provision to meet needs and outcomes
Section G:
Health Provision to meet needs and outcomes
Section H1 / H2:
Care Provision to meet needs and outcomes
H1 – Provision made for a person under 18 resulting from the Chronically sick and disabled persons Act, 1970
H2 – Provision reasonably required by the learning difficulties and disabilities which result from a child having Special Educational Needs
Section O (non-statutory):
Provision delivered by others including parent to support needs

Comment [AT13]: Feedback from families is that the previous EHC Template was confusing in how it was laid out to move between outcomes and provision. We have sought to combine these whilst also detailing what comes under each section to be legally compliant.

CONSULTATION QUESTION – does this format work? Is it clearer or more confusing that having separate sections?

Outcome 1 (E)	<u>This would be the outcome everyone is working towards and should be focussed on the end of the Key Stage. It should be Specific, Measurable and timebound</u>				
Area of Need	Education		Health		Care
Steps towards meeting the outcome	<ul style="list-style-type: none"> <u>These should be the short term steps to meet the outcome</u> 				
Education Provision to meet the outcome (F)	<ul style="list-style-type: none"> <u>This should specifically detail the provision to be put in place to meet the needs and achieve the outcome. It should relate to the outcomes in Section B (see below) It should be bullet pointed</u> 				
Areas of Education Need related to	<ul style="list-style-type: none"> Communication and Interaction Cognition and Learning Social Emotional and Mental Health Hearing, Vision and Physical Developing Independence 				
Health Provision to meet the outcome (G)	<ul style="list-style-type: none"> <u>This should specify the health provision to be put in place to enable the learner to achieve the outcome. It should be designed to meet the needs identified in section C</u> 				
Care Provision under CSDPA to meet the outcome (H1)	<ul style="list-style-type: none"> <u>This should specify the care provision to be put in place to enable the learner to achieve the outcome that comes under the Chronically Sick and Disabled Persons Act. We will provide some guidance on what areas this covers. It should be designed to meet the needs identified in section D</u> 				
Care Provision due to SEN to meet the outcome (H2)	<ul style="list-style-type: none"> <u>This should specify the care provision to be put in place to enable the learner to achieve the outcome that doesn't come under the Chronically Sick and Disabled Persons Act. We will provide some guidance on what areas this covers. It should be designed to meet the needs identified in section D</u> 				

Comment [AT14]: Each section that the outcome relates to should be ticked. For example an outcome may cover both an education and a health need.

Comment [AT15]: We have included each area of need as we recognise that some outcomes relate to more than one area of need. The ones that the outcome relates to would be included, other areas would be deleted.

Other provision (O)	<ul style="list-style-type: none"> <u>We know that families also contribute enormous amounts to helping their child develop and so have included a non-statutory section of what the family are doing to enable their child to reach the outcome. This is a non-statutory section and will not be used to get families to complete work that services should deliver, but be used to ensure that there is partnership working to support the learner.</u>
Review Arrangements – How this will be reviewed? (E)	<u>This section will detail how the outcome and provision will be reviewed</u>

Outcome 2 (E)						
Area of Need	Education		Health		Care	
Steps towards meeting the outcome	•					
Education Provision to meet the outcome (F)	•					
Areas of Education Need related to	<ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social Emotional and Mental Health • Hearing, Vision and Physical • Developing Independence 					
Health Provision to meet the outcome (G)	•					
Care Provision under CSDPA to meet the outcome (H1)	•					
Care Provision due to SEN to meet the outcome (H2)	•					
Other provision (O)	•					

Comment [AT16]: We have included a number of outcome boxes but would anticipate that a sensible number of outcomes would be between 2 and 6

Review Arrangements – How this will be reviewed? (E)	
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Outcome 3 (E)						
Area of Need	Education		Health		Care	
Steps towards meeting the outcome	•					
Education Provision to meet the outcome (F)	•					
Areas of Education Need related to	<ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social Emotional and Mental Health • Hearing, Vision and Physical • Developing Independence 					
Health Provision to meet the outcome (G)	•					
Care Provision under CSDPA to meet the outcome (H1)	•					
Care Provision due to SEN to meet the outcome (H2)	•					
Other provision (O)	•					
Review Arrangements – How this will be reviewed? (E)						

Outcome 4 (E)						
Area of Need	Education		Health		Care	
Steps towards meeting the outcome	•					
Education Provision to meet the outcome (F)	•					
Areas of Education Need related to	<ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social Emotional and Mental Health • Hearing, Vision and Physical • Developing Independence 					
Health Provision to meet the outcome (G)	•					
Care Provision under CSDPA to meet the outcome (H1)	•					
Care Provision due to SEN to meet the outcome (H2)	•					
Other provision (O)	•					
Review Arrangements – How this will be reviewed? (E)						

Outcome 5 (E)						
Area of Need	Education		Health		Care	

Steps towards meeting the outcome	•
Education Provision to meet the outcome (F)	•
Areas of Education Need related to	<ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social Emotional and Mental Health • Hearing, Vision and Physical • Developing Independence
Health Provision to meet the outcome (G)	•
Care Provision under CSDPA to meet the outcome (H1)	•
Care Provision due to SEN to meet the outcome (H2)	•
Other provision (O)	•
Review Arrangements – How this will be reviewed? (E)	

Section I: Educational Placement

Name of Placement	
Type of provision	

Section J: Personal Budget

Outcome to be met	Provision agreed	Personal Budget value
<u>Outcome number</u>	<u>This would detail the provision that the parent would put in place via a personal budget and what it should focus on</u>	
Total Personal Budget		

Section K: Advice and Information
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Source	Evidence	Date
Parent / Carer		
Child / young Person		
Education Provider		
Educational Psychologist		
Education Advisory Service		
Social Care		
MAST / Early Intervention		
Medical professional		
Therapy Services		
Preparation for Adulthood / Careers Guidance		

Plan issue date and sign off:

Date of issues of first plan	
Date of issue of this plan	
Version Number	
The date by which this plan will be reviewed	
Name of officer completing initial plan	
Signature on behalf of Sheffield Council	
Signature on behalf of Sheffield CCG	
Signature of completing officer	

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