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)	There may be multiple education services involved. They should all be detailed.
Social Care / Early Intervention	There may be multiple care services involved. They should all be detailed.
GP	
Paediatrician	
CAMHS	
Therapy service (please detail)	There may be multiple therapy services involved. They should all be detailed.
Other (please detail)	

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

Learner Profile

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

This should describe how best the learner likes to communicate

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

How CHILDNAME is doing in their learning

Subject	Attainment/Level	Date of assessment
Reading		
Writing		
Spelling		
Maths		
Other subjects could be added here		

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	

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)

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		Child Protection Plan		Child in Need Plan	
	FCAF		Care Act Assessment		MyPlan/EHC Plan	
The Aspirations for CHILDNAME	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.					
Short Term Outcome for this year: 1	By the end of year ? CHILDNAME will be able to ….. so that …..					
Steps to meet the outcome:	This should be the shorter broken down steps that will be achieved to reach the outcome					
What is happening in education to achieve this?	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.					
What is happening outside of education to achieve this?	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					
Using advice from:	Detail of which professionals have provided advice					
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						

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		This should be about the progress being made that term	This should be about what isn't progressing so well and what needs to be done to improve this	This should detail which outcomes or steps have been achieved
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			

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

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

Communication and Interaction

What's working? (Strengths)	• Bullet points of what is working in this area of need detailing the learners strengths in this area
What's not working? (Needs)	• Bullet points of what is not working in this area of need detailing the learners needs in this area
Sheffield Support Grid	1A Communication and Interaction – Speech and Language	Grid level	
	1B Communication and Interaction – Social Communication	Grid level	

Cognition and Learning

What's working? (Strengths)	•

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

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)	•

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

Medical Diagnosis	• Bullet point any medical diagnosis
What's working? (Strengths)	• 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.
What's not working? (Health Needs relating to SEN)	• 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.

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

What's working? (Strengths)	• 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
What's not working? (Care Needs relating to SEN)	• 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.
What's not working? (Care Needs not relating to SEN)	• 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.

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

Outcome 1 (E)	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				
Area of Need	Education		Health		Care	
Steps towards meeting the outcome	• These should be the short term steps to meet the outcome				
Education Provision to meet the outcome (F)	• 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				
Areas of Education Need related to	• Communication and Interaction • Cognition and Learning • Social Emotional and Mental Health • Hearing, Vision and Physical • Developing Independence				
Health Provision to meet the outcome (G)	• 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				
Care Provision under CSDPA to meet the outcome (H1)	• 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				
Care Provision due to SEN to meet the outcome (H2)	• 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				

Other provision **(O)**	• 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.
Review Arrangements – How this will be reviewed? **(E)**	This section will detail how the outcome and provision will be reviewed

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	• 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 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	• 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	• 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	• 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
Outcome number	This would detail the provision that the parent would put in place via a personal budget and what it should focus on	
Total Personal Budget		

Section K:
Advice and Information

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	