



## Guidance Notes

# Education, Health & Care (EHC) Plans

### Background

Most children and young people with Special Educational Needs or Disabilities have those needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC statutory needs assessment in order for us to decide whether it is necessary for them to have an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. We use the EHC statutory needs assessment to establish and record the views, interests and aspirations of the parents and child or young person, provide a full description of the child or young person's special educational needs and any health and social care needs, establish outcomes across education, health and social care based on the child or young person's needs and aspirations and specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

### Purpose

This document has been designed as guidance for Education, Health & Care (EHC) Plans in Enfield. It is intended as a helpful guide based on our most frequently asked questions and sets out what belongs in each section in accordance with the legislation and framework as well as gives helpful information for completing parental / young person's advice.

### Personal Details Section

This section is about capturing all of the key contact information for both the child and their parents, making it clear what year group they are educated in and immediately being able to see any important information for safeguarding for their status with Social Care.

**Check!** – are all of the details here correct? Do they include up to date contact information?

**Tip for all:** Educated out of year group – In most cases, ensuring that an EHC Plan has appropriate provision will be sufficient and a child or young person shouldn't then need to be educated out of year group. However, if as a family, you decide to request that they are, it would be at discretion of the Headteacher of the school, the decision does not sit with the Local Authority. This means that for every transfer they make, it would be down to the receiving Headteacher to make the decision again so it is a factor to consider when thinking about your child being educated out of their chronological year.

## Section A - The views, interests and aspirations of the child and his or her parents or the young person.

Section A has been split into two areas; the views of the child or young person and the views of their parents. This Section is the only part of the plan that solely is about their views so is important that their voices are heard and is not a section for any other professionals to give their views, although some of the information may also have been gathered by the professionals who meet them to talk to them about their views.

The information here will help to inform the rest of the EHC Plan as it will give children and young people the opportunity to talk about their aspirations. EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. Aspirations then inform the outcomes for them and how the provision identified can help meet them. In Enfield, we are working, for all of our learners, towards the Preparing for Adulthood outcomes; Education & Employment, Friends, Relationships and Community Involvement, Self-Help & Independence and Health & Wellbeing.

There is a short video here made by young people from Enfield where they give their views about what is important to them, what they like to do, what they are good at, the things they want more help with and what their hopes are for the future: <https://youtu.be/g51MAOGAt2Y>

The format of Section A has been designed in such a way that a child or young person can give their views in alternative methods to text should they wish to as there is almost always a way to obtain the views of a young person. We have collated suggestions from a variety of our stakeholders to help you obtain your child or young person's views and wishes.

### **Tip:** Collating views for completing Section A

- Child or young person drawing / mark making / making a collage / taking their own photos and an adult labelling this.
- Using visuals such as meaningful photos / objects of reference / PECS / talking mats / Communicate in print.
- Use of Rating Scales on specific subjects to understand if it is enjoyable, how difficult it is to the child or young person.
- Adults who know them well using the 'voice of the child' from numerous observations and noting preferences, but without making assumptions.
- Using augmented communication e.g. Makaton
- You could add video links too

Although many of these methods may be used with Children and Young People who are non-verbal, they can also be useful with those who are verbal to give more structure to the conversations obtaining their views.

## Section B - The child or young person's special educational needs.

All of the child or young person's identified special educational needs must be specified in Section B. EHC plans should describe positively what the child or young person can do and has achieved as well as what difficulties they face due to their Special Educational Needs. It's important that this section describes what the Child or Young Person's actual needs are, not how they **could** present.

Sometimes, needs for health and social care provision are included here because the provision they may require educates or trains the child or young person.

Information about academic attainment at a certain time or progress here is really important as it lets us know at the next review if the provision is helping to close the gap and is right, or if the gap is widening and therefore needs to be changed.

In this section, the child or young person's needs are separated out into the four broad areas of need; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health & Sensory and Physical.

### **Communication and interaction**

This section is where children and young people have difficulty in communicating with others; because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

This section is where children and young people experience social and emotional difficulties such as becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools –

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Those with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**Check!** – Do you feel that this EHC Plan accurately and fully describes all of the child or young person's special educational needs?

## Section C - The child or young person's health needs which are related to their SEN.

The EHC plan must specify any health needs identified through the EHC needs assessment **which relate** to the child or young person's SEN. Some health care needs, such as routine dental health needs, are unlikely to be related although could be in the case of some children and young people.

## Section D - The child or young person's social care needs which are related to their SEN or to a disability.

The EHC plan must specify any social care needs identified through the EHC needs assessment which relate to the child or young person's SEN or which require provision for a child or young person under 18 under section 2 of the Chronically Sick and Disabled Persons Act 1970

## Section E - The outcomes sought for the child or the young person. This should include outcomes for adult life.

This section should include a range of outcomes to support Children and Young People to meet their aspirations. They should be SMART (specific, measurable, achievable, realistic, time-bound) and be working towards the Preparing for Adulthood outcomes; Education & Employment, Friends, relationships and community involvement, Self-Help & Independence and Health & Wellbeing.

**Tip for all:** there is some really helpful guidance about preparing for adulthood across all ages to support everybody's thinking in how we help even our youngest learners towards encouraging Preparing for Adulthood.

### **PfA Outcomes across all ages:**

<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>

### **Outcome sandwich:**

<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/ezmykyzm636965383471707889.pdf>

## Section F - The special educational provision required by the child or the young person.

Provision must be specified for each need and should be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise.

Where health or social care provision educates or trains a child or young person, it must appear in this section, for example, Speech and Language Therapy.

Section F is **Specialist Provision** that is additional to, or different from, that made generally for others of the same age in ordinary schools or other settings. It is in addition to high quality teaching that is carefully planned and takes account of prior learning. Lesson planning will involve key adults and will take account of prior learning. Quality First Teaching promotes achievement by: creating a safe, happy environment for learning; promoting independent learning and having high expectations for children and young people. We do not routinely include Quality First Teaching or Ordinarily

Available Provision in Section F as it makes the section really long and dilutes the really important provision that is necessary for a Child or Young Person, meaning it could be missed.

Provision should focus on Preparing for Adulthood; Education & Employment, Friends, relationships and community involvement, Self-Help & Independence and Health & Wellbeing.

Every year, the EHC Plan will be reviewed to ensure that the special educational provision being made for the CYP remains effective in ensuring that they are making progress towards their outcomes and in relation to their special educational needs. In some instances, there will be little or no significant change since the previous arrangements were made, in other instances, progress may have been made and the provision allocated will be adjusted accordingly.

## Section G - Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.

Health care provision reasonably required may include specialist support and therapies, such as medical treatments, occupational therapy and physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies. It may be possible for therapy to appear under both health and educational provision if some provision relates to educational needs and some provision is needed for a health need.

Dosages of medications should not be included in the EHC Plan as it is only intended to be reviewed annually and medications could be changed more regularly than that so medications belong in the Individual Health Care Plan. Where an Individual Health Care Plan is made for them, that plan should be an appendix to the EHC Plan.

## Section H - Any social care provision which must be made for a child or young person.

**H1:** Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 which includes;

- practical assistance in the home
- provision or assistance in obtaining recreational and educational facilities at home and outside the home
- assistance in travelling to facilities
- adaptations to the home
- facilitating the taking of holidays
- provision of meals at home or elsewhere
- provision or assistance in obtaining a telephone and any special equipment necessary
- non-residential short breaks (included in Section H1 on the basis that the child as well as his or her parent will benefit from the short break)
- services to be provided for parent carers of disabled children, including following an assessment of their needs under sections 17ZD-17ZF of the Children Act 1989

**H2:** Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014. Social care provision reasonably required may include provision identified through early help and children in need assessments and safeguarding assessments for children. Section H2 must only include services which are not provided under H1.

## Section I - The name and type of the school to be attended by the child or young person.

This section must specify the name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

These details must be included only in the final EHC plan, not the draft EHC plan sent to the child's parent or to the young person.

## Section J – Personal Budgets

Where there is a Personal Budget, the details of how the Personal Budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified. Any amount of money specified in this section must be enough to secure the provision specified. It is, therefore, essential that the type and amount of provision is adequately specified, e.g. as well as amount of time per week, the qualifications and experience and therefore pay grade of a specialist teacher.

**Tip:** There is some really helpful guidance made by KIDS about the types of Personal Budgets here: <https://www.kids.org.uk/what-personal-budget-do-you-need>

There is also a video made by KIDS that explains what a Personal Budget & Direct Payment in SEN are here: <https://www.youtube.com/watch?v=Tt01JnNjWwY>

If you would like to request a Personal Budget be calculated or it be paid via Direct Payment, please speak to your Advisory Officer.

## Section K - The advice and information gathered during the EHC needs assessment

The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.