

A Young Person's Guide

to your Education Health & Care Plan (EHCP)



What is an Education, Health and Care Plan? (EHCP)

An Education, Health and Care plan (EHCP) is a legal document which describes your special educational needs, the support you need, and the outcomes you would like to achieve.

By having an EHC plan, everyone who works with you will be aware of your needs and what they can do to support you.

Because it is a legal document, everyone must follow what is in your plan so you should have the best opportunity to do well.

It will help to focus on what you would like to work towards and what you want to achieve in the future.

From year 9, your plan should include a focus on preparing for adulthood, including employment, independent living and participation in society (being active in your local community such as having friends, going out or being part of a local group). This may also include a plan for moving from children's to adult's health or social care services.

It is a very important that you read and understand your EHCP and that it contains information that describes you and what your needs are and what you want to do in the future.

The EHC Plan is organised by sections:

Section A – All about me (including Aspirations)

Section B – Special Educational Needs

Section C – Health needs, related to SEND

Section D – Social Care needs, related to SEND

Section E – Outcomes

Section F – Special Educational Provision

Section G – Health provision

Section H – Social care provision (H1 and H2)

Section I – Named setting/school (this section will be left blank in the draft)

Section J – Personal Budget

Section K – Reports used to make the plan



Section A – All about me

It is important that your views and aspirations are included in the plan. An aspiration is what you wish to do e.g. be a bus driver, vet, work in a supermarket, train horses etc.

Aspirations can change over time and they don't have to be realistic but it would be helpful to try and think of your future and what you would like to achieve

Your views are in section A and your parents views, if you wish them to be included.

There is also a 'My story so far' section for a brief summary of your relevant history.

It is important that you give as much information as you can in this section as your views are very important. If you are not sure what to say you could ask a parent, teacher or someone else to help you. We can also help with this.

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Section B – Special Educational Needs

Section B must give details of your special educational needs found during the needs assessment. You should be able to read this part and recognise yourself. It should describe all the things you find difficult.

A need is not a diagnosis; it is a difficulty that gets in the way of your ability to take part in your education, and will have been identified during assessments.

Need vs diagnosis:

Need: Sarah finds it hard to copy from the whiteboard
Diagnosis: Sarah is dyslexic

Need: Kim struggles to socialise and interact with other pupils.
Diagnosis: Kim has autism

Need: Peter finds it hard to stay focused in a noisy, busy classroom, and is easily distracted.
Diagnosis: Peter has ADHD

Section C – Health needs relating to SEND

Health needs which relate to your special educational needs must be recorded here plus long term conditions which may need managing in an educational setting.

Section D – Social care needs relating to SEND

Social care needs which relate to your special educational needs or which require provision under H1 or H2.

Section E - Outcomes

The SEND Code of Practice says:

9.66 - An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.

9.68 – Outcomes underpin and inform the detail of the EHC plans. Outcomes will usually set out what needs to be achieved by the end of the phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage.

The plan should contain both medium and long term outcomes. Short term outcomes will still be covered under SEN Support. (See our SEN Support booklet for more information).

It can be helpful to think of the relationship between needs, provision and outcome as a maths sum – e.g. needs (Section B) + provision (Section F) = outcomes (Section E)

Children and Families Act 2014 defines special educational provision as:

Special Educational Provision for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age.

Section F – Special Educational Provision

The Special Educational Provision is a description of what support needs to be put in place to meet your Special Educational Needs listed in section B.



Provision must be detailed and specific and should normally be quantified, e.g:

- type of support,
- amount of time,
- how often,
- delivered with what level of expertise/by who

The provision should help you achieve your outcomes (Section E).

Social care and Health provision

Speech and language therapy is included in Section F as an educational provision, because it is key to interaction and learning.

The SEND Code of Practice says:

Health or social care provision which educates or trains a child or young person must be treated as special educational provision and included in Section F of the ECH Plan.

Section G - Health Provision

Section G might include therapies for chronic conditions, e.g. physiotherapy; psychology sessions for mental health disorders; medical treatments and rehabilitation services. This section should include provision linked to the learning difficulties identified in Section B, and can also include unrelated healthcare provision where it would be sensible to coordinate with other services described in the plan.

Section H1 - Social care provision for children covered by CSDPA

Section H1 must specify any service assessed as being needed for a disabled child or young person under 18 under the Chronically Sick and Disabled Persons Act (CSDPA), e.g. practical assistance at home, respite care, adaptations, and any special equipment. It should be clear how provision will help achieve outcomes, and if it will be secured by a Personal Budget.

Section H2 - Social care provision for children **not** covered by CSDPA

provision such as short-breaks, or other services provided to children arising from their SEN. For young people over 18 years, this section should describe any adult social care provision. H2 should specify any care provided that is not linked to learning difficulties, e.g. include child in need or child protection plans.

Section I – Named Setting

If all the previous sections are completed correctly then the plan will be able to identify an educational placement that will be best able to meet needs and deliver your educational plan. This can be a mainstream or complex needs school or college or a training provider.

– e.g. needs (Section B) + provision (Section F) = named setting (Section I)

If the named school or type of school (i.e. mainstream) that you would like to see is not named in the final plan, you have the right to appeal to Tribunal.

Our booklets – ‘What to do if you do not agree’; and ‘Appealing to Tribunal (SENDIST)’ offer more information and advice about the process of appealing. These are available to download on our website.



Section J – Personal Budgets

If a personal budget has been agreed to pay for support specified in your EHCP it will be recorded here. For more information on personal budgets please see our leaflet available to download from our website.

Section K – Advice and Information

This will be a list of all the reports and information used to create your EHCP. You should have been given copies of these when your plan was in the draft stage. If you do not have them you should ask your EHCP Coordinator at the Local Authority for copies.

Bringing it all together

The key to a strong plan is:

- Accurate identification of need—B
- Specific and detailed support/provision—F
- Agreed outcomes
- Should then lead to an appropriate placement—I

**If you need further advice or support regarding EHCP
please contact us or visit our website
for more information booklets**





We also:

- ◆ Produce a newsletter each term
- ◆ Have information leaflets available on our website
- ◆ Ensure the views of children, young people and parent/carers are represented when influencing SEND policy and practice

Contact us:

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Disclaimer: This is a guide and should not be treated as legal advice. Although SEND Partnership makes all reasonable efforts to ensure that the information contained in this booklet is accurate and up to date at the time of publication we cannot accept responsibility suffered as a consequence of any reliance placed upon it.

**If you need this leaflet in another format or language please contact us
and we will do our best to help.**



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