**Please sign ONE copy & return to: Tameside MBC, Shirley House, Oldham Street, Hyde, SK14 1LJ**

Education Health Care Plan for:

**If you would like a photograph of XXXXXXXto appear here, please send one to senteam@tameside.co.uk. Please don’t forget to say whose photograph it is!**

**In accordance with Section 324 of the Education Act 1996 (“the Act”), and the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, XXXXX’s Statement was made on XXXXX and amended on XXXX, XXXXX1by Tameside Education Authority, (“The Education Authority”)**

**In accordance with the Special Educational Needs and Disability Regulations 2014, the following is an Education Health & Care Plan, produced by Tameside Education Authority, (“The Education Authority”)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name: |  |  | Relationship: |  |  | Relationship: |  |
| Home Address: |  |  | Name and Home Address: |  |  | Name and Home Address: |  |
| Telephone 1: |  |  | Telephone 1: |  |  | Telephone 1: |  |
| Telephone 2: |  |  | Telephone 2: |  |  | Telephone 2: |  |
| Email: |  |  | Email: |  |  | Email: |  |
|  | | | | | | | |
| Unique Pupil Number: |  |  | NHS number: |  |  | Gender: |  |
| Ethnicity: |  |  | Religion: |  |  | Home Language: |  |
| CAF in Place: |  |  | Looked After Child: |  |  | Pupil Premium: |  |
| Current Plan put in place: |  |  | Plan Ceased: |  |  |  |  |
| EY 0–5 year version: |  |  | KS1 version: |  |  | KS2 version: |  |
| KS3 version: |  |  | KS4 version: |  |  | KS4+ version: |  |
| Years 19 – 25 version: |  |  |  |  |  |  |  |

**Contents**

Section A – The views and aspirations of the child and his/her parents or young person.

Section B – The child/young person’s special educational/ health and social needs.

Section C - The child/young person’s health needs related to their special educational.

Section D - The child/young person’s social needs related to their special educational.

Section E - The child/young person’s outcomes.

Section F - The special educational provision.

Section G - Health provision.

Section H

1 – Social Care Provision which MUST be made under Sect 18 CSDP Act 1970,

2 – Any other social care provision,

Section I – My Education Provision,

Section J - My Personal Budget,

Section K – Plans/ Assessments/ Supporting Documents & Signatures,

**Section A: The views and aspirations of the child and his/her parents or young person.**

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| --- |
| All about me: |
| ***Young person’s history/background – My story***  *At the time of writing this Plan xxxxxx is xx years xx months of age – where they live and who with*  *History of assessment, diagnosis and support in place (chronology of events)*  *School history*  *Details about play, health, schooling, independence, friendships, further education and future plans including employment (where practical).*  ***Preferred communications***  *Summary of how the child communicate, prefers to communicate*  *summary of how to communicate with the child or young person and engage them in decision-making*  ***What people like and admire about \*\*\*\****  *Positive comments identify whose views and where they came from eg. review meeting, school report*  ***What’s important to \*\*\* now and in the future***  *Aspirations/goals of the child or young person for the future*  *Yr 9 onwards - consideration should be given to the child or the young person’s aspirations for*  *• paid employment,*  *• independent living and*  *• community participation*  ***What’s important to \*\*\*\*’s parents now and in the future***  *Aspirations/goals of the parent for the future* |

**Section B: The child/young person’s special educational/ health and social needs**

|  |  |
| --- | --- |
| Cognition and Learning: | ***Strengths and current functioning***  *What the child or young person can do well or is in the process of developing:*  ***Special Educational Needs***  *All of the child or young person’s identified special educational needs must be specified – do not confuse needs with provision – each need identified should be addressed in section F (provision)*  *may include needs for health and social care provision that are treated as special educational provision because they educate or train a child or young person*  *Areas to report on:*   * *literacy and numeracy skills* * *visual processing* * *attention and concentration* * *transfer of skills and knowledge* * *memory and retention of learning* * *play skills – imaginative and explorative* * *self-esteem as a learner* * *organisation and independent learning skills* |
| Emotional, Social and Mental Health: | ***Strengths and current functioning***  *What the child or young person can do well or is in the process of developing*  ***Special Educational Needs***  *All of the child or young person’s identified special educational needs must be specified – do not confuse needs with provision – each need identified should be addressed in section F (provision)*  *may include needs for health and social care provision that are treated as special educational provision because they educate or train a child or young person*  *Areas to report on:*   * *presenting behaviours* * *emotional understanding/management of emotions* * *anxiety levels* * *social understanding* * *attachment difficulties* * *awareness of danger* * *self-esteem/confidence* |
| Communication and Interaction: | ***Strengths and current functioning***  *What the child or young person can do well or is in the process of developing*  ***Special Educational Needs***  *All of the child or young person’s identified special educational needs must be specified – do not confuse needs with provision – each need identified should be addressed in section F (provision)*  *may include needs for health and social care provision that are treated as special educational provision because they educate or train a child or young person*  *Areas to report on:*   * *functional ability to understand* * *functional ability to express themselves/ideas* * *social communication/interaction skills (including conversation and higher level language skills)* |
| Physical and/or Sensory Needs: | ***Strengths and current functioning***  *What the child or young person can do well or is in the process of developing*  ***Special Educational Needs***  *All of the child or young person’s identified special educational needs must be specified – do not confuse needs with provision – each need identified should be addressed in section F (provision)*  *may include needs for health and social care provision that are treated as special educational provision because they educate or train a child or young person*  *Areas to report on:*   * *fine and gross motor skills* * *coordination, balance, proprioceptive ability, core strength, posture* * *sensory processing difficulties* * *sensory needs – visual (are they blind) hearing impairment (wear have access to equipment)* * *self-care and independence (where this impacts on school)* |

**Section C: The child/young person’s health needs related to their special educational needs.**

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| Health Needs |
| *The EHC plan must specify any health needs identified through the EHC needs assessment which relate to the child or young person’s SEN. Each need identified should be addressed in section G (provision)*  *Possible phrase to use in plan - There are no health needs which have been identified at this time which impact on his/her education and learning. Any other health needs should be met through universal services.* |

**Section D: The child/young person’s social care needs related to their special educational needs.**

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| --- |
| Social Care Needs |
| *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*  *• require provision for a child or young person under 18 under section 2 of the Chronically Sick and Disabled Persons Act 1970.*  *The local authority may also choose to specify other social care needs which are not linked to the child or young person’s SEN or to a disability. This could include reference to any child in need or child protection plan which a child may have relating to other family issues such as neglect. Such an approach could help the child and their parents manage the different plans and bring greater co-ordination of services. Inclusion of this information must only be with the consent of the child and their parents.*  *Possible phrase to use in plan - There are no Social Care needs which have been identified at this time which impact on his/her education and learning. Any other social care needs should be met through universal services. \*\*\*\* has a supportive family who are fully involved in all aspects of his/her education and have a good understanding of his/her needs.* |

**Section E (outcome) & Section F (provision): The child/young person’s outcomes and special educational provision**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Outcome** | | | **Provision** | | |
| **Outcome** | **Objectives of provision/Success Criteria** | **Timescale** | **Support needed to achieve the outcomes** | **To be provided by** | **How often to be provided, when reviewed and who by** |
|  |  |  |  |  |  |
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**Section G: Health provision**

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| --- | --- | --- | --- |
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| **Outcome** | **Health support needed to achieve the outcomes** | **To be provided by** | **How often to be provided, when reviewed and who by** |
|  |  |  |  |
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**Section H1: Social care provision required by Section 2 of the Chronically Sick and Disabled Persons Act 1970**

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| --- | --- | --- | --- |
|  | | | |
| **Outcome** | **Social Care support needed to achieve the outcomes** | **To be provided by** | **How often to be provided, when reviewed and who by** |
|  | *Resources that may be included in this section*   |  | | --- | | * *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)* | |  |  |

**Section H2: Any other social care provision**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| ***Outcome*** | **Social Care support needed to achieve the outcomes** | **To be provided by** | **How often to be provided, when reviewed and who by** |
|  |  |  |  |
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| *Possible phrase to use in plan -*  XXXX and his/her parent(s) can access Tameside Council’s Local Offer for children and young people with special educational needs. The Local offer details support available locally for children and young people with special educational needs or disabilities. [www.tameside.gov.uk](http://www.tameside.gov.uk)  Or  *Possible phrase to use in plan -*  XXXX currently does not require any social care provision. If XXXX requires social care support or an assessment in the future his/her parents can contact:  The Integrated Team for Children with disabilities, Rowan House, Grange Road South, Hyde, SK14 5NY – 0161 366 2050  There are a number of services and information available to support XXXX as he/she prepares for adulthood. XXXX can access information about what’s available from the local offer pages on the Tameside Council’s website: need to add link  Information about growing up and preparing for adulthood can be found at:  Where on local offer??  *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 Section 2 of the CSDPA. For children and young people under 18 this includes residential short breaks and services provided to children arising from their SEN but unrelated to a disability. This should include any provision secured through a social care direct payment.* | | | |

**Section I: Placement**

|  |
| --- |
| **Name of Setting/School**  **PARENTS’ CHOICE OF SCHOOL**  **Please indicate your preference in the box below.** |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name and address of Setting/School:** |  |  | **Dates Attended:** |  |
| **Type of Provision:** |  |  | **Head Teacher:** |  |
| **Telephone:** |  |  | **Funding agreed:** |  |

**Section J: My Personal Budget**

|  |  |
| --- | --- |
| Does … and his parents want to take a personal budget for support:  (if one has fill in the table below- if not delete) | No |

**Section K1: Assessments/Supporting Documents**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Role | Agency | Contact Details | Information/assessments provided | Dates | Location of Documents | Appendix |
|  |  |  |  |  |  |  |  |
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**This plan runs in conjunction with the following plans:**

|  |  |
| --- | --- |
| Agency | Plan |
|  |  |

**Section K3:** Signatures

We agree with the contents of this plan:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Designation** | **Signature** | **Date** |
|  | Parent/Carer |  |  |
|  | SEN Caseworker |  |  |
|  | Manager |  |  |

**The plan will be reviewed within 12 months of issue (every 6 months from the date of issue whilst a child is under 5 years of age) then annually via the annual review process.**

**All persons invited to the reviews should receive copies of reports, attainment records and attendance record at least fifteen calendar days prior to the review date.**

**For further information or queries please contact the Inclusion Team:**

**Telephone: 0161 342 4433**

**e-mail:** [**senteam@tameside.gov.uk**](mailto:senteam@tameside.gov.uk)