

# EHCP template for testing in Change Programme Areas

## FRONTISPIECE

This section is for operational information to support data sharing and case management. For the purposes of the Change Programme it does not form part of the legal EHCP (sections A-K).

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| CHILD OR YOUNG PERSON’S PERSONAL DETAILS |
| **Name:** | [INSERT, using format Forename, middle names (Optional), SURNAME] | **Preferred name:**  | INSERT  |
| **Date of Birth:** | CCYY-MM-DD |
| **Sex:** | SELECT FROM DROP DOWN MENU | **Ethnicity:**Ethnicity – drop down: validated against DfE codeset (CS080) | SELECT FROM DROP DOWN MENU |
| **Child or young person first language:** | SELECT FROM DROP DOWN | **Parent or carer first language:** | SELECT FROM DROP DOWN MENU |
| **MAIN CONTACT DETAILS:**  |
| **Main contact:** Parent or carer 1 (or young person if they are applying independently) | [INSERT, using format Forename, middle names (Optional), SURNAME:] | Relationship: | [SELECT FROM DROP DOWN MENU] |
| Email:  |  | Telephone number: |  |
| Home Address: | [LINE ONE / LINE TWO / TOWN/ CITY / COUNTY / POST CODE] |
| Parent or carer 2: | [INSERT, using format Forename, middle names (Optional), SURNAME:] | Relationship: | [SELECT FROM DROP DOWN MENU |
| Email: |  | Telephone number: |  |
| Home address (if different to parent or carer 1): | [LINE ONE / LINE TWO / TOWN/ CITY / COUNTY / POST CODE] |

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| Services currently involved with this child or young person |
| Education setting  | [NAME][LA TO INSERT SETTING UNIQUE IDENTIFIER] |
| GP and key health professional (where applicable) | [INSERT NAME OF PRACTICE/ HOSPITAL DEPARTMENT providing oversight of the case.] |
| NHS Number (if available) | INSERT |
| Known to social care  | YES/ NO |
| Other professionals involved with this child/ young person family | LIST |
| Currently a looked after child?  | YES/ NO |
| Has been a looked after child?  | YES/ NO |
| Isthere is a one page profile received (append)? | YES/ NO |
| **Child or young person moving to area with EHCP from a different LA?**  | YES/ NONAME OF LA  |

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| **A1** | SUMMARY of the child or young person’s history |
|  | [Guidance: Please delete grey text as these boxes are completed.][This section should contain:* A brief overview of the child or young person’s circumstances.
* Proposed future learning and development for the child or young person
* A summary of how to communicate with the child or young person, and how best to engage them in decision making.

This section will often be a short list of bullet points, and should be no longer than one page of A4 (a maximum of 500 words or 3000 characters).] |

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| A2 SUMMARY the views, interests and aspirations of the CHILD and their parent, or of the YOUNG PERSON |
| **For digital systems: If child or young person wishes to do so:** include drawings, videos or sound recordings here: Where recordings are used, they should normally be no more than 5 minutes in length.  |
| **Views** |
| **[In total** section A2 should be about one page of A4 (or 500 words long/ 3000 characters). This section should be a SUMMARY of the outcome of the conversation(s) held with the family using person centred planning tools at the beginning of the EHCP process. It should state how this section was collected, including if another person provided this information on the child or young person’s behalf. **Additional information materials submitted from the family can be appended to the plan.** **If** a one page profile is available which would act to help to support Section A, it can be appended to the plan.] |
| **Interests**  |
| [All these sections should be as purposeful and specific as possible – forming a starting point for the rest of the plan. The ‘interest’ section is designed to help professionals working with the child or young person/ their parent or carer, to build trust. Statements like “X cares about spending time with their friends, and likes to play guitar” are helpful. Bland statements like “X has a lovely smile” should be avoided.] |
| **Strengths** |
| [ALL strengths should be included in this section – descriptions of need belong in Sections B (special educational need), C (health needs), D (social care needs).] |
| **Aspirations** |
| [This section should capture the child or young person’s ambitions for their own lives. If the plan relates to a child, parent or carer views should also be sought, and any differences in their priorities reflected. If a young person has applied for the EHCP in their own right, engaging parental views is unnecessary and may in exceptional circumstances be inappropriate.] |

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| Special Educational Needs and Provision (B-F-E)Communication and interactionChildren and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. More information is provided at paragraphs 6.28-6.29 of the SEND Code of Practice. |
| **B – Special Educational Needs** | **F – Special Educational Provision** |  **E – Outcomes** |
| [Section B describes a child or young person’s special educational needs. The special educational provision described in Section F **must** directly link to the needs described in this section.  It is a legal requirement to list **all** identified needs. It is best practice to describe briefly the impact the needs are having on a child/ young person, to maintain the golden thread between need, provision and outcomes. If there are no needs in this category, please enter ‘Child/ Young person has no identified special educational needs in this area’.]  | [Section F must be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes.Five prompts for plan writers to consider as they draft this section of the EHCP include: * Support required
* Who will provide it (qualification/required level of expertise)
* Staff/student ratio (e.g. 6:1 groupwork, or 2:1 support, 1:1 etc) How often – daily, weekly, termly
* How long for each time – hours should usually be specified.

Therapy provision that educates or trains is placed in Section F.] | [Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention. It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).It is important that outcomes are written in ways that enable: * + - progress to be monitored
		- outcomes to be evaluated
		- decisions about future needs and provision to be made.

Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.Where an outcome covers more than one need, please use identical text – paragaphs 20-21 in the supporting guidance refers.]  |
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| **Special Educational Needs and Provision (B-F-E)**Cognition and learningSupport for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. More information is provided at paragraphs 6.30-6.31 of the SEND Code of Practice.  |
| **B – Special Educational Needs** | **F – Special Educational Provision** |  **E – Outcomes** |
| [Section B describes a child or young person’s special educational needs. The special educational provision described in Section F **must** directly link to the needs described in this section.  It is a legal requirement to list **all** identified needs. It is best practice to describe briefly the impact the needs are having. If there are no needs in this category, please enter ‘Child/ Young person has no identified special educational needs in this area’.] | [Section F must be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes.Five prompts for plan writers to consider as they draft this section of the EHCP include: * Support required
* Who will provide it (qualification/required level of expertise)
* Staff/student ratio (e.g. 6:1 groupwork, or 2:1 support, 1:1 etc)
* How often – daily, weekly, termly
* How long for each time – hours should usually be specified

Therapy provision that educates or trains is placed in Section F.] | [Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention. It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).It is important that outcomes are written in ways that enable: * + - progress to be monitored
		- outcomes to be evaluated
		- decisions about future needs and provision to be made.

[Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.] |
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| **Special Educational Needs and Provision (B-F-E)****Social, emotional and mental health difficulties**Children and young people may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, or finding it hard to manage emotions. More information is provided at paragraphs 6.32-6.33 of the SEND Code of Practice. |
| **B – Special Educational Needs** | **F – Special Educational Provision** |  **E – Outcomes** |
| [Section B describes a child or young person’s special educational needs. The special educational provision described in Section F **must** directly link to the needs described in this section.  It is a legal requirement to list **all** identified needs. It is best practice to describe briefly the impact the needs are having. If there are no needs in this category, please enter ‘Child or Young person has no identified special educational needs in this area’.] | [Section F must be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes.Five prompts for plan writers to consider as they draft this section of the EHCP include: * Support required
* Who will provide it (qualification/required level of expertise)
* Staff/student ratio (e.g. 6:1 groupwork, or 2:1 support, 1:1 etc)
* How often – daily, weekly, termly
* How long for each time – hours should usually be specified

Therapy provision that educates or trains is placed in Section F.] | [Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention. It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).It is important that outcomes are written in ways that enable: * + - progress to be monitored
		- outcomes to be evaluated
		- decisions about future needs and provision to be made

Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.] |
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| **Special Educational Needs and Provision (B-F-E)**Sensory and/or physical needsSome 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. More information is provided at paragraphs 6.34-6.35 of the SEND Code of Practice. |
| **B – Special Educational Needs** | **F – Special Educational Provision** |  **E – Outcomes** |
| [Section B describes a child or young person’s special educational needs. The special educational provision described in Section F **must** directly link to the needs described in this section.  It is a legal requirement to list **all** identified needs. It is best practice to describe briefly the impact the needs are having. If there are no needs in this category, please enter ‘Child or young person has no identified special educational needs in this area’.] | [Section F must be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes.Five prompts for plan writers to consider as they draft this section of the EHCP include: * Support required
* Who will provide it (qualification/required level of expertise)
* Staff/student ratio (e.g. 6:1 groupwork, or 2:1 support, 1:1 etc)
* How often – daily, weekly, termly
* How long for each time – hours should usually be specified.

Therapy provision that educates or trains is placed in Section F.] | [Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention. It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).It is important that outcomes are written in ways that enable: * + - progress to be monitored
		- outcomes to be evaluated
		- decisions about future needs and provision to be made.

Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.] |
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## Sections C (The child or young person’s health care needs which relate to their SEN) and G (Health Care Provision relating to those needs)

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| **C - Health care needs which relates to their special educational needs** | **G – Health Care Provision reasonably required by the learning difficulties or disabilities which result in the child or young person having special educational needs** | **E – Outcomes**  |
| [This section should capture the child or young person’s health care needs related to their SEN.If there are no needs in this category, please enter ‘Child or young person has no identified special educational needs in this area’.] | [Section G **must** **specify** the health provision needed to meet the health needs in Section C.Five prompts for plan writers to consider as they draft this section of the EHCP include: * Support required
* Who will provide it (qualification/required level of expertise)
* Staff/student ratio (e.g. 6:1 groupwork, or 2:1 support, 1:1 etc)
* How often – daily, weekly, termly
* How long for each time – hours must be specified]
 | [Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention. It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).It is important that outcomes are written in ways that enable: * + - progress to be monitored
		- outcomes to be evaluated
		- decisions about future needs and provision to be made

Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.] |
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## Sections D (Social care needs which relate to the SEN) and H1 and H2 (Social care provision)

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| **D – Social care needs which relate to the child or young person's special educational needs or to a disability.** | **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**  | **H2 - Other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having special educational needs** | **E – Outcomes** |
| [This section should detail the social care needs identified, and the impact of those needs on the child/ young person. If there are no needs in this category, please enter ‘Child or young person has no identified special educational needs in this area’.] | [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. Five prompts for plan writers to consider as they draft this section of the EHCP include: * Support required
* Who will provide it (qualification/required level of expertise)
* Staff/student ratio (e.g. 6:1 groupwork, or 2:1 support, 1:1 etc)
* How often – daily, weekly, termly
* How long for each time – hours should usually be specified]
 | [Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child/ young person having SEN.Five prompts for plan writers to consider as they draft this section of the EHCP include: * Support required
* Who will provide it (qualification/required level of expertise)
* Staff/student ratio (e.g. 6:1 groupwork, or 2:1 support, 1:1 etc)
* How often – daily, weekly, termly
* How long for each time – hours should usually be specified]
 | [Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention. It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).It is important that outcomes are written in ways that enable: * progress to be monitored
* outcomes to be evaluated
* decisions about future needs and provision to be made.

Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.] |
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## I - Placement

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| --- | --- |
| **Name** | [Placement setting] |
| **Type** | [List setting type, including whether it is daily or weekly, residential or termly residential placement] |
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|  | If there is a dual placement, please insert extra rows to accommodate this. |

## J - Direct Payments

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| **Details** |  |
| **Arrangements for direct payment** |  |

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

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| --- | --- | --- | --- |
| **Advice and information requested:**  | **Date received** | **Who from** | **Appended** |
| DROPDOWN:If available, one page profile. | CCYY-MM-DD |  | YES/ NO |
| DROPDOWN:Pick EVIDENCE from the child’s parent or the young person: | CCYY-MM-DD |  | YES/ NO |
| DROP DOWN:Educational advice | CCYY-MM-DD |  | YES/ NO |
| DROP DOWN:Medical advice | CCYY-MM-DD |  | YES/ NO |
| DROP DOWN:Educational psychologist | CCYY-MM-DD |  | YES/ NO |
| DROP DOWN:Social care | CCYY-MM-DD |  | YES/ NO |
| DROP DOWN:Advice and information from any other person the local authority thinks appropriate | CCYY-MM-DD |  | YES/ NO |
| DROP DOWN:Provision to assist the Y9 and older children and young people in prepare for independent in adulthood.  | CCYY-MM-DD |  | YES/ NO |
| DROP DOWN:Advice and information from any person the child’s parent or young person reasonably requests that the local authority seek it from. | CCYY-MM-DD |  | YES/ NO |

**Sign-off**

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| **Local authority officer – name** | **Local authority officer - signature** | **Date** |
| [SURNAME, FIRST NAME (OPTIONAL MIDDLE NAME/ INITIAL] | [INSERT DIGITAL SIGNATURE] | [CCYY-MM-DD] |

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