

# Trafford Education Health and Care (EHC) Plan

## Guide for Parents and Young People

This guidance has been developed in conjunction with Trafford Parents Forum, and is intended to help parents and young people understand:

- The structure of the Trafford EHC Plan
- What sort of information will be contained in the plan
- How the plan meets the standards outlined in the SEND Code of Practice

This guidance refers to the **Trafford EHC Plan**. A blank template can be located on the local offer.

### The Purpose of an EHC Plan

Before we get too in depth with this guidance, it's worth reminding ourselves what the main purpose of an EHC plan, this is an extract from the SEND Code of Practice: 0 to 25 years (section 9.2)

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. To achieve this, local authorities use the information from the 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
- 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

The SEND Code of Practice (CoP), Chapter 9 (sections 9.62 to 9.69) is where there is specific detail on what an EHC plan should contain. There is a table located after paragraph 9.69, “**What to include in each section of an EHC Plan**”; this has the detail of what should be included in sections A to K. The Trafford plan has sections A to K to match the guidance in the CoP.

### ***Some Facts about our EHC Plan:***

- In Trafford, the EHC plan was developed with a wide group of stakeholders, including parent representatives.
- The plan has been developed from taking good examples of plans that were developed early on by Pathfinder sites, and adapting these to how we wanted it to work in Trafford. The plan has also been changed since the SEND Code of Practice has been finalised, this is so that the EHC Plan meets the standards set out in this document.
- The EHC plan is uploaded to a database that is referred to as the ‘EHC Workspace’. This is a safe and secure way to store the plans.

### ***Some principles that should be applied when the plan is being filled in:***

- **Writing in the first person** – e.g. “I like to go swimming”, “I like to watch movies”. This should only be used if the child or young person has actually said this, or indicated through non-verbal communication that this is what they like. In this way it is clear what the child or young person has actually said, as opposed to people who are close to them thinking that this is what they have said.
- **Person Centred** – it is important that the plan is person centred, that is, has views from the child or young person at the heart of the plan, and that advice and guidance puts the child at the centre of the plan.
- **Outcomes Focussed** – the definition of an outcome is ‘*the benefit or difference made to an individual as a result of an intervention*’ (taken from the SEND Code of Practice, and agreed across Trafford as our common definition of an outcome).

## Title Page of the EHC Plan

The first page of the EHC plan simply collects the main details for the child or young person. Most of this information will be taken directly from the referral form if a school has referred in for statutory assessment, or if not, then this information will be collected from you by a EHC Co-ordinator.

Many of the fields are self-explanatory; the list below offers some explanation to the not so obvious ones.

<b>Status of the Plan</b>	This will be either ' <b>Proposed</b> ', or ' <b>Final</b> '. It's important to understand that the educational placement (eg nursery, school or college) can only be named in the 'Final' version of the plan. You will also have an opportunity to make changes to the plan between the two stages.
<b>Personal Details</b>	<p><b>First name, Surname, Address, Date of Birth, Phone Number:</b> These are all self-explanatory, and required fields.</p> <p><b>Ethnic Origin</b> – As one of the largest providers of a wide range of services for local people in Trafford, the Council is committed to challenging inequality, unfairness, discrimination and disadvantage. We need to collect this information to make sure that we can carry out this commitment.</p> <p><b>Parental Responsibility</b> – It is important that we understand who has parental responsibility for the child or young person. This is required for young people up to age of 18. (See section 8.19 in the CoP for more detail).</p> <p><b>Unique Pupil Number</b> – every pupil in a Trafford school has a unique reference number</p> <p><b>NHS Number</b> – self explanatory</p> <p><b>Language Used at Home</b> - It is important for anyone reading the plan to understand the main language used at home so that if necessary the child and family are supported in understanding the</p>

	<p>EHC plan. If there is a language other than English used at home, then we'll also record whether an interpreter is needed to support communication with the family.</p> <p><b>Method of Communication</b> – This box will be used to record how you would like to receive communication – typically through letter or email.</p>
<p><b>My Family and People who are important to me</b></p>	<p>This is an opportunity to describe the people that are most important to the young person. It will probably list immediate family, perhaps some extended family too, and some professionals might also be mentioned here, for example if a person is supported by a personal assistant, or a Teaching assistant at school.</p> <p>You might be asked to complete a relationship circle to help understand who is important to your child or young person. Here's a link to more information on the relationship circle tool.</p> <p><a href="http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/person-centred-thinking-tools/relationship-circle.aspx">http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/person-centred-thinking-tools/relationship-circle.aspx</a></p>
<p><b>Important Information</b></p> <p>Other important things to know about me and my family.</p>	<p>This section is used if there is other background information that might help explain the child or young person's story so far. Perhaps detailing previous school placements, explaining complex relationships, explaining difficult times for the child or young person.</p> <p>This is also space to put in some practical information about the family circumstances, to help to plan in times for meetings and contact now and in the future. e.g. Do parents work full time, when are the best times to meet? Are there younger siblings? Is there a preferred place to meet?</p>

## Section A: All About Me – What's Important TO me

This section is the main area where all the information about the child or young person is collected. **It is from the child or young person's point of view**, and the chance for them to have their say. This is where a person centred approach is needed. This is all about thinking from the child or young person's point of view and building understanding on 'What is important **TO** them'. It is not until section B that everyone else has their say; here people's views are recorded on 'What is important **FOR** them'.

To help you to think in this way, Trafford have a booklet that can help to prepare you for assessment and this will be made available to you. It's important that the booklet is worked through with your child to record their views; there is also a chance to record parental views. You might want to consider who is best placed to work through the booklet with your child – it might be you, but equally there may be another professional that your child has a good relationship with that could also contribute to understanding the child or young person's views. Your child's current education placement may also have some experience of person centred thinking and one page profiles, in which case this information could be used directly for section A (All about me) in the EHC plan.

Not every child or young person will want to, or be able to express their own views, and in this case, the parent or carer will need to provide most of the information for section A.

### What does the CoP Say?

- Details about the child or young person's **aspirations and goals for the future** (but not details of outcomes to be achieved. When agreeing the aspirations, consideration should be given to the child or young person's aspirations for paid employment, independent living and community participation).
- Details about play, health, schooling, independence, friendships, further education and future plans including employment (where practical).
- A summary of how to communicate with the child or young person and engage them in decision-making.
- The child or young person's history.
- If written in the first person, the plan should make clear whether the child or young person is being quoted directly, or if the views of parents or professionals are being represented.

In the EHC Plan, the way that this information is presented can be the choice of the individual. In the example plan, we have shown a visual layout, with boxes to record different aspects of a person centred approach – a photo, things you like, things you don't like, what's working well, what's not working so well, hopes and dreams for the future and so on. But it would be equally valid to just provide a written statement that gives an overview of the child or young person's views.

There are some useful resources available to understand more about person centred thinking and planning:

<http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/person-centred-thinking-tools.aspx>

And in terms of developing a one page profile, which goes some way (but not all the way) to completing Section A, again this is a link to more information.

<http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/one-page-profiles.aspx>

## One Page Profile

The purpose of a one page profile is to provide a summary of person centred information so that the people in their life can understand straight away what they like, don't like, what they are good at, what they struggle with and how they can be supported.

Every one page profile should have at least 4 distinct parts or headings:

1. **Photo** - It's good to have a photo – it brings the plan to life and makes you think about the person at the centre of the plan.
2. **Like and Admire** – this section lists the positive qualities, strengths and talents of the child or young person.
3. **What's Important to me** – this is a bullet list of what really matters to the person from their perspective (even if others do not agree). It is detailed and specific. This section needs to have enough detail so that someone who does not know the person can understand what matters to them
4. **How best to support me** – this is a list of how to support the person, what is helpful and what is not. This section needs to contain information about what people need to know and what people need to do.

## **Section B: My Special Educational Needs** – What's important FOR me

This section forms the main part of the plan in terms of professional's advice and views as to what the special educational need(s) is for the child or young person. During statutory assessment, an information gathering exercise will take place that ensures a wide range of relevant information is collected about your child or young person. All the advice and guidance will then be put into this section of the EHC plan by the EHC co-ordinator, based on the advice received from professionals involved.

The main sub headings for this part of the plan are:

- **How I communicate, Listen and Understand**
- **My Learning**
- **How I feel and behave and how I get on with others**
- **My Sensory and/or Physical Needs**

### **Why these subheadings?**

We have chosen these headings, because they reflect the four broad areas of need in the CoP:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory or physical needs

In each of these areas, it will be important to write positively about the child or young person, as well as clearly record the special educational need. It is sometimes helpful to think about what is working well in each area, and what is not working so well. It is the not working so well part which is the special educational need that should be recorded.

## **Section C: My Health Needs** - What's important FOR me

As with Section B, this forms the part of the plan that clearly states any health needs that have been identified through the EHC needs assessment. The health needs must be in relation to the child or young person's SEN.

For example, your child may need to visit the dentist every 6 months for a check-up, but this need is unlikely to be related to their special educational need.

On the other hand, the Clinical Commissioning Group (CCG) may also choose to specify other health care needs which are not related to the child or young person's SEN (for example, a long-term condition which might need management in a special educational setting).

## **Section D: My Social Care Needs** - What's important FOR me

Similarly to Section B and C, 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.

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 **must** only be with the consent of the child and their parents.

## Section E: My Outcomes

Section E should be a list of desired outcomes that have been generated through a team approach – so that they take into account the views of the important people that are supporting the child or young person, and of course the child or young person's views too.

There should be a range of outcomes over varying timescales which cover education, health and care as appropriate. But remember that it is the education and training outcomes only that will help to determine when a plan is ceased for young people aged over 18.

Therefore, for young people aged over 17, the EHC plan should identify clearly which outcomes are education and training outcomes.

There needs to be a clear distinction between outcomes and provision. The provision should help the child or young person achieve an outcome, it is not an outcome in itself.

### What is an Outcome?

The definition of an outcome is *'the benefit or difference made to an individual as a result of an intervention'* (taken from the SEND Code of Practice, and agreed across Trafford as our common definition of an outcome).

### Outcomes and Provision – what's the difference?

Writing that a child needs 5 hours of speech and language therapy per week is recording the provision that a child will receive. To get to an outcome, we have to ask why they need this provision – what will the benefit be?

So the outcome that this provision is working towards might be that a child needs to improve their communication skills so that they can make friends and be able to be understood by them.

For longer term outcomes, there may be steps towards meeting an outcome.

When writing the outcomes, you also have to consider how you know that it will be achieved – how do you measure and monitor the progress of the outcome? For this reason, the EHC plan also has details in this section about the review of the plan. Every EHC plan should be reviewed on an annual basis.

**Section F: Special Educational Provision**

Provision **must** 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, including where this support is secured through a Personal Budget.

Provision **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.

Where health or social care provision educates or trains a child or young person, it **must** appear in this section (see paragraph 9.73 of CoP).

There should be clarity as to how advice and information gathered has informed the provision specified. Where the local authority has departed from that advice, they should say so and give reasons for it.

In some cases, flexibility will be required to meet the changing needs of the child or young person including flexibility in the use of a Personal Budget.

<b>What we will do</b>	<p>This will be a description of the intervention or action that is required to help to meet the outcomes specified in It will detail:</p> <ul style="list-style-type: none"> <li>• any appropriate facilities and equipment, staffing arrangements and curriculum</li> <li>• any appropriate modifications to the application of the National Curriculum, where relevant</li> <li>• any appropriate exclusions from the application of the National Curriculum or the course being studied in a post-16 setting, in detail, and the provision which it is proposed to substitute for any such exclusions in order to maintain a balanced and broadly based curriculum</li> <li>• where residential accommodation is appropriate,</li> </ul>
<b>Who will do this and funding</b>	Who will carry this out is stated in this section, and a description of how this will be funded.

<b>source</b>	
<b>By when</b>	A clear timescale for carry out the 'what we will do' will be noted here
<b>For how long and how often</b>	This gives more detail on how long this will go on for and the frequency of the intervention or action.

## **Section G: Health Provision**

Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it.

It should be clear how the provision will support achievement of the outcomes, including the health needs to be met and the outcomes to be achieved through provision secured through a personal (health) budget.

Clarity as to how advice and information gathered has informed the provision specified.

Health care provision reasonably required may include specialist support and therapies, such as medical treatments and delivery of medications, occupational therapy and physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies. It could include highly specialist services needed by only a small number of children which are commissioned centrally by NHS England (for example therapeutic provision for young offenders in the secure estate).

The local authority and CCG may also choose to specify other health care provision reasonably required by the child or young person, which is not linked to their learning difficulties or disabilities, but which should sensibly be co-ordinated with other services in the plan.

See paragraph 9.141 for details of duties on the health service to maintain the health care provision in the EHC plan.

## Section H1 Social Care Provision (Arising under s2 of the Chronically Sick & Disabled Persons Act 1970)

Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it (including where this is to be secured through a social care direct payment).

It should be clear how the provision will support achievement of the outcomes, including any provision secured through a Personal Budget. There should be clarity as to how advice and information gathered has informed the provision specified.

Section H1 of the EHC plan **must** specify all services assessed as being needed for a disabled child or young person under 18, under section 2 of the CSDPA. These services include:

- practical assistance in the home
- provision or assistance in obtaining recreational and educational facilities at home and outside the home
- assistance in traveling 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)

This may include 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.

See paragraph 9.137 of the CoP onwards for details of duties on local authorities to maintain the social care provision in the EHC plan.

## **Section H2 – Social Care Provision (Other social care provision required by the nature of the young person’s Special Educational Needs)**

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. See chapter 10 for more information on children’s social care assessments.

Social care provision reasonably required will include any adult social care provision to meet eligible needs for young people over 18 (set out in an adult care and support plan) under the Care Act 2014. See Chapter 8 of the CoP for further detail on adult care and EHC plans.

The local authority may also choose to specify in section H2 other social care provision reasonably required by the child or young person, which is not linked to their learning difficulties or disabilities. This will enable the local authority to include in the EHC plan social care provision such as child in need or child protection plans, or provision meeting eligible needs set out in an adult care plan where it is unrelated to the SEN but appropriate to include in the EHC plan.

See paragraph 9.137 of the CoP onwards for details of duties on local authorities to maintain the social care provision in the EHC plan.

## **Section I - Educational Placement**

If the plan is in draft status, then this section should not be completed.

If the plan is final, then this section specifies 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).

**Section J - Resources provided by the local authority that are available as a personal budget**

This part of the plan sets out the funds that are available to you to take as a personal budget. There should be an opportunity for you to discuss whether you want a personal budget, and this would take place with the EHC Co-ordinator. You do not **have** to receive the funding as a personal budget, but you do have the right to request one.

Not all funding will be available as a personal budget; further information can be found on the Local Offer pages; please click [here](#).

In simple terms, Trafford have identified several funding streams that can be offered as a personal budget, instead of a set of services. Determining the amount of the personal budget is currently through three separate resource allocation systems, but we will be working over the next 12 months to try and simplify this process.

**The SEND Code of Practice (para 3.38) says:**  
 Young people and parents of children who have EHC plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding. Partners **must** set out in their joint commissioning arrangements their arrangements for agreeing Personal Budgets

So in this section, there is detailed information on any Personal Budget that will be used to secure provision in the EHC plan.

- It should set out the arrangements in relation to direct payments as required by education, health and social care regulations.
- The special educational needs and outcomes that are to be met by any direct payment must be specified.

<b>Funding Description</b>	<p>This will give a description of where the funding will come from. It will be clearly indicated whether the funding is from Education, Health or Social Care.</p> <p>There are four ways you can use a Personal Budget:</p> <ol style="list-style-type: none"> <li>1. Direct payments – where you receive money to buy and manage services yourself</li> <li>2. An arrangement where your local authority or education provider holds the money and</li> </ol>
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	<p>commissions the services included in the EHC plan as directed by you (these are sometimes called notional arrangements)</p> <ol style="list-style-type: none"> <li>3. Third-party arrangements – where you can choose someone else to manage the money on your behalf:</li> <li>4. A combination of the three ways above</li> </ol>
<b>Amount and Frequency</b>	The amount available will be recorded here, and how often this will be paid. This will only be the amount of resource available as a personal budget. It will not detail the cost of other services that may
<b>SEN Need and Outcome</b>	This part sets out the SEN Need and the outcome that this money will be used to meet.
<b>Has a personal Budget been requested?</b>	This indicates whether or not you have opted for a personal budget.

### Section K: Who discussed and helped with this plan

This section sets out the people who helped to put the plan together; provides an overview of the reports and sources of information that contributed to the overall plan; and lists the specific attachments that are with the plan.

The CoP states that the advice and information gathered during the EHC needs assessment **must** be set out in appendices to the EHC plan. There should be a list of this advice and information.

<b>Name and Role</b>	This will be a list of the main people that contributed to the plan. The parents and the young person should also be listed here if they have contributed to Section A - All about me.
<b>Type and Date of Involvement</b>	In this section, it should be recorded how the person has been involved, and particularly if they have provided a report. If they have provided a report, this should be attached as an Appendix. If verbal advice has been received, perhaps through attendance at a meeting, then this can also be recorded here.
<b>Report Attached</b>	Yes or no to indicate if a report is attached.
<b>Appendix Reference</b>	Which appendix the report is attached.

### Sign Off

This section simply shows who has agreed the final plan, and would typically be signed by the Local Authority Designated Officer. In most cases, this will be the EHC Co-ordinator. The sign off process will involve the plans going through a Quality Assurance process as well as approval of budgets. The date the plan was signed off is important as this will generate the review schedule.