

0-25 Coordinated Assessment and Education, Health and Care (EHC) Plan (Version 5 – October 2014)

Appendix 2 – Southampton Example EHC Plan - July 2014 *(Please note: This includes an example EHC plan from Southampton (for a 12 year old child). It follows the requirements for writing EHC plans as outlined in the July 2014 Code of Practice)*

STATUTORY EDUCATION, HEALTH & CARE PLAN

Example

Name	Anna Castle <i>(NB all names and background details have been changed in this example plan for anonymity)</i>
Address	3 Sunny Street, Southampton
Contact number	02380 xx xx xx
Date of Birth	8 th March 2002
Setting/School/College	Churchill Community School

Is this child/young person looked after?	No
Full Care Order, Interim Care Order or Section 20	N/A

Name of Parent/Carer who has parental responsibility	Ms Beverley Castle
Address	3 Sunny Street. Southampton
Contact Number	02380 xx xx xx
NHS number	NZ XX XX XX X
Paris number	XXXXXX
Unique pupil number	XXXXXXXX

Date EHCP Agreed	01/05/2014
Scheduled Review Date	31/04/2015
Version Number	1

(A) Views, Interests and Aspirations

Anna's story , including her views interests and aspirations:

Anna attends Churchill Community School. She transferred to secondary school in September 2012 from Riverside Primary School. Anna currently lives at home with her mother, her grandmother and her younger brother.

Anna has been known to Community Child Health Services since the age of 3 as "she was slow to achieve her developmental milestones and needed speech therapy, physiotherapy and Pre School educational input" (Reference: K4). She received services from Portage Home Visiting Service and she was provided a place at East Park Inclusive Early Years Nursery funded by SEN before she attended school. The Southampton Educational Psychology Service has been involved in supporting Anna and school staff throughout her time in school.

In discussion with the Educational Psychologist, Anna said that she would like help with reading, writing and singing. She would also like help with speaking more clearly and with having more friends at school. Anna mentioned that difficulties with other individuals at school can often negatively affect her feelings and experiences of school.

Anna wants her mother and aunt to be friends again and for the family to travel to Egypt, sit in the sun and dive in a pool. She is very concerned about her grandmother and that she should remain in good health. Anna's mum suffered a recent heart attack and she is now very concerned about her mother's health. Anna also reported that she does not want to have any further contact with her father as she does not like him and he can be argumentative with her mother when he visits the home. (Reference: K1,K2 and K6)

When asked about her aspirations, Anna reported that she would like to have a job working with animals and would like to have a family of her own. Anna loves to play with her dolls. (Reference: K5)

Medical advice reports that Anna was born at term after a normal pregnancy and delivery, and has generally been a healthy child. She developed epilepsy in the form of absence seizures at the age of 9. She takes regular medication which controls these, but may occasionally show 'blank' spells for a few seconds. Anna has always shown slow developmental progress. "The investigations for her developmental delay showed she has duplication on chromosome 15, which might be contributing to her developmental delay and learning difficulties" (Reference: K4). This is a genetic condition in which there is an extra copy of part of the genetic material that makes up one of the body's 23 pairs of chromosomes (microscopically small structures in the nucleus of the body's cells that carry genetic material). The duplication on chromosome 15 does not have any implications for her health.

Anna's behaviour at home has been difficult at times, particularly in relation to maintaining personal hygiene, but her mother reports this has improved over the past year. (Reference: K4).

Anna communicates by:

Anna is able to articulate herself verbally and can be very chatty, but she finds it hard to communicate her feelings and emotions.

Family story, including their views interests and aspirations:

Ms Beverley Castle (mother) explained in a face-to-face discussion with the Assessment Coordinator that her grandmother and aunt looked after Anna until she was 8 months old (as Ms Castle experienced difficulties after giving birth). Anna's mother and aunt experienced a period of time where they were not in contact (as they reportedly fell out over care for their mother). This upset Anna who wanted them to remain in contact. Since Ms Castle has been admitted to hospital, contact has been resumed again.

Although the Prevention Social Worker report states that there is regular weekly contact with Anna's father, Anna is not always happy when he visits the home. The report also states that Anna's paternal grandmother also visits at least once a week.

Anna's mother attended the local special school and she was unhappy there. She would not like Anna to attend a special school as she would be concerned that Anna would be bullied by other students with behavioural difficulties.

Anna's mother would like Anna to be able to read well and to be able to have a job when she leaves school.

She would also like Anna to have support for her social skills and help to enable her to behave well at home. It was also mentioned that the whole family would like Anna to sleep better.

How has Anna and her family participated in the development of this plan?

Ms Castle attended an initial meeting and final meeting and completed the One and Only Forms.

Anna completed One and Only one page profiles and discussed her views with the Educational Psychologist.

Both Anna and her family have had constant close contact and open communication links with school staff.

Support Network (family and friends)

At the present time, Anna is primarily supported by her mother and maternal grandmother.

(B) Strengths and Special Educational Needs

Please describe the needs that have been identified in the EHC Assessment (in priority order, where possible) in the following areas:

Communication and interaction

Strengths:

- Anna can be confident and chatty in a one-to-one situation.
- Anna can express her opinions, needs and wants to familiar adults.

Special Educational Needs:

Anna has ongoing speech and language needs that are further specified as follows:

- Anna's verbal abilities are delayed by approximately 2 years (*Reference: K5*). She needs to develop more confident and age-appropriate communication skills.
- Anna is less able to talk about topics that are not of interest or highly familiar to her. She needs to expand her use and understanding of vocabulary.
- Anna is not always able to understand complex words and struggles to follow instructions containing more than 2 steps. She needs to develop her understanding of complicated verbal information, such as multi-stage instructions or unfamiliar and complex words.
- Anna's communication tends to be on her terms, restricted to her interests and she will often wander off topic. She needs to develop her ability to engage in shared, sustained, give-and-take conversation.

<p>Social, emotional and mental health</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Anna is caring and considerate. • Anna has some friends at school (such as a young man who walks to school with her). • Anna has a warm and close relationship with her mother and grandmother. <p>Special Educational Needs:</p> <p>Anna is identified as having social skills and friendship needs that have been further specified as follows:</p> <ul style="list-style-type: none"> • Anna is able to work one-to-one with an adult and can participate in paired work with a chosen friend, however she struggles to focus and join in effectively in small or large group settings. She needs to learn to work effectively and cooperatively in larger groups. • Anna is reported to appear isolated at school (<i>Reference: K3</i>). She needs to develop the confidence and ability to make and sustain friendships. <p>Anna needs to develop more effective and socially appropriate, emotional coping skills.</p> <ul style="list-style-type: none"> • When Anna is angry, she has physical or verbal outbursts, particularly at home (<i>Reference: K1</i>). She needs to learn how to express and manage her emotions in appropriate ways. • Anna experiences frequent disagreements with her peers at school and sometimes runs off or becomes non-compliant (<i>Reference: K3</i>). She needs to learn how to resolve situations of disagreement or difficulty in more socially appropriate ways.
<p>Cognition and learning</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Anna is a polite and helpful young girl. • Anna always tries hard and is well behaved at school. • Anna can remain focussed in lessons and tries her best to listen to the teacher, even if other children are being disruptive. • Anna has good long-term memory skills. <p>Special Educational Needs:</p> <p>Anna has additional learning needs that have been further specified as follows:</p> <ul style="list-style-type: none"> • Anna finds it hard to hold, sequence or re-order information in her mind (she has weak working memory skills. <i>Reference: K5</i>). She needs to develop and strengthen this ability to help her make progress in literacy and numeracy. • Anna does not yet have functional reading, writing and numeracy skills and needs to develop these. She is currently working at National Curriculum level 1a, 1c and 1b respectively. • Anna’s verbal and non-verbal abilities are delayed by approximately 2 years (<i>Reference: K5</i>). She needs to learn how to use support strategies and technology to assist her with her memory and learning skills. • Anna needs to learn to use strategies for working things out, rather than making guesses with her learning. • Anna takes a long time to get her ideas onto paper and often struggles with this. She needs increased confidence, coordination and fluency in her writing and drawing skills.

Sensory and/or physical	<p>Strengths:</p> <ul style="list-style-type: none"> • Anna’s gross motor skills have not appeared to be a problem at secondary school. • Anna is good at dancing. • Anna’s hearing, size, weight and physical growth is normal. • Anna regularly wears her glasses at school. <p>Special Educational Needs:</p> <p>Anna has the following physical needs:</p> <ul style="list-style-type: none"> • Anna has long sightedness and irregularity of the lens in the left eye (bilateral hypermetropia and left astigmatism). She needs to wear glasses in order to correct her vision. • Anna is described as too trusting and vulnerable (<i>Reference: K1</i>). She needs to develop knowledge of how to keep herself safe. • Anna relies on her mother to make sure she has washed and brushed her teeth correctly. She needs to learn to take care of her personal hygiene needs independently.
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(C) Health Needs which relate to SEN

Please describe the needs that have been identified in the EHC Assessment (in priority order, where possible):
<ul style="list-style-type: none"> • Anna needs to wear her prescription glasses to improve and accommodate her vision due to long sightedness and irregularity of the lens in the left eye (bilateral hypermetropia and left astigmatism). • Anna needs to learn how to manage her own physical and sexual health, including her epilepsy.

(D) Social Care Needs which relate to SEN

Please describe the needs that have been identified in the EHC Assessment (in priority order, where possible):
<ul style="list-style-type: none"> • Anna needs to develop and maintain positive relationships with all members of her family

(E) Outcomes

Summary Table

Ref	Outcome	Provision to be provided by		
		Education	Health	Care
E1	Anna will be able to communicate and interact confidently in a range of situations so that she can engage positively and proactively with learning and social opportunities.	x		
E2	Anna will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.	x		
E3	Anna will master functional numeracy skills that will help her to be more independent in her daily life.	x		
E4	Anna will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.	x		
E5	Anna will be able to make friends and interact confidently with children and adults so she can build and sustain positive relationships throughout her life.	x		x
E6	Anna will be able to regulate and manage her emotions so that she can maintain good mental and emotional health.	x		x
E7	Anna will use strategies to avoid and resolve disagreements so that she is able to deal appropriately with the challenges and difficulties she may face.	x		x
E8	Anna will take responsibility for wearing and looking after her prescription glasses so that she can see and fully participate in everyday life.		x	
E9	Anna will be able to explain what epilepsy is, how this affects her and how she can manage this condition so she can stay healthy and safe.		x	
E10	Anna will have developed knowledge about her physical & sexual health so that she can stay healthy and safe.	x	x	
E11	Anna has positive relations within her family network.			x

Communication and Interaction: Outcomes and Provision

(E1) Outcome to be achieved by the end of secondary education	Anna will be able to communicate and interact in a range of situations so that she can engage positively and proactively with learning and social opportunities.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will understand and use at least 30 new words that are relevant to her developmental stage and experiences. • Anna will be able to describe and retell personal experiences to peers and adults. • Anna will take turns in a group activity with adult support. • Anna will respond to adult prompting to speak more slowly and clearly. 	
		By Whom
(F) Special Educational Provision	A weekly narrative group of at least 30 minutes delivered by a trained member of teaching staff.	Teacher/Teaching Assistant/Speech and Language School's Assistant
	Instructions that are simplified and chunked into manageable steps, visual cues and supports (e.g. pictures, task boards and gestures), additional prompts and checks of her understanding whilst she is engaged in every day school activities.	Members of school staff*
	A class environment with a minimum of one additional adult as well as the teacher to be present during whole class teaching sessions so that Anna can access one to one support when needed. Such staff will be trained in supporting young people with learning and communication needs.	Members of school staff*
	Once a term advice, monitoring and review.	Speech and Language Therapist

**for example: Senior Leadership Team, Teachers, Teaching Assistants and Lunchtime Support Assistants.*

Cognition and Learning: Outcomes and Provision

(E2) Outcome to be achieved by the end of secondary education	Anna will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will be able to consistently recognise at least 50 high frequency words in different texts and will be able to construct a simple 5 word sentence. • Anna will be secure in her letter-sound knowledge (phoneme-grapheme correspondence) for all the letters of the English language. • Anna will know where to start reading on a page. • Anna will be able to read with an adult using a paired reading approach. • Anna will be able to use ICT (tablet/laptop/pc) to support her reading and writing skills. • Anna will be able to write a string of letters or words that are consistently sized and have consistent spacing. 	

		By whom
(F) Special Educational Provision	Precision teaching sessions, at least 15 minutes long and at least 4 times a week. These will be planned, delivered and monitored by a trained member of teaching staff, focussing on the development and mastery of high frequency words and letter-sound recognition (phoneme/grapheme correspondence).	Members of school staff*
	Weekly paired reading sessions of at least 20 minutes with a trained tutor.	Members of school staff*
	All teaching staff supporting Anna will be trained to plan and differentiate learning tasks according to her developmental stage and needs. This will include: -allowing time for Anna to process information -providing information in manageable chunks -allowing opportunities for repetition and over learning -monitoring her progress.	Members of school staff*
	Annual assessment for and provision of appropriate ICT technologies to support her literacy skills.	Special Educational Needs Coordinator (SENCo) / Specialist technician
	A class environment with a minimum of one additional adult as well as the teacher to be present during whole class teaching sessions so that Anna can access one to one support when needed. Such staff will be trained in supporting young people with learning and communication needs.	Members of school staff*

**e.g. Senior Leadership Team, Teachers, Teaching Assistants and Lunchtime Support Assistants*

(E3) Outcome to be achieved by the end of secondary education	Anna will master functional numeracy skills that will help her to be more independent in her daily life.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will be able to recognise the value of common coins and notes. • Anna will be able to tell the time to the nearest half an hour, using an analogue and digital clock. • Anna will feel more confident in her numeracy skills and will be able to recognise the progress she has made. 	
		By whom
(F) Special Educational Provision	An individualised and differentiated programme of numeracy allowing for a minimum of 15 minutes each day. This will be planned and monitored by a qualified teacher.	Members of school staff*
	Half-termly sessions that focus on using and consolidating her numeracy skills in real life situations e.g. role playing shopping or following a new time schedule.	Members of school staff*
	Teaching staff supporting Anna's numeracy development will be trained in planning and differentiating learning tasks and opportunities according to her developmental stage and needs.	Members of school staff*
	Annual assessment will be undertaken to identify and understand the provision of appropriate ICT technologies needed to support the development of her numeracy skills.	SENCo / Specialist technician
	A class environment with a minimum of one additional adult as well as the teacher to be present during whole class teaching sessions so that Anna can access one to one support when needed. Such staff will be trained in supporting young people with learning and communication needs.	Members of school staff*

**e.g. Senior Leadership Team, Teachers, Teaching Assistants and Lunchtime Support Assistants*

(E4) Outcome to be achieved by the end of secondary education	Anna will be able to use strategies that develop her working memory so that she can retain information and manage the demands of further education.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will trial the use of at least 3 different strategies (e.g. contextual aids, checklists, association, visualisation or grouping) to support her working memory • Anna will use a range of methods for recording her work including dictation, mind-mapping and word-processing. 	
		By whom
(F) Special Educational Provision	An intervention programme of at least 8 sessions that explicitly introduces, models, teaches and rehearses memory strategies, delivered by a trained member of the teaching staff.	Members of school staff*
	Equipment and software to enable alternative methods of recording work (e.g. dictation machines or software, mind-mapping resources or software or word-processors).	SENCo / Specialist technician
	A class environment with a minimum of one additional adult as well as the teacher to be present during whole class teaching sessions so that Anna can access one to one support when needed. Such staff will be trained in supporting young people with learning and communication needs.	Members of school staff*

*e.g. Senior Leadership Team, Teachers, Teaching Assistants and Lunchtime Support Assistants

Social, Emotional and Mental Health: Outcomes and Provision

(E5) Outcome to be achieved by the end of secondary education	Anna will be able to make friends and interact confidently with children and adults so she can build and sustain positive relationships throughout her life.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will be able to identify at least 2 friends and will be able to describe at least 2 strategies for making new friends. • Anna will be able to identify at least 3 characteristics of healthy relationships and at least 3 characteristics of unhealthy relationships. • Anna will be able to identify a clear and effective strategy to use and follow if she is feeling bullied or upset about friendship issues. 	
		By whom
(F) Special Educational Provision	A weekly, structured and monitored social skills intervention, delivered by a trained practitioner who is able to help Anna identify her strengths.	Emotional Literacy Support Assistant (ELSA) / Teachers / Teaching Assistant
	An identified, adult mentor who will be available throughout the school day to talk to Anna about any problems and identify positive strategies around friendship issues.	ELSA / School Counsellor / *Members of school staff
	A minimum of one daily opportunity to carry out a specific and appropriate role and responsibility within the school.	Head of Year / Teachers / Teaching Assistants

(H2) Care Provision	Provision of voluntary and community activities as outlined in the Local Offer.	Prevention Social Worker/ Abuzz Short Breaks
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**e.g. Senior Leadership Team, Teachers, Teaching Assistants and Lunchtime Support Assistants*

(E6) Outcome to be achieved by the end of secondary education	Anna will be able to regulate and manage her emotions so that she can maintain good mental and emotional health.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will be able to use a feelings fan (or another suitable method) for identifying and sharing how she is currently feeling. • Anna will be able to appropriately describe how others are likely to be feeling when presented with visual and written information clearly linked to different emotions. • Anna will have and use a personal 'emotional first aid kit'. This may include pictures, music, quotes, familiar objects, favourite scents or identified strategies (e.g. mindfulness or relaxation techniques) that help to restore her sense of personal well-being. 	
		By whom
(F) Special Educational Provision	An emotional literacy curriculum or intervention, delivered once a week for at least 30 minutes, by a trained member of staff which focuses on the identification and management of emotions and teaches Anna how to share and manage her emotions in helpful ways.	ELSA / Members of school staff*
	An Emotional Literacy Support Assistant (ELSA) / school counsellor / key adult mentor who will be able to talk to Anna at least weekly (if required by Anna).	ELSA / School Counsellor / Members of school staff*
(H2) Care Provision	A 10 week intervention programme provided by a Jigsaw Social Worker, to provide a minimum of 30 mins of support each week to support family members to implement Anna's 'emotional first aid kit' in the family home.	Jigsaw Social Worker

**e.g. Senior Leadership Team, Teachers, Teaching Assistants and Lunchtime Support Assistants*

(E7) Outcome to be achieved by the end of secondary education	Anna will use strategies to avoid and resolve disagreements so that she is able to deal appropriately with the challenges and difficulties she may face.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will be able to explain the meaning of the word compromise. • Anna will be able to describe at least 2 triggers of her negative behaviours. • Anna will be able to explore and practise different approaches for resolving disagreements and conflict. 	
		By whom
(F) Special Educational Provision	ELSA / SENCo to provide four examples of effective ways of coping with stress, negativity or challenge and key members of the school team to provide daily opportunities to explore and rehearse these strategies.	SENCo / ELSA
	ELSA / school counsellor / key adult mentor who will be able to talk to Anna at least weekly (if required by Anna).	ELSA / School Counsellor / Members of school staff*

(H2) Care Provision	A 10 week intervention programme provided by a Jigsaw Social Worker, to provide a minimum of 30 mins of support each week and enable Anna to practise different approaches for resolving disagreements and conflict at home.	Jigsaw Social Worker
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*e.g. Senior Leadership Team, Teachers, Teaching Assistants and Lunchtime Support Assistants

Sensory and/or Physical: Outcomes and Provision

(E8) Outcome to be achieved by the end of secondary education	Anna will take responsibility for wearing and looking after her prescription glasses so that she can see and fully participate in everyday life.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will attend her annual eye test. • Anna will wear her glasses throughout her waking day. • Anna will look after her glasses appropriately. 	
(G) Health Provision		By whom
Assessment and monitoring of Anna's vision at least annually.		Optician
Updating of Anna's prescription, as appropriate.		Optician
Adult prompting throughout Anna's waking day to wear her glasses.		Members of school staff*/ Parents
Daily advice and support from Anna's parents to encourage cleaning and safekeeping of Anna's glasses.		Parents

(E9) Outcome to be achieved by the end of secondary education	Anna will be able to explain what epilepsy is, how this affects her and how she can manage this condition so she can stay healthy and safe.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will take her medication at the times that have been prescribed. • Anna will understand why she needs to take medication and how often she needs to take it. 	
(G) Health Provision		By whom
A key adult to talk to Anna about epilepsy so she can learn more about it and ask questions, at least twice during the year.		Paediatrician / Specialist Epilepsy nurse
Attendance at Paediatric appointments and monitoring of Anna's epilepsy – at least once a year.		Anna/Parents/ Paediatrician
The prescription of appropriate medication for Anna's epilepsy that is reviewed and updated as appropriate.		GP / Paediatrician

Health Outcomes and Provision

E10) Outcome to be achieved by the end of secondary education	Anna will have developed knowledge about her physical & sexual health so that she can stay healthy and safe.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will remain registered with a GP and be aware of how to obtain advice about her health • Anna will attend dental appointments and routine check-ups and follow any advice given in relation to dental care and hygiene. • Anna will access school health services for preventative health care, including routine immunisations. • Anna will understand menstruation and be able to take care of herself during her menstrual cycle. 	
(G) Health Provision		By whom
Registration with GP practice.		Anna and parent
Registration with general dental practitioner and attendance at regular check-ups.		Anna and parent
School nursing services as set out in the child health promotion programme. This will include a school nursing services contribution to Anna's Personal, Social and Health Education (PSHE) curriculum to promote Anna's ability to manage her menstruation and maintain her sexual health and safety.		School Nurse
School nursing service contribution to PSHE within school curriculum.		School Nurse
(F) Special Educational Provision		
A trained adult to support Anna to access school nursing activities as set out in the child health promotion programme.		Members of school staff*
Monthly advice and support from Anna's parents and school staff to enable Anna to take care of herself during her menstrual cycle.		Members of school staff*/ Parents

*e.g. Senior Leadership Team, Teachers, Teaching Assistants and Lunchtime Support Assistants

Social Care Outcomes and Provision

(E11) Outcome to be achieved by the end of secondary education	Anna has positive relations within her family network.	
Over the next 12 months	<ul style="list-style-type: none"> • Anna will be able to discuss feelings and concerns about family relationships. • Anna feels less anxious about her mother's and grandmother's health. 	
*(H1) Care Provision - No provision required		
(H2) Care Provision		By whom
An adult with whom Anna can discuss feelings and concerns about her family relationships on a weekly basis (if required by Anna). This adult will be trained in dealing with issues of safeguarding and family separations.		Prevention Social worker

*Social Care provision under S2 of Chronically Sick and Disabled Persons Act 1970

Arrangements for Review

The lead professional responsible for convening the review of this plan will be:	SENCo at Churchill Community School
Contact details:	02380 xx xx xx x.xxxxx@churchillschool.co.uk
Frequency of Review	<p>This EHC Plan will be reviewed on an annual basis.</p> <p>Progress towards the specified outcomes will be planned for and tracked in the intervening months through the setting and monitoring of clearly specified and achievable short-term targets by:</p> <ul style="list-style-type: none"> • Staff at Churchill Community School • Social Worker from the Jigsaw Team <p>These short-term targets will be shared with and understood by Anna and appended to her plan so that any regular progress monitoring is considered in light of the longer term outcomes and aspirations she wishes to achieve.</p>
People to be involved in the review:	<ul style="list-style-type: none"> • Anna Castle and Beverley Castle • SENCo, Churchill Community School • Community Paediatrician • Specialist Education Psychologist • Jigsaw Social Worker • Outreach teacher for Learning Difficulties, Churchill Community School

Next Key Transition Points

Key Transition	Date
<ul style="list-style-type: none"> • Transition from key stage 3 to 4 	2014/15
<ul style="list-style-type: none"> • Year 9 Transition Review 	December 2016
<ul style="list-style-type: none"> • Leaving secondary education 	July 2018

(I) Placement Details

Education Placement	Churchill Community School (mainstream secondary)
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(J) Personal Budget - Including arrangements for Direct Payments

This section provides information on any Personal Budget that will be used to secure provision in the EHC Plan and to meet the outcomes detailed in the plan

Have the family made a request for a Personal Budget?	No
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Personal Budget Details			
Source (Where is the funding for the Personal Budget coming from? Education, Health, Social Care or a mixture?)	Type (How will the PB be managed? As a direct payment, a notional arrangement, 3 rd party arrangement or a mixture?)	Amount (£) (What is the Personal Budget amount?)	Goods & services to be secured and outcomes to be met (How will the Personal Budget be used? What will it be used to purchase and which outcomes detailed in the EHC Plan will the Personal Budget contribute to?)

(K) Contributors to the Education, Health and Care Plan and Advice and Information

Name	Title	How did they contribute?	Report Attached? (inc date of report)	Report Reference
Anna Castle	Young person	Completed One and Only form Discussion with EP and school staff	Yes: 09.10.2013	K2
Ms Beverley Castle	Mother	One & Only Form & Attended Meetings	Yes: 09.10.2013	K1
Jane Foote	Assessment Coordinator	Attended Meetings	No	
Hannah Spencer	SENCo, Churchill Community School	Assessment Team & Attended Meetings	No	
Henry Fisher	Inclusion Manger, Riverside Primary	Initial Request & Attended Meetings	Yes: 30.04.2013	K3
Dr Lisa Elkin	Community Paediatrician	Provided Report	Yes: 20.09.2013	K4
Dr Annabel Brown	Specialist Educational Psychologist	Provided Report	Yes: 16.10.2013	K5
Leslie Mustard	Prevention Social Worker	Provided Report	Yes: 16.10.2013	K6
Linda Ebony	Outreach Teacher for Learning Difficulties	Report. Attended final meeting	Yes: 01.05.2013	K8

Date of proposed plan	Date of final plan
31/03/2014	01/05/2014
Signature on behalf of SCC 1	Signature on behalf of SCC 2
Signature on behalf of CCG	Signature on behalf of NHS England