



ISLINGTON

NHS

Islington

Clinical Commissioning Group

's Plan

Education, Health and Care Plan

(Having your picture on the front of your plan is optional.

You could also choose a picture of something that interests you).

This plan has been put together to help me to progress towards the things that are important to me now and for my long term future.

The information in this plan is confidential but I am happy for all or parts of the plan to be shared with the people that need to know the information to help me.

Date Plan Starts

SECTION A – Profile

Me	
First name	
Surname	
Address	
Date of birth	
Gender	
Telephone	<i>home</i>
	<i>mobile</i>
E mail address	
Ethnicity	
Home language	
My parent / carer etc.	
First name	
Surname	
Address <i>(if different from above)</i>	
Telephone	<i>home</i>
	<i>mobile</i>
E mail address	
My parent / carer etc.	
First name	
Surname	
Address <i>(if different from above)</i>	
Telephone	<i>home</i>
	<i>mobile</i>
E mail address	

The following profile sets out the views of <child / young person's name> and <parent / carer / guardian>. Where the views are specifically those of another person they are shown in "quotation marks".

Indicate with a cross those that apply:

- the child / young person has led without parental input
- the child / young person has led jointly with parents
- the child / young person has contributed directly, e.g. in conversation with professional/parent or via email, verbally, with sign language or other communication method
- the child / young person has contributed through the interpretation of people who know them well

1. My One Page Profile

My name is

A current photo of the child / young person

What's important to me...

- A bullet point list of what really matters to the person - from their perspective where possible even if others disagree
- Important routines

I like...

- A bullet point list of what the person likes
- Favourite foods, toys, TV programmes
- Activities and when they do them
- People they admire
- Sports teams

I do not like...

- A bullet point list of what the person does not like from their perspective

What people like and admire about me...

- A bullet point list of the positive qualities, strengths and talent
- A child may find it difficult to identify these things. Use feedback from previous assessments, or ask a range of people that know the child well including family, friends, staff working with the person

How best to support me...

- A list of how to support the person
- What is helpful and what is not
- What people need to know and what people need to do

Notes:

- *Some of the information for Part A Pupil Profile will already be in the eCAF. This should be used to complete a draft of the profile before you meet the person and their family.*
- *Tips on writing one page profiles can be found at:*
- *<http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/one-page-profiles.aspx>*
- *The one page profile must fit onto one page. It should be a brief summary of the other pages in the pupil profile. The size of the boxes and the size of the text can be changed to make text fit.*

2. What I am good at and my achievements

- Further information about the person that builds upon their one page profile.
- This page of the profile can be organised in other ways or use other headings as long as the text covers the same information.

3. People important to me

Family	Friends
Who is in the child/young person's family, how often they see them, how do they feel about them, what they do together.	Who are the child/young person's friends, how often they see them, how do they feel about them, what they do together.
School and other support workers	Others
Who works with the child/young person, when do they see them, how do they feel about them, what they do together.	

4. When I am...<Delete this box if not required>

- When I am happy I...
- When I am upset I ...
- When I am angry I ...
- etc.

5. How I communicate and make decisions and how you can support me to do so <Delete this box if not required>

- A summary or list describing the person's ability to communicate with others.
- The person's preferred method of communication, their ability to hear, follow instructions and make their needs and wishes known to others.
- You can help me to communicate by...
- The areas the person is able to make a decision about for themselves
- The areas where decisions need to be made by other people

6. My history

A summary of the person's story from the child and family's perspective

Written as bullet points or short paragraphs

Helps to prevent the family having to repeat their story

Can include:

- the birth story
- where the person has lived
- significant events
- education history
- health history

7. My dreams and aspirations for the future

The child / young person's own dreams and aspirations. May relate to play, health, education, independence, friendships, relationships, further education and future plans including employment, independent living (where practical).

The family's aspirations and dreams for the child / young person. This may use the same areas listed above.

SECTION B – Special Educational Needs

Overall summary of strengths and difficulties

Cognition and learning

-
-
-
-

Communication and interaction

-
-
-
-

Social, emotional and mental health

-
-
-

Sensory and / or physical

-
-
-

The impact of these difficulties and the implications for learning and development

-
-
-

SECTION C – Health Needs

Summary of strengths and difficulties

The impact of these difficulties on the child / young person and family

C1 Which relates to the child / young person's SEN

- This is a summary of the areas of difficulty identified through the EHC needs assessment which relate to the person's SEN. Health care needs, such as routine dental health needs, are unlikely to be related.

- This is a summary of how the areas of difficulty impact on their education.

C2 Other Health needs

- 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 (e.g. a long term condition which might need management in a special educational setting).

- This is a summary of how the areas of difficulty impact on their lives outside of education. This can include their impact on both the child and the family.

SECTION D – Social Care Needs

Summary of strengths and difficulties

The impact of these difficulties on the child / young person and family

D1 Which relates to the child / young person's SEN

- A summary of any social care needs identified through the EHC needs assessment which relate to the 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.

- This is a summary of how the areas of difficulty impact on their education.

D2 Other Social Care needs

- The local authority may also choose to specify other social care needs which are not linked to the person's SEN. This could include reference to any child in need or child protection plan.

- This is a summary of how the areas of difficulty impact on their lives outside of education. This can include their impact on both the child and the family.

SECTION E – Goals and Outcomes

Priority	<p>Medium Term goals / outcomes for Education, Health and Care (to the end of the next Key Stage)</p> <p><i>Shorter term goals/ outcomes will be included in my EHCP Support Plan (Appendix A), which will be reviewed and monitored at least annually.</i></p>
1.	<p>The goals to be achieved by the end of the next phase of education.</p> <p>They can include goals related to education, health, social care or any aspect of the person's life.</p> <p>They should reflect what really matters to the person.</p> <p>They should be listed in priority order - from their perspective (where possible) even if others disagree</p> <p>The goals will be used to help write SMART short term goals on the EHCP Support Plan in Appendix A. e.g.</p> <p>To develop...so that I will be able to</p> <ul style="list-style-type: none"> • Jump • Count etc.
2.	<p>To develop...so that I will be able to</p> <ul style="list-style-type: none"> • Jump • Count etc.
3.	<p>To develop...so that I will be able to</p> <ul style="list-style-type: none"> • Jump • Count etc.
4.	<p>To develop...so that I will be able to</p> <ul style="list-style-type: none"> • Jump • Count etc.
5.	<p>To develop...so that I will be able to</p> <ul style="list-style-type: none"> • Jump • Count etc.
6.	<p>To develop...so that I will be able to</p> <ul style="list-style-type: none"> • Jump • Count etc.
7.	<p>To develop...so that I will be able to</p> <ul style="list-style-type: none"> • Jump • Count etc.
8.	<p>To develop...so that I will be able to</p> <ul style="list-style-type: none"> • Jump • Count etc.

SECTION F – Special Education Provision

Provision

The Provider to designate a key person, with responsibility for organising, implementing and monitoring this EHCP.

The school may seek further advice from the Educational Psychology Service if required.

Outcome 1 – XXX

-
-

Outcome 2 – XXX

-
-

etc.

Resources

This provision will be made from the school's devolved and delegated budget.

<Or below to be used for mainstream schools where Top Up funding is agreed; otherwise delete> This provision will be supported by Top Up funding from Islington Council of £xxxx/year. This is *in addition to* all the resources available to support pupils with additional needs already in the school's budget:

This funding will be reviewed annually.

SECTION G – Health Provision

Provision

Outcome 3 – XXX

-
-

Outcome 4 – XXX

-
-

Resources

From provision normally commissioned by the Islington Clinical Commissioning Group (CCG). *<amend if necessary>*

SECTION H1 – Social Care Provision

Provision

Outcome 5 – XXX

-
-

Outcome 6 – XXX

-
-

Resources

From provision normally commissioned by Islington Council. *<amend if necessary>*

SECTION H2 – Social Care Provision

Provision

Outcome 7 – XXX

-
-

Outcome 8 – XXX

-
-

Resources

From provision normally commissioned by Islington Council. *<amend if necessary>*

SECTION I – Placement

Name of provision	Nursery / School / College/ Training Provider
Address	
Type of Provision	<Choose one of the following> Maintained nursery school, maintained school, academy, free school (mainstream or special) non-maintained special school, further education or sixth form college, independent school or independent specialist college.

SECTION J – Personal Budget

Agency	Resources available as a personal budget	Conditions for use (e.g. period of time and how flexible it is)	Related SEN goals / outcomes From Section B and E
School / Further Education Provider			
Education Local Authority			
Health Clinical Commissioning Group			
Social Care Local Authority			

SECTION K – Information and advice

The following reports, evidence and advice were taken into account when writing this EHCP and are available as appendices to this plan.

Type of advice	Provided by	Role	Date

SECTION L – Agreement

Agreement on behalf of the Local Authority

Name and Title	Signature	Date

SECTION M – Legal Status of this EHCP

The following parts of this plan can be updated with the consent of the person, parent and the Team Around the Child:

- Section A – Contact Details and Profile
- Appendix A EHCP Support Plan (short term goals; how progress and success will be measured; by whom and when, resources needed and who provides them; the arrangements for implementing the support plan; how the personal budget used to help deliver the plan; a risk assessment.)

All other parts of the plan can only be changed with consent of the Local Authority.