**Education, Health and Care Plan**

**Annual Review Professional Advice Form**

|  |  |
| --- | --- |
| **Section A:** | |
| **Details of child or young person** | |
| **Name** |  |
| **Date of birth** |  |
| **Address** |  |
| **Current placement** |  |
| **Details of person providing advice** | |
| **Name** |  |
| **Designation** |  |
| **Profession** |  |
| **Place of work or agency** |  |
| **Phone** |  |
| **Email** |  |
| **Date of first involvement** |  |
| **Date of most recent assessment** |  |
| **Date of most recent review** |  |
| **Section A: Background of child or young person** | |
| **Include history of service involvement (include sources of information, information regarding interventions, details of assessments and progress reviews).** | |
|  | |
| **A: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below:** | |
|  | |

|  |
| --- |
| **Section B: Child or young person’s education and development, personal strengths and special educational needs under the respective headings below, in priority of need order (Please note this is mandatory for all educational professionals)** |
| **B: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below, quoting advice sources for this evidence.** |
|  |
| **Primary area of special educational need:** C&I/ C&L/ SEMH/ P&S (highlight or number as appropriate)  **Secondary area of special educational need:** C&I/ C&L/ SEMH/ P&S (highlight or number as appropriate) |
| **Please identify, from the evidence of your involvement shared above, any strengths (areas/level of development/assessment that the child/young person has achieved/ can do) and special educational needs (areas/tasks/skills that the young person is not yet able to do, and needs to develop further) in one or more SEND area. Aim to quantify these, so that the task, skill, knowledge or need is clear.** |
| **Communication and Interaction**  *Include: receptive (understanding) and expressive (spoken) language skills; speech articulation skills; fluency of speech; willingness to communicate; contextual language difficulties; vocabulary; comprehension; language structure; and social communication skills.*  *E.g.,*  *Strength: X can use three key words to respond to a question, and can understand instructions at two key word level.*  *Need: In the absence of picture prompts, X has difficulty understanding instructions of three key word level and above.* |
| Strengths:  Needs: |
| **Cognition and Learning**  *Include: reasoning; organisational and problem-solving skills; educational attainment – literacy, numeracy and other curriculum areas. Consider approaches and attitudes to learning, with reference to the child’s functioning in a range of contexts (e.g., in the classroom, in the playground, in the community, in the home). Discuss factors such as: concentration span; auditory and visual processing; memory; processing speed; self-image of abilities, task confidence; independence; motivation; feedback responses; perception of progress etc.*  *E.g.,*  *Strength: X can calculate and solve KS2 number problems using all four number operations, + - x ÷ using concrete resources.*  *Need: X struggles to understand, explain and apply knowledge of number operations, (+ - x ÷) to solve KS2 word problems.* |
| Strengths:  Needs: |
| **Social, Emotional and Mental Health**  *Include:* ***School, home, community and online contexts,*** *and state whether information is observed or reported;*  ***Emotional development and mental health*** *including attachment needs responses, ability to understand, express and manage emotions;* ***Behaviour****, include positive aspects of behaviour, as well as those that interfere with engagement in education, and require adjustments to school behaviour policy;*  ***Contexts,*** *in which behaviour is seen (in class, at break, at home, in the community and online) and state whether information is reported or observed.*  *Link to actual or possible underlying causes of withdrawn, isolated, challenging, disruptive or disturbing behaviour. Causes which may be considered include: an underlying general or specific learning or communication difficulty; mental health difficulties such as anxiety, depression, self-harm, substance misuse, an eating disorder or physical symptoms that are medically unexplained; disorders such as attention deficit hyperactivity disorder or attachment disorder; housing, family or other domestic circumstances; bullying or bereavement.*  *E.g.,*  *Strength: X can engage in teacher led learning, if given a choice of activities, and if motivated by personalised incentives related to effort.*  *Need: X struggles to engage with peers in unstructured situations, due to severe social anxiety, and responds with physical actions towards others if any negative feedback is received./ X has difficulty in engaging in teacher led learning, due to a fear of making mistakes.* |
| Strengths:  Needs: |
| **Sensory and/ or Physical**  ***Include:*** *physical abilities, physical barriers to education and mobility, including VI/HI; sensory seeking or avoidant behaviour; fine / gross motor or spatial difficulties; self-regulation needs linked to physical or sensory needs, or diagnoses such as ADHD, ODD, or OCD.*  *E.g.,*  *Strength: X can put on clothes independently in the absence of fastenings, but can pull up zips once started off.*  *Need: X finds it hard to do up fastenings independently, such as jewellery, zips, buttons and hooks and eyes.* |
| Strengths:  Needs: |

|  |
| --- |
| **Section B (Continued): Preparing for Adulthood (PfA) strengths and needs**  PfA planning should start in the early years, and is mandatory from Year 9. Please indicate under each area of PfA, the **PfA strengths** (skills and knowledge already achieved), and **PfA needs** (skills and knowledge that need to be developed, in order to succeed in the future). Some PfA needs may link with some or all of the four areas of the areas of the SEND Code of Practice, and some may link to health/social care needs (C&D). Refer to guidance in ‘***Wokingham PfA outcomes by area of need – all ages’***, found on the learning hub. |
| **B: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below, quoting advice sources for this evidence.** |
|  |
| **Employability/Education:**  *Depending on age and stage of the child or young person, list the skills and knowledge beneficial to knowing aspirations and achieving education outcomes of their choice.*  *E.g.,*  *Strength: X can participate in cooking, cleaning and service-related tasks in the school’s café, with adult prompts.*  *Need: X has difficulty engaging in subjects not of his own choosing; X struggles to talk about future aspirations and career goals.* |
| Strengths:  Needs: |
| **Independent Living Skills:**  *Depending on age and stage of the child or young person, list the skills and knowledge beneficial to achieving independence, both in terms of practical skills, independent travel/living, understanding daily life skills and understanding the world around them.*  *E.g.,*  *Strength: X is able to follow a sequence of task instructions in order, using photo prompts, such as a numbered recipe card.*  *Need: X has difficulty crossing the road safely, due to self-regulation difficulties, and in the absence of adult support he walks too close to the kerb, or steps out in front of traffic; he has difficulty observing others’ personal space when walking.* |
| Strengths:  Needs: |
| **Community Participation:**  *Depending on age and stage of the child or young person, list the skills and knowledge beneficial in achieving full status as a member of the community. This will include: developing friendships; being able to stay safe; accessing community facilities, activities and resources; understanding social norms and relationships; making informed and positive choices about how to spend free time; and building resilience to support emotional wellbeing.* |
| Strengths:  Needs: |
| **Health:**  *Depending on age and stage, list the skills and knowledge beneficial to understanding the concept of being healthy, including: the benefits of exercise and making healthy food choices; understanding the need for regular dental/vision/hearing checks to maintain good health; understanding information in sex education and sexual health; understanding risks associated with drugs and alcohol; and being able to apply this information into actions to keep well and safe in school, at home, in the community and online.* |
| Strengths:  Needs: |

|  |
| --- |
| **Section C: Child or young person's health, personal strengths and needs**  **(Please note this is mandatory for all health professionals)** |
| **C: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below, quoting advice sources for this evidence.** |
|  |
| Please provide current information held by you on strengths and areas of difficulty (needs) in relation to: hearing; vision; physical health; mobility, posture and hand function; continence; self-care; speech, language and communication; social communication; behaviour and emotional health.  This health advice may include information on:  • A medical condition which is likely to affect future learning ability  • Medical treatment which is likely to affect the future learning ability  • Mental health conditions, which may impact on emotional, and general health and wellbeing  • Any problematic health scenarios that the child or young person might experience, including signposting to individual emergency health care plans, which should be followed across all settings.  *E.g.,*  *Strength: X can express needs and wants using noun and verb phrases, such as ‘want drink’, but has difficulty constructing sentences.*  *Need: X persistently drools saliva, has difficulty swallowing food, and can choke or cough while eating, due to Dysphagia* |
| Strengths:  Needs: |

|  |
| --- |
| **Section D: Child or young person at home and in the community – personal strengths and needs (Please note this is mandatory for all social care professionals)** |
| Include social care advice and information from or on behalf of the local authority, including, if appropriate, children in need, or child protection assessments, information from a looked after child’s care plan, or adult social care assessments for young people over 18. In some cases, a child or young person may already have a statutory child in need or child protection plan, or an adult social care plan, from which information should be drawn for the EHC needs assessment.  When referencing information contained within the Care Plan, only information relevant to meeting the child’s SEN should be included in the EHC plan. If in doubt, SEN professionals should discuss this with the social worker and, where appropriate, the child and their carers. Social care advice should include any information relating to the welfare of the child or young person, or his/ her social circumstances, where these have relevance to functioning within education, home and the community.  The advice should:  • Indicate any social care needs which have been identified for with the child or young person.  • In section H, clearly indicate the outcomes for the child or young person, which require social care support and provision, and any strategies which have already been put in place.  • Be written in a straightforward jargon-free fashion, that is clear to parents as well as other professionals.  • Outline transition plans for assessment of children before aged 18, to determine eligibility of transfer from children’s services to adult social care services.  Where there has not been recent significant active involvement, social workers should include advice which is still relevant, such as:  • A written statement of any known current social care needs and desired outcomes relating to these needs.  • Details of targeted or universal social care provision required by the child or young person  • Transition plans for a young person with SEN or disabilities due to turn 18, regardless of whether they have been receiving services from children’s social care, including signposting to universal provision via the local offer.  *E.g.,*  *Strength: X can ask for things using please and thank you, and exchange money in shops when supported by her PA in the community.*  *Need: X engages in physical behaviour such as hitting, kicking and snatching items from family members, often triggered by difficulties with turn-taking, and sharing.* |
| **D: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below, quoting advice sources for this evidence.** |
|  |
| Strengths:  Needs: |

|  |
| --- |
| **Section E: Outcomes and steps towards outcomes with reference to Preparing for Adulthood (PfA)**  Refer to guidance in ‘***Wokingham PfA outcomes by area of need – all ages’***, located in the learning hub |
| **E: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below, quoting advice sources for this evidence.** |
|  |
| Please ensure that all identified needs have a corresponding outcome that spans a Key Stage or Phase of education.  Please identify outcomes for the child/young person, where:  • An outcome can be defined as the benefit or difference made to an individual as a result of an intervention – often identifying what they will be able to do after the intervention that they could not do before  • Outcomes need to be SMART - specific, measurable, achievable, realistic and time-related.  • Outcomes will usually set out what will be achieved by the end of a phase or stage of education in order to enable the child/young person to progress successfully to the next phase, or stage of educational development.  • Steps towards outcomes, or short term targets, will be written by education settings on termly reviewed Individual Education Plans (IEPs), and not on EHCPs, and these outline the steps for achieving long-term EHCP outcomes. |
| **Outcomes and steps towards meeting outcomes**  **N.B. there is no requirement to fill in 5 outcomes, only use as many as necessary. From Year 9 onwards, outcomes identified must specify links to one or more areas of the PfA framework.** |
| Outcome 1:  Steps towards outcome 1: |
| Outcome 2:  Steps towards outcome 2: |
| Outcome 3:  Steps towards outcome 3: |
| Outcome 4:  Steps towards outcome 4: |
| Outcome 5:  Steps towards outcome 5: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section F: Educational Provision**  **(Please note this is mandatory for education professionals – linked to outcomes in Section E)** | | | | | |
| **F: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below, quoting advice sources for this evidence.** | | | | | |
|  | | | | | |
| Whilst you are likely to include and specify educational provision linked to broad outcome areas, such as ‘engagement in learning’, ‘functional literacy’, ‘functional maths’, ‘co-operative social interaction’, ‘self-regulation’, and ‘independent travel’, also indicate provision arrangements linked to targets (steps towards outcomes). Targets will be written by education settings on IEPs, and reviewed termly, but also submitted as evidence of progress towards EHCP outcomes, for monitoring at EHCP annual reviews.  For all outcomes, please give details of the Special Educational Provision/Health and Social Care provision (intervention, support) required by the child or young person, and of the monitoring arrangements. It is vitally important that the provision is specified and quantified. What is the precise intervention? Who delivers it? Do educational setting staff deliver this provision or practise skills between professional visits? For how long do interventions last? Frequency? When is the intervention reviewed? By whom? | | | | | |
| **Outcome**  **Number**  **(section E)** | Who delivered the provision? | What interventions were undertaken? | How often, for how long and over what time? | How has the intervention been reviewed or evaluated? | What were the outcomes for the child or young person? |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

|  |
| --- |
| **Section G: Health Provision**  **(Please note this is mandatory for health professionals and should be linked to outcomes in section E)** |
| **G: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below, quoting advice sources for this evidence.** |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outcome**  **Number**  **(health in section E)** | Who delivered the provision? | What health interventions were undertaken? | How often, for how long and over what time? | How has the intervention been reviewed or evaluated? | What were the outcomes for the child or young person? |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

|  |
| --- |
| **Section H: Social Care Provision**  **(This is mandatory for social care professionals and should be linked to social care provision in section E)** |
| **H1: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below, quoting advice sources for this evidence.** |
| H1: Refer to any provision made by social care for the child/young person in relation to their disability (through personal budget where applicable). Social Care provision must be made for a child/young person under 18 resulting from section 2 of the Chronically Sick & Disabled Persons Act 1970. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outcome**  **Number**  **(social care only section E)** | Who delivered the social care provision? | What social care provision was undertaken? | How often, for how long and over what time? | How has the social care support been reviewed or evaluated? | What were the outcomes for the child or young person? |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

|  |
| --- |
| **H2: Have there been any significant changes since the last review? Yes/ No (highlight)**  **If yes, please detail significant changes in the box below, quoting advice sources for this evidence.** |
| H2: Refer to any support being made by social care. Include details of needs relating to LAC status / CIN/ CPP/ TAC/ YOS if appropriate. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outcome**  **Number**  **(social care only section E)** | Who delivered the social care provision? | What social care provision was undertaken? | How often, for how long and over what time? | How has the social care support been reviewed or evaluated? | What were the outcomes for the child or young person? |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

**Please make sure your Advice and Information is signed and dated.**

|  |  |
| --- | --- |
| **Signed** |  |
| **Designation** |  |
| **Date** |  |

**N.B. for an Early Years setting, School or Post-16 setting, the signature of the Manager, Head Teacher or Principal is required.**