

Child's name:

[name]

Date of birth:

XX/XX/XX

Education, Health and Care Plan



A

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This section is left blank in a new EHC plan and completed when the EHC plan is amended

Record of amendments	
Detail	Date
Original EHC plan	xxxxxxxxxxxxxx
Amended EHC Plan (A1) <i>This will include the reason for the amendment</i>	xxxxxxxxxxxxxx
Amended EHC Plan (A2) <i>This will include the reason for the amendment</i>	xxxxxxxxxxxxxx

STATUTORY EDUCATION, HEALTH & CARE PLAN

PERSONAL DETAILS

The following amended Education, Health & Care (EHC) Plan, issued in place of the original EHC Plan is made on [date] by Torbay Council ('the education authority') in respect of Christopher whose particulars are set out below. The EHC Plan addresses duties set out in Sections 36 – 50 of the Children and Families Act 2, the Children & Families Act 2014.

Name	
Date of Birth	
Gender	
Home Address	
Contact Number	
Email address	
Ethnicity	
Home Language	

Name of Parent/Carer	
Relationship to child	
Address if different from above	
Is the child Looked After	YES / NO
Type of Care Order	
Who holds parental responsibility	
Contact Number	

NHS Number	
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PARIS Number	
UPN Number	

Section:	(Section K) Advice and Information gathered during the EHC needs assessment
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APPENDIX H: Advice Obtained by the Authority since the last assessment of the child's special educational needs.

Appendix H is not included in a new EHC plan and is completed as appropriate when the EHC plan is amended

Please name everyone who has contributed to this amendment of the EHC Plan.			
Name and Title	Address and Contact Details	Contribution i.e. report, at a meeting, phone call	Report Attached (inc date of report)
Young Person	<i>Address and Contact Details</i>	Views of the Young Person through the One Page Profile (example- Appendix H- AR 7) <i>Name of report</i>	<i>Date of report</i>
Parent	<i>Address and Contact Details</i>	Attended Annual Review Meeting (Appendix H) <i>Name of report</i>	<i>Date of report</i>
SENCO	<i>Address and Contact Details</i>	Attended Annual Review Meeting (Appendix H) <i>Name of report</i>	<i>Date of report</i>

In a new EHC plan this table will be below the next table as Appendix H is only included in amended EHC plans

Other Latest Professional Advice used <i>This will include any additional professional reports to those listed above used to amend an EHC plan</i>			
Name and Title	Address and Contact Details	Contribution (letter, report or assessment detail)	Report Attached (inc date of report)

When assessing the child's special educational needs under Section 36(2) of the Children and Families Act 2014 the Authority took into consideration, *[and in the case of original Statements of SEN in accordance with regulation 11 of the SEND Regulations 2014]*, the representations, evidence and advice set out in the appendices to [name]'s original EHC plan *[original Statement of SEN as amended by their Transfer Review]* dated

Name and Title	Address and contact details	Contribution i.e. report, at a meeting, phone call	Report Attached (inc date of report)
Young Person	<i>Address and Contact Details</i>	Views of the Young Person through the child friendly Profile (Appendix F)	<i>Date of report</i>
Parent	As above <i>Address and Contact Details if different to Young Person</i>	Parental Advice (Appendix A) Parent home visit	<i>Date of report</i>
SENDCO	School	Educational Advice (Appendix B)	<i>Date of report</i>
Paediatrician	Torbay and South Devon NHS Foundation Trust, Torbay Hospital, Lowes Bridge, Torquay, TQ2 7AA Tel: 01803 614567 Email via NHS Torbay and South Devon website	Medical Advice (Appendix C)	<i>Date of report</i>
Educational Psychologist	2nd Floor, Electric House, Town Hall, Castle Circus, Torquay, TQ1 3DR Tel: 01803 208261	Psychological Advice (Appendix D)	<i>Date of report</i>

BACKGROUND INFORMATION

[name]'s family and home (Historical and Current)

At the time of writing this EHCP, [Name] is XX years old.

Gives the Child/Young Person's brief history in a concise narrative style which includes factors of significance, and comments about:

- *Family composition including pets*
- *Housing or any other significant issues*
- *Child/Young Person's health*
- *Child/Young Person's play*
- *Child/Young Person's independence*
- *Child/Young Person's friendships*

(Unless they are already covered in primary area of need below).

[name]'s primary area of Special Educational Need and summary

Educational Provisions attended in the last Key Stage/Post 16

These will be listed by bullet points in reverse order

Section:	<i>(Section A) Views, Interests and Aspirations of Child, Young Person and Family</i>
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CHILD FRIENDLY PROFILE

In an amended EHC plan, this will be an accurate reflection of a combination of relevant pre-existing and most recent views of the child

Name [name]	INSERT PHOTO
Date	
<i>Completed by ... both the name of the person who completed it and how the information was collected/completed will be included here i.e by an Adult through observation of /discussion with the child; the child with support from an Adult ...etc.</i>	

What people appreciate about me ...

What is important to me ...

How to support me ...

[name]'s preferred method of Communication	<i>If possible, this will include both information about how the child communicates best and how they best receive communication from others. Whatever is written here will be reflected throughout the plan e.g. in provision</i>
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Section:	(Section A) Views, Interests and Aspirations of Child, Young Person and Family
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ASPIRATIONS

The info provided here will be reflected throughout the plan. Since Children/Young People and parents may not agree, the section can include both sets of views.

[name]'s **Views and Aspirations**

Short term

Where both views and aspirations are included this will be reflected in the title

[name]'s **Views and Aspirations**

Long term

Where both views and aspirations are included this will be reflected in the title

Parent/Carer's **Views and Aspirations** for [name]

Short term

Where both views and aspirations are included this will be reflected in the title

Parent/Carer's **Views and Aspirations** for [name]

Long term

Where both views and aspirations are included this will be reflected in the title

Section:	(Section B, C, D) Education, Health & Social Care Needs
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SPECIAL EDUCATION, HEALTH AND SOCIAL CARE NEEDS

Current Strengths and Needs in Order of Priority

This section of the Education, Health and Care Plan sets out [name]'s additional needs.

[name]'s primary area of need which calls for special educational provision

is.....

Please describe the strengths and needs that have been identified in the Integrated Assessment (in priority order of needs where possible) in the following areas (if you have quoted from a report, please make reference to the specific report from which this quote has been drawn).

Cognition and Learning <i>This section will not always be in a Post 16 EHC plan</i>	Strengths (Sections B,C & D)
	<i>Gives information about the Child/Young Person can do which can be built on. Notes current level of attainment - An overall understanding of the Child/Young Person's current functioning including current levels or the Early Years/Post 16 equivalent. Where relevant, other age related progress is also included such as self-help skills, independence.</i> <i>✓ This will be presented in a bullet point list using tick bullet points</i>
	Areas of need
	Education (Section B)
	<i>This will be set out under headings of need which will match with needs headings within the support plan. Descriptions of need under titles will be written in a narrative style.</i> <i>Anyone reading the plan should be able to identify a clear link between Aspirations (A), Needs (B), Outcomes (E), and Provision (F) – this is the 'Golden Thread'.</i>
	Health (Section C)
	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i> <i>If Health have previously been involved and have only given recommendations for the school to follow this will refer to needs already mentioned in section B above</i>
	Social Care (Section D)

	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i>
Social, Emotional and Mental Health <i>This section will not always be in a Post 16 EHC plan</i>	Strengths (Sections B,C & D)
	<i>Gives information about the Child/Young Person can do which can be built on. Notes current level of attainment - An overall understanding of the Child/Young Person's current functioning including current levels or the Early Years/Post 16 equivalent. Where relevant, other age related progress is also included such as self-help skills, independence.</i> ✓ <i>This will be presented in a bullet point list using tick bullet points</i>
	Areas of need
	Education (Section B)
	<i>This will be set out under headings of need which will match with needs headings within the support plan. Descriptions of need under titles will be written in a narrative style.</i> <i>Anyone reading the plan should be able to identify a clear link between Aspirations (A), Needs (B), Outcomes (E), and Provision (F) – this is the 'Golden Thread'.</i>
	Health (Section C)
	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i> <i>If Health have previously been involved and have only given recommendations for the school to follow this will refer to needs already mentioned in section B above.</i>
	Social Care (Section D)
	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i>
Communication and Interaction <i>This section will not always be in a Post 16 EHC plan</i>	Strengths (Sections B,C & D)
	<i>Gives information about the Child/Young Person can do which can be built on. Notes current level of attainment - An overall understanding of the Child/Young Person's current functioning including current levels or the Early Years/Post 16 equivalent. Where relevant, other age related progress is also included such as self-help skills, independence.</i>

	✓ <i>This will be presented in a bullet point list using tick bullet points</i>
	Areas of need
	Education (Section B)
	<i>This will be set out under headings of need which will match with needs headings within the support plan. Descriptions of need under titles will be written in a narrative style.</i> <i>Anyone reading the plan should be able to identify a clear link between Aspirations (A), Needs (B), Outcomes (E), and Provision (F) – this is the ‘Golden Thread’.</i>
	Health (Section C)
	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i> <i>If Health have previously been involved and have only given recommendations for the school to follow this will refer to needs already mentioned in section B above</i>
	Social Care (Section D)
Sensory and/or Physical Needs <i>This section will not always be in a Post 16 EHC plan</i>	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i>
	Strengths (Sections B,C & D)
	<i>Gives information about the Child/Young Person can do which can be built on. Notes current level of attainment - An overall understanding of the Child/Young Person’s current functioning including current levels or the Early Years/Post 16 equivalent. Where relevant, other age related progress is also included such as self-help skills, independence.</i> ✓ <i>This will be presented in a bullet point list using tick bullet points</i>
	Areas of need
	Education (Section B)
	<i>This will be set out under headings of need which will match with needs headings within the support plan. Descriptions of need under titles will be written in a narrative style.</i> <i>Anyone reading the plan should be able to identify a clear link between Aspirations (A), Needs (B), Outcomes (E), and Provision (F) – this is the ‘Golden Thread’.</i>
	Health (Section C)

	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i>
	<i>If Health have previously been involved and have only given recommendations for the school to follow this will refer to needs already mentioned in section B above</i>
	Social Care (Section D)
	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i>
Preparing for Adulthood <i>This section will only be included for Children/Young People from Year 9 and up.</i>	Strengths (Sections B,C & D)
	<i>Gives information about the Child/Young Person can do which can be built on. Notes current level of attainment - An overall understanding of the Child/Young Person's current functioning including current levels or the Early Years/Post 16 equivalent. Where relevant, other age related progress is also included such as self-help skills, independence.</i> ✓ <i>This will be presented in a bullet point list using tick bullet points</i>
	Areas of need
	Education (Section B)
	<i>This will be set out under headings of need which will match with needs headings within the support plan. Descriptions of need under titles will be written in a narrative style.</i>
	<i>Anyone reading the plan should be able to identify a clear link between Aspirations (A), Needs (B), Outcomes (E), and Provision (F) – this is the 'Golden Thread'.</i>
	Health (Section C)
	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i>
	<i>If Health have previously been involved and have only given recommendations for the school to follow this will refer to needs already mentioned in section B above</i>
	Social Care (Section D)
	<i>Will clearly state if no needs identified or If needs are identified within this section they will be laid out here in a similar way to section B above.</i>

Support Plan for:	[Name]
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(Subsequent Annual Reviews will update this information)

Education (Section B, E, F – SEND Code of Practice)		
Needs (Section B)	Desired Outcomes (Section E)	Provision (Section F)
Areas of difficulty	Desired long term outcomes relating to [name]'s special educational needs	Provision to support [name]'s need: Must be specific and include who will provide the support, how often this will happen, over what time period, and which agency is responsible.
Cognition and Learning		
<i>These titles of need will match the needs identified within Section B in the current strength and needs section</i>	<i>Outcomes describe what the Child/Young Person will be able to do that is different.</i> <i>Long terms outcomes may reflect expectations at the:</i> <ul style="list-style-type: none"> <i>end stage or phase.</i> <i>end of a particular academic year</i> 	<i>Provision should normally be quantified and specific and SMART (specific, measurable, achievable, realistic, time-bound).</i> <i>E.G.</i> <i>The education setting will provide:</i> <i>or</i> <i>Teachers and support staff at school will provide:</i> <i>Then a bullet point list below</i> <i>Where possible these will include specific timeframes and conditions for each provision (eg daily, 10 minutes every school day, one to one, small group, etc.)</i> <i>Is should be clear how provision will enable outcome delivery. Where possible the provision should include the golden thread leading from the child's aspirations</i>

Social, Emotional and Mental Health		
These titles of need will match the needs identified within Section B in the current strength and needs section	<p>Outcomes describe what the Child/Young Person will be able to do that is different.</p> <p>Long terms outcomes may reflect expectations at the:</p> <ul style="list-style-type: none"> • end stage or phase. • end of a particular academic year 	<p>Provision should normally be quantified and specific and SMART (specific, measurable, achievable, realistic, time-bound). E.G.</p> <p>The education setting will provide: or Teachers and support staff at school will provide: Then a bullet point list below</p> <p>Where possible these will include specific timeframes and conditions for each provision (eg daily, 10 minutes every school day, one to one, small group, etc.)</p> <p>Is should be clear how provision will enable outcome delivery. Where possible the provision should include the golden thread leading from the child's aspirations</p>
Communication and Interaction		
These titles of need will match the needs identified within Section B in the current strength and needs section	<p>Outcomes describe what the Child/Young Person will be able to do that is different.</p> <p>Long terms outcomes may reflect expectations at the:</p> <ul style="list-style-type: none"> • end stage or phase. • end of a particular academic year 	<p>Provision should normally be quantified and specific and SMART (specific, measurable, achievable, realistic, time-bound). E.G.</p> <p>The education setting will provide: or Teachers and support staff at school will provide: Then a bullet point list below</p>

		<p><i>Where possible these will include specific timeframes and conditions for each provision (eg daily, 10 minutes every school day, one to one, small group, etc.)</i></p> <p><i>Is should be clear how provision will enable outcome delivery. Where possible the provision should include the golden thread leading from the child's aspirations</i></p>
Sensory and/or Physical Needs		
<p><i>These titles of need will match the needs identified within Section B in the current strength and needs section</i></p>	<p><i>Outcomes describe what the Child/Young Person will be able to do that is different.</i></p> <p><i>Long terms outcomes may reflect expectations at the:</i></p> <ul style="list-style-type: none"> <i>• end stage or phase.</i> <i>• end of a particular academic year</i> 	<p><i>Provision should normally be quantified and specific and SMART (specific, measurable, achievable, realistic, time-bound).</i></p> <p><i>E.G.</i></p> <p><i>The education setting will provide:</i></p> <p><i>or</i></p> <p><i>Teachers and support staff at school will provide:</i></p> <p><i>Then a bullet point list below</i></p> <p><i>Where possible these will include specific timeframes and conditions for each provision (eg daily, 10 minutes every school day, one to one, small group, etc.)</i></p> <p><i>Is should be clear how provision will enable outcome delivery. Where possible the provision should include the golden thread leading from the child's aspirations</i></p>
Preparing for Adulthood <i>For Year 9 and up, delete for Years below</i>		

<p><i>These titles of need will match the needs identified within Section B in the current strength and needs section</i></p>	<p><i>Outcomes describe what the Child/Young Person will be able to do that is different.</i></p> <p><i>Long terms outcomes may reflect expectations at the:</i></p> <ul style="list-style-type: none"> <i>• end stage or phase.</i> <i>• end of a particular academic year</i> 	<p><i>Provision should normally be quantified and specific and SMART (specific, measurable, achievable, realistic, time-bound).</i></p> <p><i>E.G.</i></p> <p><i>The education setting will provide:</i></p> <p><i>or</i></p> <p><i>Teachers and support staff at school will provide:</i></p> <p><i>Then a bullet point list below</i></p> <p><i>Where possible these will include specific timeframes and conditions for each provision (eg daily, 10 minutes every school day, one to one, small group, etc.)</i></p> <p><i>Is should be clear how provision will enable outcome delivery. Where possible the provision should include the golden thread leading from the child's aspirations</i></p>

Health (Section C, E, G – SEND Code of Practice)		
Needs (Section C)	Desired Outcomes (Section E)	Provision (Section G)
Areas of difficulty	Desired long term outcomes relating to [name]'s health needs	Provision to support [name]'s need: Must be specific and include who will provide the support, how often this will happen, over what time period, and which agency is responsible.
<p><i>These titles of need will match the needs identified within Section C in the current strength and needs section</i></p>		<p><i>Provision should normally be quantified and specific and SMART (specific, measurable, achievable, realistic, time-bound).</i></p> <p><i>E.G.</i></p> <p><i>Paediatrics will provide:</i></p> <p><i>or</i></p> <p><i>The Speech and Language Therapy Service will provide:</i></p>

		<p><i>Then a bullet point list below</i></p> <p><i>Try to include a specific timeframes and conditions for each provision (eg termly, every 6weeks, annually)</i></p> <p><i>Is should be clear how provision will enable outcome delivery. Where possible the provision should include the golden thread leading from the child's aspirations</i></p>

Social Care - resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970
(Sections D, E, H1 – SEND Code of Practice)

This section 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 travelling 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)*

Needs (Section D)	Desired Outcomes (Section E)	Provision (Section H1)
<i>Areas of difficulty</i>	Desired long term outcomes relating to [name]'s health needs	Provision to support [name]'s need: Must be specific and include who will provide the support, how often this will happen, over what time period, and which agency is responsible.

<i>These titles of need will match the needs identified within Section D in the current strength and needs section</i>		<i>Provision should normally be quantified and specific and SMART (specific, measurable, achievable, realistic, time-bound). E.G. Torbay Children with Disabilities Team will provide: Then a bullet point list below</i>

Social Care - Sections D, E, H2 – SEND Code of Practice)		
Needs (Section D)	Desired Outcomes (Section E)	Provision (Section H2)
<i>Areas of difficulty</i>	Desired long term outcomes relating to [name]'s health needs	Provision to support [name]'s need: Must be specific and include who will provide the support, how often this will happen, over what time period, and which agency is responsible.
<i>These titles of need will match the needs identified within Section D in the current strength and needs section</i>		<i>Provision should normally be quantified and specific and SMART (specific, measurable, achievable, realistic, time-bound). E.G. Social Care will provide: Then a bullet point list below</i>

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Top Up Allocation (Element 3)

Initially on school transfer/ admission a 'top up' element (Element 3 - £) will be allocated to the school to implement the provision as outlined above. This is in addition to the school's responsibility to provide for [name] from its own delegated budget (Elements 1 and 2).

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Provision that the school should deliver for [Name] within their resources at SEN support

This section is included to provide a description of the support expected to be provided by the educational setting within the usual graduated response which is not dependant on an EHC plan being in place.

Cognition and Learning	Communication and Interaction

Social, Emotional and Mental Health	Sensory and Physical Needs

Section:*(Section J) Personal Budget*

This section will only be included where a personal budget has been taken up.

There are different ways in which a personal budget can be used to secure provision.

- Direct Payments – where individuals receive the cash to contract, purchase and manage the service themselves
- Notional Budget – whereby the local authority, school or college holds the funds and commissions the support specified in the plan
- A combination of the above

In some circumstances it may be agreed that the person responsible for managing a direct payment (the child's parent or the young person) will need the support of a third party. In this circumstance it will need to be agreed by the Education, Health and Care Panel due to the cost of providing this service. Information regarding these options will be provided by the lead professional from Education, Health or Social Care.

Personal Budget 1.0

Does [name] and his/her parents want to take a personal budget for his / her support?			
Agency	Y/N	If Yes, who will manage the Personal Budget	Contact Details
Education			
Health			
Social Care			

Detail of Services procured via a Personal Budget 1.2

Education					
Type of PB	Description of Support	Flexibility of usage	Need being addressed and expected outcome (as per EHCP support plan)	Weekly Cost	Annual Cost

Health					
Type of PB	Description of Support	Flexibility of usage	Need being addressed and expected outcome (as per EHCP support plan)	Weekly Cost	Annual Cost

Social Care H1					
Type of PB	Description of Support	Flexibility of usage	Need being addressed and expected outcome (as per EHCP support plan)	Weekly Cost	Annual Cost

Social Care H2					
Type of PB	Description of Support	Flexibility of usage	Need being addressed and expected outcome (as per EHCP support plan)	Weekly Cost	Annual Cost

Summary of Personal Budget 1.3

[name]'s Personal Budget total allocation is:	Weekly Total	Annual Total
Education		
Health		
Social Care		
Additional third party support costs (direct payments only)		
<u>Total</u>	£	£

Direct Payments note

Where Personal Budget is being received as a direct payment, a Direct Payment Agreement must be signed by the parents and/or young person (if aged 16 years or over) and the authorising manager(s). All parties must receive a signed copy of the direct payment's agreement. The direct payment outlines the terms and conditions associated with the use of and monitoring of the direct payment.

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Section:	(Section I) Education Placement
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This will only be filled in in finalised EHC plans. It will be left blank in draft EHC plans until the educational provision identified by the LA, following having received parental preference, is confirmed through Consultation. Parents notify the LA of their preference via a form provided by the LA which accompanies the draft EHC plan.

[name]'s Education Placement	
Name of Setting	
Type of Setting	

Blank Torbay EHCP Template including co

Section:	(Sections E & F) continued
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Monitoring [name]'s Plan

This section will describe how the EHC plan will be monitored and reviewed.

Education Officer's Name:

Date:.....[date].....

Labelling

As a statutory minimum, EHC plans **must** include the following sections (see table below), which **must** be separately labelled from each other using the letters below. The sections do not have to be in the order below and local authorities may use an action plan in tabular format to include different sections and demonstrate how provision will be integrated, as long as the sections are separately labelled. These sections are labelled in the relevant areas within this EHCP template.

Code of Practice Section	Content	Covered by Torbay EHCP Section(s)
A	The views, interests and aspirations of the child and his or her parents or the young person.	Child Friendly Profile
		Aspirations
B	The child or young person's special educational needs.	Current Strengths and Needs in Order of Priority
		Support Plan
C	The child or young person's health needs which are related to their SEN.	Current Strengths and Needs in Order of Priority
		Support Plan
D	The child or young person's social care needs which are related to their SEN or to a disability.	Current Strengths and Needs in Order of Priority
		Support Plan
E	The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.	Monitoring
		Support Plan

F	The special educational provision required by the child or the young person.	Support Plan
		Monitoring
G	Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.	Support Plan
H1	Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.	Support Plan
H2	Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Regulation 12(1)(h)(ii) - Special Educational Needs and Disability Regulations 2014	Support Plan
I	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).	Education Placement
J	Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.	Personal Budget
K	The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.	Names and details of everyone who has contributed to this plan

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