

Education, Health and Care Plans



Legislation

- Children's and Families Act 2014
- Education, Health and Care plans must specify a child or young person's special educational needs (SEN) **and any health and/or social care needs.**
- EHCPs must be produced using **Person Centred Planning**, which puts each child and their carers at the heart of the planning process.

Person Centred Planning

Key Values

- Put the child at the heart of the planning process.
- Give the child a voice
- Help the child to think about what they want now and **in the future**
- Ensure that views and aspirations inform decision making about the future.

Why use person centred planning?

- It is built upon the values of inclusion and places emphasis on the **support needed to ensure inclusion and involvement in the community.**
- It is a positive approach that seeks to empower the child, their families and professionals **to plan for the future and to recognise what support, resources and facilities are needed** to realise this future.
- This allows the focus to be on **abilities not disabilities.**

Principles of Person Centred Planning

- **Families are active partners** in the planning process. This involves thinking about the contexts of home, school and community and provides a forum for **negotiating any conflicts about what is safe, possible or desirable** to improve the child's life / future plans.

Why is Person Centred Planning important?

- Helps the child to **work out what they want** in their lives, to increase confidence and give them more control.
- Creates an arena in which people with **different expertise can work together in equal partnership** to plan how best to support the child to achieve their aspirations.
- Avoid duplication!

Yorkshire & Humber RAG

- Raise awareness of EHCP planning in health and social care – not just education!
- Groups of about 10 professionals - informal
- **Encourage transition planning to start as early as possible – 14 at the latest!**
- Go through the presentation and spend time, as a group, identifying and solving the key issues

Some Key Issues...

- How do we know that a child/young person has an EHCP?
- Keeping schools informed of who the key professionals are – often not invited to reviews/meetings
- Not duplicating plans and reports
- A shared system / database
- Funding / commissioning

Any Questions?

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