

**PROFESSIONAL INFORMATION/ADVICE TO SUPPORT THE DEVELOPMENT OF AN  
EDUCATION, HEALTH CARE PLAN FOR A YOUNG PERSON**

This information is sought in accordance with the Children and Families Act 2014. The Local Authority is seeking advice as part of an Education, Health and Care assessment.

**NAME OF SERVICE PROVIDING INFORMATION /  
ADVICE**

CLDT

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**ADVICE GIVERS DETAILS:**

<b>Name:</b>		<b>Service:</b>	
<b>Job title:</b>		<b>Telephone no.</b>	
<b>Address of workplace:</b>		<b>Email address:</b>	

**PLEASE ENSURE THIS ADVICE IS WORD PROCESSED, NOT HANDWRITTEN.  
Handwritten copies will be returned.**

**YOUNG PERSON'S DETAILS – if prepopulated, please check details and amend if needed**

<b>Forename:</b>		<b>Surname:</b>	
<b>Home address:</b>			
<b>Home borough:</b>		<b>Gender:</b>	
<b>Date of Birth:</b>		<b>Age:</b>	
<b>Ethnicity:</b>		<b>Religion:</b>	
<b>Languages spoken at home:</b>		<b>Is interpretation required?</b>	
<b>Name of Parent/Carer:</b>			
<b>Address:</b>			
<b>Telephone:</b>			
<b>Email address:</b>			
<b>Name of Parent/Carer:</b>			
<b>Address:</b>			
<b>Telephone:</b>			
<b>Email address:</b>			
<b>Name of Educational Setting:</b>			
<b>Setting Address:</b>			
<b>Year Group at time of assessment:</b>		<b>Unique Pupil Number:</b>	
<b>Name of GP Surgery:</b>		<b>NHS Number:</b>	
<b>Address of GP Surgery:</b>		<b>CCG:</b>	

**SOURCES OF INFORMATION**

What has your or your service's involvement with the young person been? Please provide dates and details of involvement.

*How long known child has been known to the service and location of intervention e.g. home, school, clinic*

*Received assessment, intervention e.g. blocks of treatment, attendance at Team around Child meetings*

It is important to state the information that has been gathered to form the basis of the report and in particular to justify your findings. Please list all of the sources of information used in preparing the report:

Date	Author	Brief Description of the Evidence
		<i>Case notes, health records, EHC needs assessment request and supporting documents</i>
		<i>Reports from other professionals</i>
		<i>Is there any pertinent information that you haven't had access to? Note, where applicable</i>
		<i>Formal and standardised assessments carried out</i>

**KEY BACKGROUND INFORMATION**

*Bullet points recommended. Don't cut and paste your full clinical report.*

**SUMMARY OF EDUCATION HEALTH AND CARE NEEDS**

Please complete from the perspective of your own service / area of expertise. Not all sections need to be completed if they are not applicable.

**EDUCATION**

<b>Cognition and learning / Preparing for employment or higher education (see PfA below)</b>
<b>Strengths</b> and how these are supporting learning
<i>This information is typically provided by Educational Psychologists and Educational Settings. Clinical Psychologist may have additional information e.g. results of cognitive assessment that you've undertake. Attention.</i>
<b>Difficulties</b> and how these are affecting learning
<i>This information is typically provided by Educational Psychologists and Educational Settings. Clinical Psychologist may have additional information e.g. results of cognitive assessment that you've undertaken. Attention.</i>
<b>Communication and interaction / Independence (see PfA below)</b>
<b>Strengths</b> and how these are supporting learning
<i>This section will usually be completed by SaLT/ Educational Setting</i>
<b>Difficulties</b> and how these are affecting learning
<i>This section will usually be completed by SaLT/ Educational Setting</i>
<b>Sensory and/or physical / Health in adult life (See PfA below)</b>
<b>Strengths</b> and how these are supporting learning
<i>This section is usually completed by OT / PT</i>
<b>Difficulties</b> and how these are affecting learning
<i>This section is usually completed by OT / PT</i>
<b>Social, emotional and mental health / Participation in Society (see PfA below)</b>
<b>Strengths</b> and how these are supporting learning
<i>Section usually completed by Clinical Psychologist / Mental Health Services Resilience and other protective factors.</i>
<b>Difficulties</b> and how these are affecting learning

*Bullet points recommended.*

*E.g. anxiety, depression, self-harm, relationships with peers and adults, attendance, behaviour that challenges*

NHS Trust

## HEALTH

### Health needs and how these are affecting learning.

*Formal Diagnosis, explained in layman's terms (include contact a family definition/other plain English explanation), and the impact on learning and in the education environment.*

*If you have already described impact of condition in needs section, it is not necessary to repeat here but reference the fact you have done so.*

*E.g. anxiety, attendance, mobility, behaviour that challenges, need for medication and potential side effects, fatigue, sleep, endurance, condition variability and any anticipated deterioration should be included.*

### Any other health needs

*This is likely to be identified by nurse / GP / dietician.*

## OUTCOMES

An outcome is described as “the benefit or difference made to an individual as a result of an intervention”. What outcomes are you / your service intending to bring about, and what resources do you think would help make this desired difference? Outcomes set should link to a child or young person’s aspirations and the Preparing for Adulthood Outcomes:

1. Progression to further / higher education and/or employment
2. Independent Living and Housing
3. Friendships, relationships and being part of my community
4. Being as healthy as possible in adult life

Outcomes should last for a key stage or phase (2-3 years) and a balance of what is important to and for the young person. They should be person centred and not written from a service perspective. It should be clear whether they have been achieved (Hey, Dad, look at me concept). The ‘so what’ question....


For provision: Is CLDT provision recommended within the local offer? Yes  No

If no, please liaise with the Adult Learning Disability Commissioner /Designated Clinical Officer for SEND.

Section E: Special Educational Needs Outcomes	Section F: Special Educational Needs Provision		
	Provision to meet outcome	Amount and frequency of input	Who will deliver the provision
<b>PfA Outcome 1:</b> <b>(Progression to further / higher education and/or employment)</b> <i>e.g. By September 2017 x will have had 4 meaningful work experiences in a range of community based settings so that he have an understanding of different type of job roles</i>			
	<i>Support to develop good coping strategies for behaviour.</i>	<i>Initially this will be weekly with the aim of reducing to three monthly within six months</i>	<i>Psychologist</i>
	<i>Independent travel training to enable the young person to travel by bus and walking around their local community</i>		
<b>PfA Outcome 2:</b> <b>(Independent Living and Housing)</b> <i>e.g. X will have a clearer understanding of key things he needs to do to be safe at home, online and in the community and (when he knows where he will be living) be able transfer this learning to his new home</i>			
	<i>Occupational therapy assessment carried out to inform the young person's housing specification</i>	<i>in following year</i>	<i>Occupational Therapist</i>

Section E: Special Educational Needs Outcomes	Section F: Special Educational Needs Provision		
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<b>PfA Outcome 3:</b> <b>(Friendships, relationships and being part of my community)</b> <i>e.g. By the end of year 12, x will be going out with her friends at least twice a week. They will go to the gym, swimming, walking, going to the cinema, music events or a club.</i>			
	<i>Speech therapist develops communication and decision making chart with school which sets out how to support x to communicate with others</i>		<i>Speech Therapist</i>
<b>PfA Outcome 4:</b> <b>(Being as healthy as possible in adult life e.g. take responsibility for own mental health, know when and who to ask for support)</b> <i>e.g. By the end of year 13, I will writing a shopping list and going shopping with support buying healthy options</i>			
	<i>Physiotherapist and speech &amp; language therapist to contribute to content of study programme to ensure that dietary and exercise advice is safe and appropriate and reflects x needs.</i>		
	<b>Section G: Health and Wellbeing Provision</b>		



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Section E: Health Outcomes	Provision to meet outcome	Amount and frequency of input	Who is responsible for delivering the provision / input

<b>Name of Person Providing Advice:</b>	
<b>Print job title:</b>	
<b>Signature:</b>	
<b>Date:</b>	

**ONCE COMPLETED PLEASE RETURN THIS ADVICE WITH ANY OTHER RELEVANT INFORMATION TO:** SEN Team, Hounslow House, 7 Bath Road, TW3 3EB or preferably by secure email

For office use only

Date Received:		Response due by:	
Case Officer:		Panel Date:	

