

Education, Health & Care Plan -Annual Review Contribution

This advice is provided on the child/young person in relation to the terms of the Children and Families Act 2014 (Section 36) and of the SEND Regulations 2014 (Part 2 - Section 6, 7 and 8). *Please indicate with 'n/a' if the box heading is not relevant to your direct involvement with the child / young person.*

Child / Young Person Information

Full name		Date of birth	
Home address		Contact details	Tele: Email:
Educational placement		NC year group	
Gender		Home language/s	
GP surgery and address		NHS number	

Following information will usually be provided by social care teams.

Is the Child in Care (CiC)? Yes <input type="checkbox"/> /No <input type="checkbox"/>	If yes, the allocated social worker to indicate arrangements under: Interim Care Order <input type="checkbox"/> Care Order <input type="checkbox"/> Voluntary Arrangements <input type="checkbox"/>	Is the Child/young person on a Child in Need Plan? Yes <input type="checkbox"/> /No <input type="checkbox"/>	Is the child/young person on a Child Protection plan? Yes <input type="checkbox"/> /No <input type="checkbox"/>
Which legal framework is the social care support/provision provided under?		Chronically Sick and Disabled Persons Act (CSDPA) <input type="checkbox"/> Children Act 1989 <input type="checkbox"/> Care Act 2014 <input type="checkbox"/>	
Does the child/young person have an independent advocate?		Yes <input type="checkbox"/> / No <input type="checkbox"/> <i>If yes, please provide name and contact details</i>	

Professional Information

Name:	Signature:
Role:	Date:
Service/Team name:	Email Address: Telephone number:

Please use this form to comment on aspects of the child/young person's development of which you have direct knowledge and experience. You are requested to give detailed information regarding any identified needs, objective evidence and provide the results of any assessments or examinations, with dates, under the headings provided. If you are basing your evidence on reports from other sources, please make this clear in your advice.

Part 1: Background information

Provide any updates around relevant history, the current support in place, and the reason for your involvement with the child / young person.

Therapy provision input received during this academic year:

X has received Speech and Language Therapy (SALT) support from the Speech and Language Therapist (SLT) at X school, as outlined in his EHCP.

Part 1: Background information

Provide any updates around relevant history, the current support in place, and the reason for your involvement with the child / young person.

Therapy provision has included advice and liaison with parents and the teaching team, observations in class, and individual sessions

X has received Occupational Therapy from the Occupational therapy at X school, as outlined in his EHCP.

Therapy provision has included advice and liaison with parents and the teaching team, observations in class, and individual sessions

X has received Physiotherapy (PT) support from the Physiotherapist at X school, as outlined in his EHCP.

Therapy provision has included advice and liaison with parents and the teaching team, observations in class, and individual sessions

Part 2: Views and aspirations

Child / young person interests, goals, thoughts on progress and future aspirations etc.

Are there any changes recommended to View and aspirations: Yes ☐ / No ☐

How the child/young person communicates, express their wishes and take part in decision making:

Things the child/young person likes and dislikes:

Things the child/young person say are going well and not going so well:

What the child/young person says their plans/goals are: about future jobs, learning living arrangements and friendships etc:

Parent(s) / Carer(s) views on progress, goals and aspirations

Part 3: Assessment Details / Views on Progress towards the Outcomes

Include details of any update on observations, assessments other sources/reports used to summarise your findings.

Are there any changes from the assessments/observations/undertaken for the provision required? Yes ☐ / No ☐

Please provide updates:

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Current EHCP Outcomes (Section E)	Progress made on the Outcomes (Achieved, partially achieved or ongoing)
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<p align="center">Part 4: Strengths & Special Educational Needs</p> <p><i>Please add any new or amendments - Professionals are only required to provide information on strengths and needs for areas directly assessed in their capacity. Please refer to the last finalised EHCP and review if changes need to be made to the EHCP and if so, record here.</i></p>	
<p>If the child is under 13 years, please provide details on the below: Are there any changes to strengths and SEN? Yes <input type="checkbox"/> / No <input type="checkbox"/></p>	
<p align="center">1. Communication and Interaction- use and understanding of language and social interactions</p>	
<p>Strengths / what is working well</p> <p><i>Use of language, Understanding of language, social interaction</i></p>	<p>Difficulties and impact on their learning</p> <p><i>Use of language, Understanding of language, social interaction</i></p>
<p align="center">2. Cognition and Learning - attention & listening, academic abilities, confidence with learning</p>	
<p>Strengths / what is working well:</p> <p><i>Attention & listening, academic skills, cognitive abilities, resilience & confidence with learning.</i></p>	<p>Difficulties and impact on their learning</p> <p><i>Attention & listening, academic skills, cognitive abilities, resilience & confidence with learning.</i></p>
<p align="center">3. Social, Emotional and Mental Health – social communication, friendships/relationships, emotional literacy/regulation</p>	
<p>Strengths / what is working well:</p> <p><i>Social communication, friendships & friendships, emotional regulations/relationships, mental health</i></p>	<p>Difficulties and impact on their learning</p> <p><i>Social communication, friendships & friendships, emotional regulations/relationships, mental health</i></p>
<p align="center">4. Sensory and Physical – sensory difficulties, gross motor, fine motor, sensory processing, and independence & self care</p>	
<p>Strengths / what is working well:</p> <p><i>Gross & fine motor skills, sensory, independence & self-care to include eating, toileting, and awareness of dangers.</i></p>	<p>Difficulties and impact on their learning</p> <p><i>Gross & fine motor skills, sensory, independence & self-care to include eating, toileting, and awareness of dangers.</i></p>
<p>If the child/young person is 13 years of age/above, please consider their Preparation for Adulthood: Council for Disabled Children - PfA NDTI - PfA Resources .</p>	
<p>Are there any changes to Strengths & SEN related to their PfA: Yes <input type="checkbox"/> /No <input type="checkbox"/></p>	

1. Education, employment & training – use & understanding of language, attention & focus, academic skills and careers choice & planning	
Strengths / what is working well	Difficulties and impact on their learning
<i>use and understanding of language, academic skills, attention & focus and Career choice</i>	<i>use and understanding of language, academic skills, attention & focus and Career choice</i>
2. Independent living – Taking care of self, independent travel, organisation skills, making choices, keeping safe	
Strengths / what is working well:	Difficulties and impact on their learning
<i>Self-care, travel/using public transport, making choices about living, managing technology safely</i>	<i>Self-care, travel/using public transport, making choices about living, managing technology safely</i>
3. Friends, relationships and community participation – social communication, maintaining relationships, participation in activities	
Strengths / what is working well	Difficulties and impact on their learning
<i>Friendships- social communication and interaction, understanding relationships/social norms, clubs & participation</i>	<i>Friendships- social communication and interaction, understanding relationships/social norms, clubs & participation</i>
4. Good health – emotional regulation, sensory, gross & fine motor skills, advocating for own health	
Strengths / what is working well	Difficulties and impact on their learning
<i>Emotional regulation and mental health, sensory, gross & fine motor skills, managing own health</i>	<i>Emotional regulation and mental health, sensory, gross & fine motor skills, managing own health</i>

Part 5: Health – Are there any changes related to the child/young person's health needs assessed by Health? Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	
Strengths / what is working well	Difficulties and impact of their health needs on their learning

Part 6: Social Care – Are there any changes related to the child/young person's social care need? Yes <input type="checkbox"/> / No <input type="checkbox"/>	
Strengths / what is working well	Difficulties and impact on learning and social interactions

Part 7: Recommended New or amended Outcomes and Provision: Are there any changes to the outcomes and or provision from your service? Yes <input type="checkbox"/> / No <input type="checkbox"/>			
New or amended Outcomes. To be achieved by MM/YYYY / by the end of Key Stage X	Provision- new or amended		
	State what the intervention is	Who will deliver the intervention, how often and how long for?	When it will be reviewed and by who?
1.			
2.			

Add as required.

Summary/recommendations to the education setting from the service to support the child/young person's short term plan:

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Please return this completed form and supporting evidence to sen@hounslow.gov.uk
April 2024