



# Education, Health and Care plan review preparation



For professionals



# Education, Health and Care plan review preparation



The purpose of this EHC plan review is to give you and [redacted] the opportunity to share information about how they are getting on and how well the EHC plan is supporting them to make progress towards their long-term aspirations.

For professionals



Name: [redacted] 's

Education, Health and Care (EHC) plan review will take place on



Date: [redacted]



Time: [redacted]

## The EHC plan review will focus on:

- What is important to [redacted] now and in the future.
- What support [redacted] needs.
- What is working and not working in [redacted] 's life.

## So that we can make sure that the EHC plan is working.

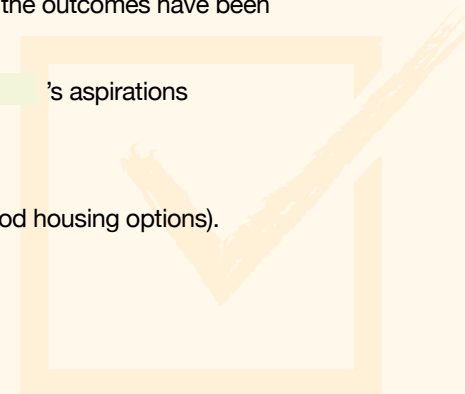
It is important that everyone thinks about how things are going before the meeting, and shares their views in advance, so that we can make the best use of the time we have together to make decisions about if – and how – the EHC plan needs to change.

We are really keen to hear your views and would appreciate it if you could take the time to complete this form and get it back to us by [redacted]. Please could you also let us know whether or not you will be attending [redacted] 's EHC plan review?

The information you give us will help us to work together to review [redacted] 's EHC plan. It will support us in deciding whether the EHC plan needs to be continued, amended or, where the outcomes have been achieved, ceased.

In reviewing the EHC plan, we need to ensure it reflects and supports [redacted] 's aspirations for the future in relation to:

- Preparing for higher education and/or employment.
- Independent living (choice and control over his her life, support and good housing options).
- Friendships, relationships and community inclusion.
- Health and wellbeing.





If you need help to complete this form, please contact:

Name:



Please use page 6 for additional information.

The outcomes that [redacted] is working towards are:

Please list:

Outcome 1

Outcome 2

Outcome 3

Etc

Please state your name and how you know/are involved with [redacted]



If you are involved in a professional capacity, you might choose to just respond to the sections on the form most relevant to your role/capacity. Alternatively, you might choose to submit a report.

Are the outcomes and aspirations identified in the EHC plan a true reflection of what [redacted] wants for his her future?



It is helpful to think in terms of preparing for higher education and or employment, independent living, friendships, relationships and community inclusion and health and wellbeing.

Are they relevant, possible and meaningful for [ ] ?

What do you most like and admire about [ ] ?

Does anything in Section A of the EHC plan need to change?

Have [ ] 's needs changed?



This is about education, health and social care needs: Sections B, C and D of the EHC plan..

What does good support for [ ] look like?

This part is about the support given to the young person, whether at college or at home, to maintain friendships and relationships in the community.



Again, think about this in relation to preparing for higher education/and or employment, independent living, friendships, relationships and community inclusion and health and wellbeing.

What's important to [ ] now?

What are the things that must happen in the young person's life, things that would cause them stress or unhappiness if they weren't there.



Think about the implications of these things for learning and skills in relation to preparing for higher education and/or employment, independent living, friendships, relationships and community inclusion and health and wellbeing.

### What's important to [ ] for the future?

What's important to a person is what they say, through their own words and behaviours, about what really matters to them.

What must we remember to maintain or introduce to the young person's life for the future?

What are the things which give them quality in their lives, make them feel happy, fulfilled and content?



Think about this in relation to preparing for higher education and/or employment, independent living, friendships, relationships and community inclusion and health and wellbeing.

### What's important for [ ] ?



What's important for a person are the things that help them become or stay healthy and safe.

What help and support does the young person need to stay healthy and safe?

### What's working?

Here you need to think about the things that are going really well for the young person in relation to preparing for higher education and/or employment, independent living, their friendships, relationships and community inclusion, their health and wellbeing, and anything else important to them.



What successes or celebrations have they had? Is there a support strategy, target or activity that is working well for them? You can think about this from their perspective if you know they would agree with you.

### What's not working?

Here you can record the things that aren't going so well for the young person in relation to preparing for higher education and/or employment, independent living, their friendships, relationships and community inclusion, their health and wellbeing, and anything else important to them.



Are there certain elements of something that aren't working? Is this the young person's view, your view, or both?

Is [redacted] 's current placement appropriate?

Are [redacted] 's needs being met?

Do you feel that the programme being provided will bring [redacted] closer to his / her aspirations?

Is there anything else you would like to say or raise at the EHC plan review meeting?

Additional information



Thank you for taking the time to complete this form.