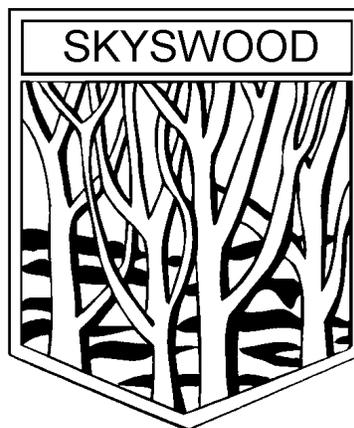


# **Skyswood Primary & Nursery School**

## **Special Educational Needs & Disabilities Policy**



**January 2019**

**Review Date – January 2021**

# Contents

School Vision	Page 3
Introduction	Page 3
Aims and Objectives	Page 3
Key Principles	Page 4
Defining Special Educational Needs	Pages 5 & 6
Four Areas of Special Educational Needs	Page 6
- Communication and Interaction	Page 6
- Cognition and Learning	Pages 6
- Social, Emotional and Mental Health	Page 7
- Sensory and/or Physical Needs	Page 7
Local Offer	Page 7
Governor SEND Information Report	Page 8
Early Identification of Children with SEND	Pages 8 & 9
Medical Conditions	Page 9
Assess, Plan, Do and Review	Pages 9 to 11
Education Health Care Plans	Pages 11 & 12
Roles and Responsibilities	Pages 12 & 13
Admissions and Inclusion	Page 13
Pupil Participation	Page 13
Working in Partnership with Parents	Page 14
Appendix I (What to include in the EHC Plan.)	Pages 15 to 18

## **School Vision**

*'To provide a happy, caring and challenging environment where children will recognise and achieve their full potential, developing a love for learning in an ever-changing world.'*

## **Introduction**

At Skyswood Primary and Nursery School we value the individuality of all children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster a love for learning and enable every pupil to shine. This policy helps to ensure that this happens for all the children in our school regardless of their age, gender, ethnicity, attainment or background.

This policy sets out our aims and procedures in line with the Special Educational Needs and Disability Code of Practice. The Code of Practice places great emphasis on the involvement and consultation of parents and children in the creation and implementation of effective SEND policies. In drawing up this policy, the school set up a parent forum in order to fully consult relevant stakeholders in the process.

## **Aims and Objectives**

Our school is an inclusive school. This means that equality of opportunity must be a reality for all of our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Minority ethnic groups
- Children who need support to learn English as an additional language
- Children with additional or special educational needs
- Children who receive free school meals
- Any children who are at risk of disaffection or exclusion

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children? And if so, why?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

- Are we successful in promoting racial harmony in preparing pupils to live in a diverse society?
- Do we provide every opportunity for all of our pupils to have a participatory role in every aspect of their school life?
- Do we promote a positive culture where everybody's efforts are acknowledged?
- Do we celebrate differences and encourage all children to shine as individuals?

### **Key Principles**

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Section 19 of the Children and Families Act 2014 sets out the principles underpinning the legislation and the guidance for the Special Educational Needs and Disabilities Code of Practice.

Primary schools must have regard to:

- The views, wishes and feelings of the child and the child's parents
- The importance of the child, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child, and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes

These principles are designed to support:

- The participation of children and their parents in decision making
- The early identification of children's needs and effective early intervention to support them
- Greater choice and control for children and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEN
- A focus on inclusive practice and removing barriers to learning

## **Defining Special Educational Needs**

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

We acknowledge the importance of monitoring progress in all areas of social, emotional, personal and academic development – for example, where a pupil experiences difficulties with their social and emotional development, which may impact on their self esteem, or create a barrier that prevents the child from fully engaging in all aspects of school life.

We recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, the school work closely with the appropriate outside agencies to carry out an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour, we will consider a multi-agency approach. The school has systems in place to ensure that teachers are alerted to other events that can impact on a child's learning, such as wider mental health issues, bullying or bereavement. Such events will not always lead to children having SEND but can have an impact on well-being. In such instances, we ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English requires particular care. We examine all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

### **Four Areas of Special Educational Needs**

The following areas give an overview of the range of needs that we plan for. We initially endeavour to establish the full range of needs and agree upon the actions that the school needs to take. The purpose of our assessment is to fully agree upon the child's needs and not to fit a pupil into a category. In practice, individual children often have needs that cut across multiple areas and their needs may change over time. For instance; speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across other areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs. We seek to address each child's individual needs through using well-evidenced interventions targeted at their areas of difficulty, making use of specialist equipment or software where necessary.

#### Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all

areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, Emotional and Mental Health Difficulties

Some children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

At Skyswood Primary and Nursery School we endeavour to effectively support all children in order to reduce the risk of disruptive behaviour adversely affecting other pupils. We fully acknowledge our duty of care to all pupils who attend the school.

### Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Skyswood Primary and Nursery School work closely with the appropriate outside agencies when planning and delivering specialist provision for any children with sensory or physical needs.

### **Local Offer**

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education Health Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. Detailed information about the Local Offer can be found in Section 4 of the Special Educational Needs and Disabilities

Code of Practice (2014). Information regarding the Hertfordshire Education Authority Local Offer can be found on the Hertfordshire Grid for Learning.

### **Governor SEND Information Report**

Our Governor SEND Information Report can be found on the Skyswood Primary and Nursery School website at [www.skyswood.herts.sch.uk](http://www.skyswood.herts.sch.uk). The information published is updated annually.

### **Early Identification of Children with SEND**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Skyswood Primary School and Nursery recognises the need for early intervention, and to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

Skyswood Primary and Nursery School monitors the performance and progress of all children on a termly basis, whilst monitoring the impact of interventions and specialist provision on a more regular, on-going basis. We fully recognise the importance of early identification of children with SEN.

We aim to:

- Ensure decisions are informed by the insights of parents and the children themselves
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Work collaboratively with parents and children in the review of additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal, social and emotional development
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

The quality of teaching for pupils with SEND, and the progress made by pupils, is an integral part of Skyswood Primary and Nursery School's performance management arrangements and our approach to professional development for all teaching and support staff. All pupils should have access to a broad and

balanced curriculum. The National Curriculum Inclusion Statement states that teachers should 'set high expectations for every pupil, whatever their prior attainment.' At Skyswood Primary and Nursery School, teachers use appropriate assessment to set targets which are relevant and ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to cater for the needs of all pupils and to remove barriers to pupil achievement.

### **Medical Conditions**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual Healthcare Plans are set up where appropriate. An Individual Healthcare Plan specifies the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision is planned and delivered in a co-ordinated way with the Healthcare Plan.

### **Assess, Plan, Do and Review**

Where a pupil is identified as having Special Educational Needs, Skyswood Primary and Nursery School take every action possible within our capacity to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. This process involves termly meetings with parents, child and SENDCo to review progress against agreed targets and set new targets where appropriate.

#### **Assess**

In identifying a child as needing SEND support the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and to national data, the views and experience of parents, the pupil's own views and, where relevant, advice from external support services. Skyswood Primary and Nursery school gives serious consideration to any views or concerns raised by a parent/carer. These are recorded and compared to the setting's own assessment and information on how the pupil is developing.

Our assessments of any child's needs are reviewed regularly. This ensures that support and intervention are best matched to need, barriers to learning are identified and addressed, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. We liaise with outside agencies wherever appropriate to help inform the assessments. Where professionals are not already working with school staff the SENDCo will contact them where appropriate following consultation and the agreement of parents / carers.

Our SENDCo is Miss Hannah Powell. Miss Powell teaches within Skyswood Nursery in the mornings and carries out her SENDCo role during designated afternoons. Whilst mindful of the need for the strongest continuity and structure in our early years provision, we endeavour to provide the necessary flexibility to ensure that Miss Powell can attend key meetings, wherever possible.

### Plan

Where it is decided to provide a pupil with SEND support, parents are formally notified, although parents would have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. These are recorded through provision maps and individual Assessment, Plan, Do and Review records.

Parents are consulted and informed with regard to the planned support and interventions. Where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

### Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil. Class teachers work closely with any teaching assistants, learning support assistants, or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to day-to-day classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date. ONE review meeting will be organised per term to fully involve the class teacher, SENDCo, parents/carers and any appropriate outside agencies. The views of the child will be an integral part of the review meetings. Additional review meetings may be agreed and organised where appropriate.

The impact and quality of the support and interventions is evaluated at the review meetings, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents are given a clear, written record outlining the impact of the support and interventions provided, enabling them to be involved in planning next steps.

## **Education Health Care Plans**

Education Health Care Plans, under the new Code of Practice for Special Educational Needs and Disabilities, have replaced what were formerly known as Statements of Special Educational Needs. Where a pupil has an EHC Plan, the local authority must review that Plan as a minimum every twelve months. Skyswood Primary and Nursery School work closely with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child
- Provide a full description of the child's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational

provision to be made for the child or young person in accordance with an EHC Plan. The factors a local authority should take into account in deciding whether it needs to undertake an EHC needs assessment are set out in paragraphs 9.14 to 9.15 in the Code of Practice for Special Educational Needs and Disabilities (2014.) The factors a local authority should take into account in deciding whether an EHC Plan is necessary are set out in paragraphs 9.53 to 9.56. The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken within the school.

When setting up Education Health Care Plans the school will work in liaison with the local education authority and comply with the procedures and requirements as set out in the Special Educational Needs and Disabilities Code of Practice (June 2014.) A summary of the content within the EHC Plan is included in Appendix 1.

The school will always endeavour to meet the needs of each child as set out in the child's Education Health Care Plan. Children with exceptional needs are often dependant on specialist support. In cases where exceptional needs funding may be withdrawn, or not forthcoming, then the school will strive to ensure the best possible provision for the child within the resources available.

### **Roles and Responsibilities**

All members of the school community work towards the school aims by:

- Using school procedures for identifying, assessing and implementing appropriate provision for pupils with additional educational needs
- Sharing a commitment to inclusion and a partnership approach to provision

The **Governing Body** in co-operation with the **Headteacher** determines the school's general policy and approach to the provision for children with additional educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring overview of the school's work. They are responsible for reviewing the Inclusion policy. The governing body appoints a governor with specific oversight of the school's arrangements for SEN and disability.

The **Headteacher** has strategic responsibility for overseeing the provision for children with additional educational needs and keeping the governing body fully informed. In conjunction with the leadership team the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head Teacher will also work closely with the SENDCo.

The **SENDCo** (Miss Hannah Powell) is responsible for:

- The daily implementation of the school Inclusion Policy
  - Liaising with, advising and supporting teaching staff and Teaching Assistants (TA) / Learning Support Assistants (LSA) on Additional Educational Needs (\*AEN) or Special Educational Needs (SEND) matters
  - Co-ordinating the provision for children with SEND
  - Overseeing the records of all children with SEND
  - Contributing to the in-service training of staff
  - Liaison with parents and external agencies
- *\*AEN is different to SEN. AEN includes Looked After Children, newcomers, travellers, Roma, children of service personnel, nurture provision, anti-bullying provision, suspensions and exclusions and Education Otherwise than at School.*

All staff members are involved in the effective implementation of the SEN policy and are aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with additional or special educational needs

The **SENDCo**, together with class **teachers**, have responsibility for managing the work of the Teaching Assistants and Learning Support Assistants. At Skyswood, all classes have a designated Teaching Assistant to support all learners in a class. Learning Support Assistants support named individual pupils.

**Teachers** have responsibility to provide an appropriate differentiated curriculum to meet the needs of all their pupils. Teachers can draw on advice from the SENDCo to support inclusion and with the writing of individualised programmes where necessary.

### **Admissions and Inclusion**

The school follow the Hertfordshire County Council Admission policy which adheres to the SEN Code of Practice (2014).

At Skyswood Primary and Nursery School we have high expectations that all pupils, including pupils with SEN, will make good progress.

### **Pupil Participation**

At Skyswood Primary and Nursery School we encourage and support pupil participation and access to all aspects of school life by:

- Including pupils in evaluating their own progress

- Reflecting on the success criteria within lessons
- Regular use of talk/response partners to maximise the engagement of all pupils
- Valuing pupil voice and maintaining an active School Council
- Commitment by all staff to active pupil participation
- Pupils being involved in the setting and reviewing of their individual targets
- Contributing to (where appropriate) an annual review of SEN targets or EHC plans.

### **Working in Partnership with Parents**

The school values and promotes opportunities to work with parents.

We aim to:

- Ensure that all parents are made aware of the school's arrangements for SEND, including the opportunities for meetings between parents and the school
- Involve parents as soon as a concern has been raised. This may be done at a parent consultation or by a personal appointment with the class teacher or SENDCo
- Provide access to the SENDCo to discuss the child's needs and approaches to address these needs
- Support parents' understanding of external agency advice and being aware of needs parents may have in respect of a disability or communication barriers
- Have positive attitudes towards parents, respecting the validity of differing perspectives
- Recognise the pressures a parent may be under as a result of the child's needs
- Acknowledge the importance of parental knowledge and expertise in relation to their own child
- Gain parental permission before referring children to external agencies

Skyswood Primary and Nursery School liaises closely with VISTA, our extended school partner, and can put parents in touch with our School and Family Support Worker. We also use VISTA for professional mentoring and counselling services where appropriate.

## **APPENDIX 1 - What to include in each section of the EHC Plan**

### Section A

The views, interests and aspirations of the child and their parents

- Details about the child's aspirations and goals for the future.
- Details about play, health, schooling, independence and friendships.
- A summary of how to communicate with the child or young person and engage them in decision-making.
- The child or young person's history.
- If written in the first person, the plan should make clear whether the child or young person is being quoted directly, or if the views of parents or professionals are being represented.

### Section B

The child's special educational needs (SEN)

- All of the child's identified special educational needs must be specified.
- SEN may include needs for health and social care provision that are treated as special educational provision.

### Section C

The child or young person's health needs which relate to their SEN

- The EHC plan must specify any health needs identified through the EHC needs assessment which relate to the child's SEN.

### Section D

The child or young person's social care needs which relate to their SEN

- The EHC plan must specify any social care needs identified through the EHC needs assessment which relate to the child's SEN or which require provision for a child under section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA).
- The local authority may also choose to specify other social care needs which are not linked to the child's SEN or to a disability. This could include reference to any child in need or child protection plan which a child may have relating to other family issues such as neglect. Such an approach could help the child and their parents manage the different plans and bring greater co-ordination of services. Inclusion must only be with the consent of the child and their parents.

## Section E

The outcomes sought for the child

- A range of outcomes over varying timescales, covering education, health and care as appropriate.
- A clear distinction between outcomes and provision. The provision should help the child or young person achieve an outcome, it is not an outcome in itself.
- Steps towards meeting the outcomes.
- The arrangements for monitoring progress, including review and transition review arrangements and the arrangements for setting and monitoring shorter term targets.
- Forward plans for key changes in a child's life, such as changing schools.

## Section F

The special educational provision required by the child

- Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this support is secured through a Personal Budget.
- Provision must be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes.
- Where health or social care provision educates or trains a child or young person, it must appear in this section.
- There should be clarity as to how advice and information gathered has informed the provision specified. Where the local authority has departed from that advice, they should say so and give reasons for it.
- In some cases, flexibility will be required to meet the changing needs of the child or young person including flexibility in the use of a Personal Budget.

The plan should specify:

- any appropriate facilities and equipment, staffing arrangements and curriculum.
- any appropriate modifications to the application of the National Curriculum, where relevant.
- any appropriate exclusions from the application of the National Curriculum, and the provision which it is proposed to substitute for any such exclusions in order to maintain a balanced and broadly based curriculum.
- where there is a Personal Budget, the outcomes to which it is intended to contribute (detail of the arrangements for a Personal Budget, including any

direct payment, must be included in the plan and these should be set out in section J).

### Section G

Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN

- Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it.
- It should be clear how the provision will support achievement of the outcomes, including the health needs to be met and the outcomes to be achieved through provision secured through a personal (health) budget.
- Clarity as to how advice and information gathered has informed the provision specified.
- Health care provision reasonably required may include specialist support and therapies, such as medical treatments and delivery of medications, occupational therapy and physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies. It could include highly specialist services needed by only a small number of children which are commissioned centrally by NHS England.
- The local authority may also choose to specify other health care provision reasonably required by the child, which is not linked to their learning difficulties or disabilities, but which should sensibly be co-ordinated with other services in the plan.

### Section H

Any social care provision which must be made for a child

- Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it (including where this is to be secured through a social care direct payment).
- It should be clear how the provision will support achievement of the outcomes, including any provision secured through a Personal Budget. There should be clarity as to how advice and information gathered has informed the provision specified.
- Section H1 of the EHC plan must specify all services assessed as being needed for a disabled child.
- This may include services to be provided for parent carers of disabled children, including following an assessment of their needs under sections 17ZD-17ZF of the Children Act 1989.

(H2) Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child having SEN.

Section H2 must only include services which are not provided under Section 2 of the CSDPA. This includes residential short breaks and services provided to children arising from their SEN but unrelated to a disability. This should include any provision secured through a social care direct payment.

- The local authority may also choose to specify in section H2 other social care provision reasonably required by the child or young person, which is not linked to their learning difficulties or disabilities. This will enable the local authority to include in the EHC plan social care provision such as child in need or child protection plans, or provision meeting eligible needs set out in an adult care plan where it is unrelated to the SEN but appropriate to include in the EHC plan.

### Section I

#### Placement

- The name and type of the school to be attended by the child or young person.
- These details must be included only in the final EHC plan, not the draft EHC plan sent to the child's parent.

### Section J

#### Personal Budget (including arrangements for direct payments)

- This section should provide detailed information on any Personal Budget that will be used to secure provision in the EHC plan.
- It should set out the arrangements in relation to direct payments as required by education, health and social care regulations.
- The special educational needs and outcomes that are to be met by any direct payment must be specified.

### Section K

#### Advice and information

- The advice and information gathered during the EHC needs assessment must be set out in appendices to the EHC plan. There should be a list of this advice and information.