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**Guidance for EHC Plan Implementation Meetings**

The EHC Plan implementation meeting is a planning meeting that follows the completion of the statutory EHC assessment and the production of an EHC Plan.

The purpose of the meeting is to plan:

* the short term targets derived from the outcomes specified in the EHC Plan that will enable the plan to be reviewed within a 12 month time period (ie, the statutory annual review). For a child under 5, the short term targets should enable the plan to be reviewed within a 6 month period (ie, the statutory review requirements for children under the age of 5 years).
* the support required to enable the child or young person to achieve their outcomes (ie, facilities, equipment, staffing/ curriculum arrangements, support from outside agencies and from family/community as specified in the EHC Plan)
* a process for monitoring and reviewing the child or young person’s progress over the 12 month time period
* any other actions agreed at the IAM

The implementation meeting should be held within 4 - 6 weeks (as a good practice requirement) of the date that the EHC Plan was issued or where the child or young person is starting at a new school, within 4 - 6 weeks of the date that they started. The Assessment and Plan Co-ordinator will contact the school, college or setting to ask them to hold this meeting.

The responsibility for organising and running the meeting should be undertaken by the school, college or setting which the child or young person attends. Early years settings will organise and run the meeting but will be able to refer to their Area SENCO from the Local Authority’s Early Years Support Team for advice and support.

This meeting should be incorporated into the school/setting’s existing special educational needs planning and review responsibilities for the child or young person. The school, college or setting should:

* agree a date for the EHC Plan implementation meeting with parents/carers and the Independent Supporter (ie, the SENDIASS Officer or Independent Supporter)
* invite all of the professionals who were involved in providing advice for the EHC Plan to attend (some negotiation of dates may be necessary to enable professionals to attend particularly those who the parents/carers, child or young person are keen should attend). Where it is not possible for a professional to attend, that they are invited to provide their views to support the implementation of their advice that has been incorporated in the EHC Plan
* in discussion with family, consider how best to enable their participation and that of the child or young person
* host and facilitate the meeting ensuring that the family and child or young person are involved in the discussion and implementation planning along with the professionals
* write up the EHC Plan implementation meeting proforma, circulate this to all meeting attendees and then action this this as part of the school/setting’s normal planning processes

Professionals attending these meetings, from Leicester City Special Educational Needs Support Services, will be able to provide further advice and support as required.

**Integrated Assessment** 

**The Education, Care and Health Plan**

**Implementation Meeting**

|  |  |
| --- | --- |
| Name of child or young person |  |
| Date of birth |  |
| D/14+ate of implementation meeting |  |
| School/college/setting |  |

**The following people attended the meeting**:

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Contact Details** |
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The school or setting may use their own format as part of their personalised planning for individual children so long as it includes these details.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Planning for EHC Plan outcomes identified for the child or young person (up to 14):** | | | | |
|  | **Long term outcomes (What are the long term outcomes from the C&YP’s EHC plan and where are we now?)** | **Annual targets (What will the C&YP be able to do in 12 months time?)** | **Support to achieve outcomes (What facilities, equipment, staffing/ curriculum arrangements, support from outside agencies and from family/community will the C&YP require to achieve this?)** | **Monitoring and review (How will the C&YP’s progress be monitored and reported?)** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
|  | | | | |
| **Planning for any other actions agreed at the EHC plan review:**     |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Planning for EHC Plan outcomes identified for the young person - Preparing for Adulthood Phase (14+)** | | | | | | | | | | | **NAME:**  name  **Year Group:**    **D.O.B:**    **SCHOOL:** | **LONG TERM OUTCOMES**  direction | **Targets – NEXT 12 MONTHS** | **WHAT SUPPORT I WILL NEED?**  support | | **WHO WILL HELP ME?**  ideal%20person%20-%20trust1%20132 | **MONEY £**  money | | **CHECKING**  **self dertermination** | **IMPORTANT MESSAGES ABOUT MY FUTURE** | | The things that are important to me / the things I want to achieve for my future | The things I want to achieve before my next review | Who will help me?  This could be help in school, from others, equipment or other things | | How?  The name of the person / people and their role | Any funding that I am entitled to, to support me with my goals | | Who will check the actions agreed in my plan | We will tell people who provide future support and opportunities what I will need | | **EDUCATION LEARNING AND WORK** |  |  |  | |  |  | |  |  | | community life  **FRIENDS, RELATIONSHIPS & COMMUNITY OPPORTUNITIES** |  |  |  | |  |  | |  |  | | **home**  **INDEPENDENCE AND HOUSING**  **PLANNING FOR GOOD HEALTH** |  |  |  | |  |  | |  |  | |  |  |  |  | |  |  | |  |  | | ANY OTHER ACTIONS WE AGREE TODAY | person**WHO WILL DO THIS** | | | **targetWHAT** | | | * **BY WHEN** | | | | **DATE OF REVIEW** |  | | | | | | | | | | | | | |