

One Plan for 0-25 Education, Health and Care



Twenty Pathfinders have been set up to test the reforms proposed in the draft Children and Families Bill. Preparing for Adulthood is a two year programme commissioned by the Department for Education to support areas to test and implement the reforms and share best practice in relation to transition and post 16 issues and support. Darlington is a SEND pathfinder and is focusing on preparing for adulthood. This format for the 0-25 Education, Health and Care Plan was developed based on learning and feedback from some of the SEND pathfinder sites, in partnership with Preparing for Adulthood.



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Contents

One-page profile	4
How to support me	6
How I communicate and make decisions	8
My life aspirations	10
My experiences and achievements	12
History	14
One-page profile (family)	16
My resources (support plan)	18
Working and not working (from different perspectives) and outcomes	20
How will we know if we have been successful?	22
Responsibilities and provision	24
Keeping the young person at the centre	26
Outcome summary sheet	28
Administration page	30
Appendices	32

One-page profile

overview



**What
people
like and
admire
about me**

**What is
important
to me**

**How best
to support
me**

One-page profile

What

A one-page summary of what people appreciate about the young person, what and who is important to them from their perspective, and how best to support them.

Why

The 0-25 Education, Health and Care Plan needs to start with the young person – and who they are. A one-page profile summarises this. This one-page profile can then be used in all areas of the young persons life, and kept updated throughout the school and college year.

One-page profiles are recognised as best practice in delivering personalised education, and in delivering social care.

(Department of Health Guidance (2010)
'Personalisation through Person-Centred Planning')

How to support me

overview

Health

**Education,
learning
and
employment**



**Relationships
and community
inclusion**

**Living
independently**

How to support me

What

This extends the support section and includes more detail about health, education, learning and employment, friendships, relationships and community, and support to live independently.

Why

The one-page profile provides important information for everyone supporting the young person. We also need more, specific detail about their health, education and care support needs.

How I communicate and make decisions

overview



Decision making profile

Decision making agreement

What am I communicating to you?

What are you communicating to me?

How I communicate and make decisions

What

A summary of how to communicate with the young person and keep them at the centre of all decisions. This could include a decision-making profile, a decision-making agreement and a communication chart.

Why

The young person must be at the heart of decision-making and therefore knowing how the young person communicates and can be supported in decision-making is crucial.

My life aspirations

overview



**Employment
aspirations**

**The life
I want
to live**

**Dreams for
the future**

My life aspirations

What

The young person's dreams and aspirations for their future. This could include employment aspirations, where they want to live and what else they want to do or achieve.

If the young person cannot do this directly, then family and other people who know and care about them can contribute their views to this section.

Why

The purpose of the 0-25 Education, Health and Care Plan is to support children and young people to move towards adulthood. We therefore need to know what the young person aspires to in the future.

It is helpful to also record the families aspirations, particularly when the child is younger and may have limited aspirations for themselves.

My experiences and achievements

overview



**Work
experiences**

**Achievements
and awards**

**Other life
experiences**

My experiences and achievements

What

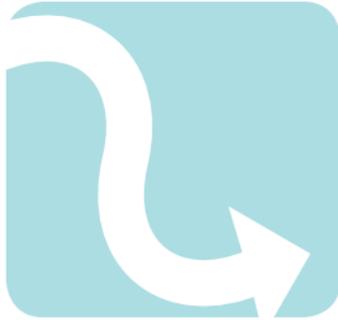
This is a record of the young person's experiences and achievements, for example, a swimming medal or work experience.

Why

This has two functions – to help build the young person's sense of achievement, and to check that they are being supported to have the experiences they need to take them closer to their life aspirations (for example, work experience that relates to their career aspirations).

History

overview



Our story

**Important
information**

Key events

History

What

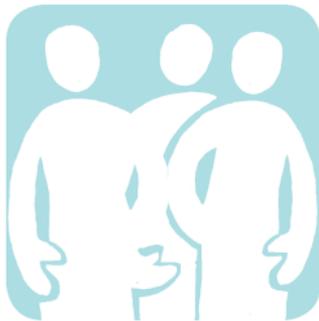
This is a summary of the young person's history or story, as told by their family. This may come earlier in the plan if the family wants.

Why

Families only want to tell their story once. This page is a record of their history in relation to their child. It can go earlier or later in the plan, depending on what the family wants.

One-page profile (family)

overview



**What
people
appreciate
about our
family**

**What is
important
to us**

**How best
to support
us**

One-page profile (family)

What

We need to support young people in the context of their family, and hear how they need to be supported in preparing for adulthood. The family one-page profile will include what is important to the family, and how best to support them.

Why

This enables us to see the young person in the context of their family, and to know what is important to the family and how to support them too.

My resources (support plan)

overview



**Friends,
family and
community**

**Provision
and
supports**

**Personal
budgets**

My resources (support plan)

What

This sets out the informal, universal and additional supports available to the young person. This includes resources that can be taken as a personal budget.

Why

This makes sure that young people get the support they need to achieve their outcomes. In order to do this we need to know what provision and resources are available through education, health, social care and other agencies. We also need to know which budgets could be taken and a personal budget.

Working and not working

overview

**From
different
perspectives**

**Young
person**

**School and
college**

Professionals

**and
outcomes**

Working and not working

What

This section moves from information to action, by looking at what is working and not working for the young person, for their family and others (professionals, school and college staff, paid carers) in the important areas in the young person's life.

Why

This information is crucial as the starting point for developing outcomes. Outcomes are derived from building on what is working, changing what is not working, and moving towards the young person's aspirations and career choices.

How will we know if we have been successful?

overview

Clear outcomes and actions



Education, learning and employment

Relationships and community inclusion

Good health

Living independently

How will we know if we have been successful?

What

For each outcome it is clear how people would know if it had been achieved or not, in ways that are specific and measurable.

Why

This enables people to know whether the plan is making a difference or not in the young persons life.

One way to demonstrate this is the have a 'perfect week'. This will show what the outcomes and support look like in a week. Perfect here means, within the resources, what would the optimum week look like.

Responsibilities and provision

overview



Who?

What?

When?

Responsibilities and provision

What

This specifies the different agencies who will be providing support or services to deliver the outcomes.

Why

This clarifies the provision that each agency will be responsible for, and how this will be delivered (similar to an education provision map).

This should include any risks and contingencies that are relevant.

Keeping the young person at the centre

overview



**Inclusive
decision
making**

**Central to
processes**

**Present at
all reviews**

Keeping the young person at the centre

What

This describes how decision making, in relation to the 0-25 Education, Health and Care Plan, will take into account the young person's views and keep them at the centre.

Why

This is important to demonstrate that the plan will be implemented in a person-centred way and that the young person will be central to this and how it will be reviewed (for example, the young person being present at their person-centred reviews).

Outcome summary sheet

overview



Summary

Outcomes

Resources

Outcome summary sheet

What

This is a summary of how the outcomes will be achieved within the resources.

Why

A summary of the outcomes and the resources used or needed to achieve them.

Administration page

overview



**Signed
plan**

**Required
information**

**People
involved in
the plan**

Administration page

What

This is where the required administration information is recorded for reference. It includes signatures from the relevant people to say that they plan was agreed, and the names and designations of the people who were involved in developing the plan.

Why

This includes the date of birth, and other key information. It needs to include version number of the plan, and be signed by the relevant people.

Appendices

overview



**Separate
information**

**More
detail**

**Relevant
to plan**

Appendices

What

Additional information to support the plan, This may be kept separately as needed.

Why

This may include detailed information from different professionals or assessments.

Thank you to the SEND pathfinder sites that contributed to creating this version, and to Mike Cleasby, and Nicola Gitsham, Programme Manager, Preparing for Adulthood, for their help with this minibook.

This format of a 0-25 Education, Health and Care Plan uses a range of person centred thinking tools to gather information. These were originally developed by the Learning Community for Person-centred practices.

For more information please go to learningcommunity.us and helensandersonassociates.co.uk.

To find out more about the Preparing for Adulthood programme go to www.preparingforadulthood.org.uk



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