

**EHCP Support Plan for Persons name  
Date/ period this support plan covers**

*ANNUAL  
REVIEW*

**Medium term goal** (from Section E of the EHCP): To develop my attention, concentration and memory skills.

**Short term goals**

1. I will recognise when I am feeling distracted and request a movement break or other 'calming' activity.
2. I will maintain my attention for 15-20 minutes whilst completing a whole class task.

<b>How will we measure this?</b>		<b>When will we measure this?</b>		<b>Who will measure this?</b>	
Observation and monitoring in class		Termly		Class teacher	
<b>Date</b>	<b>Progress made</b> (0-10 or 0%-100%)	<b>Comments</b>			

\*0% = no progress has been made towards this goal, 100% = the goal has been completely met

**Medium term goal** (from Section E of the EHCP): To develop my social and social communication skills.

**Short term goals** (for the next 3-12 months):

1. I will be able to have a conversation with a peer (at least three turns each), using a good conversation starter and demonstrating good listening and good topic maintenance.
2. I will be able to tell a talk partner about my strengths and weaknesses.
3. I will be able to demonstrate body language for a given emotion with minimal adult prompting.

<b>How will we measure this?</b>		<b>When will we measure this?</b>		<b>Who will measure this?</b>	
Monitoring and review		Termly		Speech and Language therapist	
<b>Date</b>	<b>Progress made</b> (0-10 or 0%-100%)	<b>Comments</b>			

## EHCP Appendix A

**Medium term goal** (from Section E of the EHCP): To develop my confidence and self-esteem.

**Short term goals** (for the next 3-12 months):

1. I will develop friendships with children in my class so that I have children to play with in the playground
2. I will perform drama activities with my friends in front of my class
3. I will say something in my class assembly
4. I will present my art work to the class

How will we measure this?	When will we measure this?	Who will measure this?
Observation	Termly	Parent/carer/teacher
Date	Progress made (0-10 or 0%- 100% )	Comments

**Medium term goal** (from Section E of the EHCP): To develop my motor and sensory skills.

**Short term goals** (for the next 3-12 months):

1. I will hand write seventy letters per minute.
2. I will recognise the home keys on the keyboard and touch type a simple sentence.
3. I will hold five coins within the palm of my hand and post one at a time without dropping the other coins.
4. I will touch my thumb with each finger without looking at them, on both hands.
5. I will do the zip on my winter coat with no prompts required.
6. I will manipulate small buttons on my shirt with no prompts required.
7. I will tie my shoelaces with no prompts required.
8. I will throw and catch a small ball with two hands, without dropping it.
9. I will bounce and catch a small ball against the floor or wall with two hands, without dropping it.
10. I will throw a bean bag at a target, two metres away.

How will we measure this?	When will we measure this?	Who will measure this?
Full Assessment 5,6,7 observation 8,9,10 observation assessment	Every 6 months termly weekly	Physiotherapist Parents TA
Date	Progress made (0-10 or 0%- 100% )	Comments

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**Medium term goal** (from Section E of the EHCP): To develop my literacy skills

**Short term goals** (for the next 3-12 months):

1. I will understand, talk and write about what I read
2. I will write a descriptive paragraph including capital letters, full stops and 3 powerful adjectives and 3 powerful verbs

How will we measure this?	When will we measure this?	Who will measure this?
1. Assessed reading comprehension 2. Written assessment	termly	Class teacher
<b>Date</b>	<b>Progress made</b> (0-10 or 0%- 100% )	<b>Comments</b>

**Medium term goal** (from Section E of the EHCP): To develop my independence skills

**Short term goals** (for the next 3-12 months):

1. I will follow my timetable and organise the things I need for each school day.
2. I will get dressed by myself

How will we measure this?	When will we measure this?	Who will measure this?
Observation Reward chart	termly	Parents
<b>Date</b>	<b>Progress made</b> (0-10 or 0%- 100% )	<b>Comments</b>

**Provision, actions and resources**

Provision/ actions		Resources		
What support or intervention will be provided	When	Who	What is needed?	Where from?
The use of Talkabout book activities such as guessing games where each child takes it in turns to choose an emotion and demonstrate that emotion through their body language and facial expressions in order for their peers to guess the emotion.	Weekly sessions for the year	Speech therapist with support from TA	Talkabout book	Speech Therapist
Group activities for each aspect of conversations, for example generating different conversation starters for different scenarios, discussing how we can show we are listening to our partner, thinking about good ways to ask questions and also end conversations. After these introductory activities, practice having conversations about particular topics such as what they did at the weekend, their favourite television programme, using the skills discussed in the previous activities.	Weekly session	Speech therapist with support from TA	Language prompts	Speech therapist
Provision of Occupational Therapy programmes.	3-5 times a week for a minimum of 10 minutes each session.	To be carried out by members of school staff and/or caregivers.	Physio programme and targets	School budget
Move and sit cushion -To be used when seated at table	Daily	TA to check use	Move and sit cushion	School budget
Touch Typing	1x per week for 12 weeks	Islington Dyslexia Association	£20	Parents
After school clubs – Judo and gardening	12 weeks	School	£10 per club	Parents
Art club	10 weeks Saturdays	Arts Factory	£?	Parents
Buddy for a younger child at school	Daily	SENCO	Letters and sounds prompts	School
Playdates	Every fortnight	Parents	-	-





# Plan for the EHC annual review

Action	Who will do it	When will they do it
Get views of child/young person	Class TA/teacher	
Get views of parent/carer	SENCo	
Get views of school	SENCo	
Get views of other professionals	SENCo	

# EHCP Support Plan Agreement

EHCP Appendix A

	Name	Signature	Date
<b>Child / Young Person</b> (or their representative)			
<b>Parent / Guardian</b> (if child under 16)			
<b>Education Provider</b> (Early Years / School / College)			
<b>Other Provider</b> <update as appropriate>			
<b>Other Provider</b> <update as appropriate>			
<b>Other Provider</b> <update as appropriate>			

EHC Support Plan and Review Form for Student name/ Date

## Record of Annual Review held on --/ --/ --

Outcome	% Progress towards medium term goal *	Evidence of progress /comments
1		
2		
3		
4		
5		
6		
7		
8		

\*0% = no progress has been made towards this goal, 100% = the goal has been completely met

## Summary of discussion at EHC annual review

**Child / young person's views**

**Parent/ Carer views**

**Setting/ school/ college views**

**Other views**

**Attendance figure since EHCP issued or last annual review.....%**

## Preparing for Adulthood Reviews (Year 9 onwards)

All reviews taking place from Year 9 and onwards **must** include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning **must** be built into the EHC plan and where relevant should include effective planning for young people moving from children's to adult care and health services.

### What options have been explored to prepare for adulthood?

- exploring options for further education
- work experience
- voluntary work
- social and leisure activities
- courses
- apprenticeships
- employment.
- housing

Are preferred options realistic?

### What is the preferred pathway?

e.g. work experience, Saturday job, 6<sup>th</sup> form, supported internship

**Recommendations of the setting/ school/ college**

- The EHCP profile (Part A) and EHCP Support Plan (Appendix A) have been updated. There are no changes required to Parts B – L of the Plan.
- The EHCP profile (Part A) and EHCP Support Plan (Appendix A) have been updated. The child/young person's needs have substantially changed and the Plan needs to be updated accordingly\*
- The EHCP needs to be converted to the Islington format (for recent arrivals with a non Islington EHCP only)
- The EHCP is no longer necessary as the child/young person no longer needs the special educational provision specified in the plan, or because the person is leaving education\*

**Other recommendations**

Are there any differences of opinion about the recommended changes and/ or amendments between the educational setting and others attending the meeting? Record all differing views.

*\*Please attach a separate document explaining the reasons and supporting evidence. The Authority will notify its decision(s) on these recommendations to the child or young person's parents in writing, copied to all concerned.*



**The record of the annual review has been completed by:**

<b>Name</b>	
<b>Role</b>	
<b>Signature</b>	
<b>Date</b>	

**Signature of senior representative from school/ college/ training provider**

<b>Name</b>	
<b>Role</b>	
<b>Signature</b>	
<b>Date</b>	

Please complete this advice form and return a copy **by secure email** to xxxxxxxxxxxx together with:

- any information, assessments and reports that have been submitted or considered as part of the annual review
- an EHC Support Plan for the next year
- any other relevant information and advice