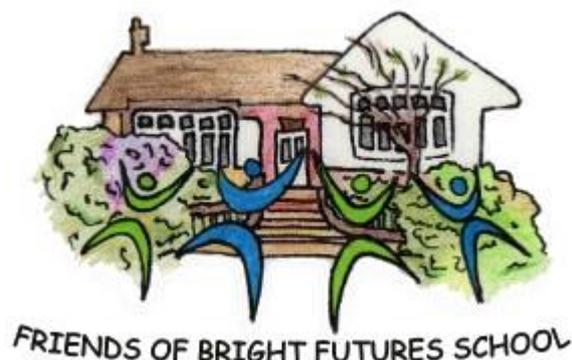


Social Communication and EHC Plans: needs, provision and outcomes



The local authority is only required to put in place provision in section F of the plan if it is necessary to meet a need in section B of the plan. It is therefore important that all of the child's social communication needs and extent of the difficulties and impact this has on the child or young person are clearly described in the plan to justify the need for specialist interventions.

EHC plans should be focused on education and training, health and care outcomes that will enable children and young people to progress in their learning and, as they get older, to be well prepared for adulthood. EHC plans can also include wider outcomes such as positive social relationships and emotional resilience and stability. Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation.

Social communication needs (Section B)

Are broken down in the 2015 SEN Code of Practice under the following headings:

- *Communication and interaction*

E.g. Sarah has difficulty understanding the intentions of others

Sarah has difficulty seeing things from someone else's perspective

- *Social, emotional and mental health*

E. g. Sarah suffers from high anxiety due to her difficulties managing uncertainty and change

Sarah's emotional wellbeing is being jeopardised by her social isolation

Provision (Section F)

This describes the things that will be put in place to meet each special educational need.

E.g. A programme of RDI across the home and school settings will meet each of the social communication needs described above.

Outcomes (Section E)

Describe what will happen as a result of the provision being put into place. Outcomes are often described as the change that will result from the provision and can be captured by making 'will be able to...' statements.

Outcomes usually refer to the change that will come about after 2/3 years (or one key educational stage) of special educational provision.

E.g. (As a result of xxx provision) Sarah will have developed improved mental flexibility – she will be able to rapidly & effectively review options and select the best-fitting responses in the face of complex, dynamically-changing, uncertain environments.

Targets

Targets are not usually included in the main body of the EHC Plan but attached as an appendix. A target breaks down the steps that the child or young person will take to make progress towards achieving each of the outcomes. They can be used to monitor progress over shorter periods of time (e.g. quarterly).

Need	Provision	Outcome	Target
Sarah has difficulty seeing things from someone else's perspective	A programme of RDI across the home and school settings	Improved mental flexibility – the child or young person is able to rapidly & effectively review options and select the best-fitting responses in the face of complex, dynamically-changing, uncertain environments	Sarah will master RDI stage 1 of perspective-taking
Sarah is rigid in her thinking and behaviour and has difficulty managing uncertainty and change	A programme of RDI across the home and school settings	Improved mental flexibility – the child or young person is able to rapidly & effectively review options and select the best-fitting responses in the face of complex, dynamically-changing, uncertain environments	Sarah will be able to take part in increasingly more complex cycles of regulation-challenge-regulation
Sarah has difficulty understanding others and understanding the world	A programme of RDI across the home and school settings	Sarah is able to make and maintain friendships and relationships	Sarah reads and employs non-verbal communication and masters social referencing