

What are aspirations, needs, outcomes and provision in relation to an EHC plan

taken from Developing Outcomes in EHC Plans by Developing Better Outcomes Together Consortium, Mott MacDonald, CDC, NDTi



Aspirations (EHC Plan: Section A)	Needs (EHC Plan: Sections B C D)	Outcomes (EHC plan: Section E)	Provision (EHC Plan: Sections F G H1 H2)
<ul style="list-style-type: none"> Concerning hoped-for positive outcomes in life. (Wikipedia) Aspirations for: paid employment; independent living; community participation (CoP page 164) Long term aspirations are not outcomes in themselves... a local authority cannot be held accountable for the aspirations of a child or young person (CoP page 163) Local Authorities must ensure that the EHC plan review at Year 9... includes a focus on preparing for adulthood... Planning must centre around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training, and the support they need to achieve their ambition (CoP page 125) 	<ul style="list-style-type: none"> A difference or gap – gives purpose and direction to behaviour (Maslow) “A gap that matters” A child has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her (CoP page 15) EHC plans must specify the special educational provision to meet each of the child's special educational needs (CoP page 164) EHC plans must also specify any health or social care needs a child has 	<ul style="list-style-type: none"> The benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective (CoP page 163) What is important to them, and for them (CoP page 163) SMART: Specific, Measurable, Achievable, Realistic and Time Bound (CoP page 163) Set out what needs to be achieved by the end of a phase or stage of education. Short term targets set outside the EHC plan (CoP page 164) An outcome for a child of secondary age might be, for example, to make sufficient progress or achieve a qualification to enable him or her to attend a specific course at college (CoP page 163) From Year 9 onwards, the nature of outcomes will reflect the need to ensure young people are focused on preparing for adulthood (employment, independent living, community participation and health and wellbeing (CoP page 163) 	<ul style="list-style-type: none"> Provision that is additional to or different from that made generally for other children of the same age (CoP page 16) Detailed, specific and normally quantified, in terms of type, hours and frequency of support and level of expertise, including where this support is secured through a personal budget (CoP page 166) The LA must set out in its Local Offer an authority wide description of the special educational, training, health and social care provision it expects to be available in its area (CoP page 68) Schools must inform parents when they are making special educational provision for a child (CoP page 92)