**Social Care Advice for Education, Health, and Care Needs Assessment**

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| **Child / Young Person’s Details** | | | | |
| Name |  | Date of Birth |  | |
| Home Address |  | Eclipse Number | |  |
| School / Setting name and address / EHE |  | | | |

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| **Relevant Background Information** |
| Current involvement - make sure you describe why you are involved and the purpose of this. This needs to be a brief overview rather than specific details.  Provide a brief pen picture of the child or young person, particularly their strengths. This is their plan so you need to bring them to life for the reader, which will include the child and the family. What do they like, what are their aspirations, what are they good at, what do they dislike. You could also record aspirations that the parent carers may have for their child.  Describe what education professionals working with this child or young person need to know about their social care needs.  Do not record information that relates to other family members (who you may also be working with). Do not record any confidential information or information that is not relevant to their educational needs, for example if a child is subject to a child protection plan, or is a child in care, the specific historical issues or incidents that resulted in the plan are not relevant to this plan. |

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| **Section D: CYP’s social care needs and how they impact CYP** | |
| Record any social care **needs** that have been identified through either the assessment that has been completed or the plan that they are subject to, or through the parental engagement that has been undertaken by the EHCP Team in BCT.  Record the **impact** that these needs have on the child or young person’s learning, for example (but not limited too): their ADHD impacts on their ability to concentrate and stay focussed; their anxiety makes it difficult for them to make friends; their behavioural or physical disability means they do not have access to community-based resources without additional support.  These are just examples, please be as specific as possible in relation to the child or young person that you are working with.  **Where the child or young person has no identified unmet needs then this standard sentence should be recorded within this section:**  Birmingham Children’s Trust have been working with (insert the child’s or young person’s name) and their family to identify their social care needs. Based on this work, Birmingham Children’s Trust have not identified any social care needs that require further support from Social Care at the present time. | |
| **Section E: Outcomes sought for CYP linked to their aspirations** | |
| Think about preparing for adulthood right from an early age, independence skills, friendships, accessing the community.  Think about what the child or young person wants to achieve, considering short, medium, and longer-term goals. e.g. to make good friends, to be able to do activities on their own. Longer term goals such as owning their own home, driving a car, having a job. What help and support they need to make this possible.  Think about what progress and achievements they have made so far. This can be in any area of their life. For example, socially, emotionally, with their self-esteem and confidence, learning a new skill, or trying something new.  It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).  It is important that outcomes are written in ways that enable:   * progress to be monitored. * outcomes to be evaluated. * decisions about future needs and provision to be made.   SC1:  SC2:  **Where the child or young person has no identified unmet needs then this standard sentence should be recorded within this section:**  Birmingham Children’s Trust have been working with (insert the child’s or young person’s name) and their family to identify their social care needs. Based on this work, Birmingham Children’s Trust have not identified any social care needs that require further support from Social Care at the present time. | |
| Outcomes linked to provision | **Section H1: CYP’s social care provision required to meet CYP’s social care outcomes** |
| E.g.,  SC1 | Record any provision that is delivered under Section 2 of the Chronically Sick and Disabled persons Act 1970.  All of our Short Break Local Offer is delivered under this legislation, so anyone receiving support from any of the following should be recorded here.  **Dens of Equality**  **Resources for Autism**  **Sutton Coldfield YMCA**  **Midland Mencap, including any brokered holiday schemes.**  You must be as specific as possible: where do they attend; when do they attend; how often; how long.  ***NB – no provision for anyone over 18 should be recorded in this section. Any support to an adult should be recorded in Section H2.***  **Where the child or young person is not receiving any provision through the Chronically Sick and Disabled Persons Act 1970 this standard sentence should be recorded in this section with the link to our short breaks local offer:**  (Insert child’s or young person’s name) has been assessed by Birmingham Children’s Trust and does not require any support under Section 2 of the Chronically Sick and Disabled Persons Act 1970. |
| Outcomes linked to provision | **Section H2: CYP’s social care provision required to meet CYP’s social care outcomes** |
|  | Record any provision that is delivered under any other child or adult focussed legislation, including.  **Children Act 1989 –** Children and Young People subject to Child in Need Plans, Children in Care and Child Protection Plans.  **Children (Leaving Care) Act 2000 –** Children and Young People with Pathway Plans  **Early Help – c**hildren and young people subject to Early Help Plans  **Care Act 2014 –** Young people and adults up to the age of 25 who are receiving care and / support from Adult Services.  You must be as specific as possible: what plan are they subject to; what support is provided; who often are they visited and by whom, when is the plan being reviewed.  If the child or young person is a Child in Care or subject to a Child Protection Plan, you should also record that they have an Independent Reviewing Officer and the frequency of their reviews.  **Where the child or young person is not receiving provision from any other piece of child or adult legislation this standard sentence should be recorded in this section with links to both children’s and adult service referrals:**  (Insert child’s or young person’s name) has been assessed and does not require support under any legislation relating to children or adults up to the age of 25.  If at any point in the future it is felt that (insert child’s or young person’s name) needs have changed and that support through the Early Help Service, or the Children Act 1989 or the Care Act 2014 might be required, then a referral should be made to Birmingham Children’s Trust via this link for children aged between 0 – 18 years:  <https://www.birminghamchildrenstrust.co.uk/homepage/64/i_need_help_with>  Or to Adult Services for a young person over the age of 18:  [https://www.birmingham.gov.uk/info/50285/how\_to\_contact\_adult\_social\_care\_services](https://www.birmingham.gov.uk/info/50285/how_to_contact_adult_social_care_services%20)  For further information regarding children with disabilities, including the short break local offer, please see the link below:  [https://www.birminghamchildrenstrust.co.uk/ChildrenwithDisabilitiesService](https://www.birminghamchildrenstrust.co.uk/ChildrenwithDisabilitiesService%20) |

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| **DETAILS OF PROFESSIONAL COMPLETING THE ADVICE** | | | | |
| Name |  | | Title |  |
| Service |  | | Countersigned / QA (where applicable) |  |
| Email Address |  | | Telephone number |  |
| Signature |  | Date advice completed | |  |