

Children & Families Act

**The new assessment process
for Education, Health & Care Plans
(EHC Plans)**

Changes to Statutory Assessment Process

- Applies to all children and young people (CYP) aged 0 – 25 years old
- Applies to all CYP in Nurseries, schools and colleges
- New reduced timescale – 20 weeks rather than 26 weeks
- View of young person is paramount after age 16
- Is a person-centred process

HOWEVER

The process will be reviewed following :

- Final Code of Practice and guidance on conversion of existing Statements to EHC Plans published on 11.6.14 , and
- The feedback and experience from the pilot

What's new?

- **Education Health Care Plans (EHCP) to replace Statements**
- **A single other category – ‘SEN Support’ - replaces Action Plus and Action**
- **Detailed guidance on high quality provision.**
- **Assess, Plan Do Review Cycle.**
- **Greater focus on outcomes and successful transition to adulthood.**
- **Joint working and planning is promoted**
- **Requirement to publish a local and a school offer**
- **Personal Budgets**

Four Main Categories

- **Communication and Interaction**
- **Cognition and Learning**
- **Social Emotional and Mental Health difficulties**
- **Sensory and/or physical**

BUT only ONE STAGE OF SEN...

SEN Support

Funding

- **Changes in place from April 2012**
- **Schools have an amount identified within their overall budget, called the notional SEN budget.**
- **This is not a ring-fenced amount, and it is for the school to provide, high quality appropriate support from the whole of its budget**
- **Schools are expected to provide additional support which costs up to a nationally prescribed threshold per pupil/student per year.**
- **The LA provides top-up funding from the High Needs Block for pupils where the cost of provision required to meet needs exceeds this threshold**

Schools MUST...

- use their **best endeavours** to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- designate a teacher (**SENCO**) to be responsible for co-ordinating SEN provision
- **Inform parents** about the special educational provision for their child

Step 1 - School Support

- Before applying for an Education, Health and Care Assessment the setting **MUST** follow the Graduated Approach of support by following a

'School Focused Plan'

for the child/young person in question

This is the new name for School Specific Support Plans

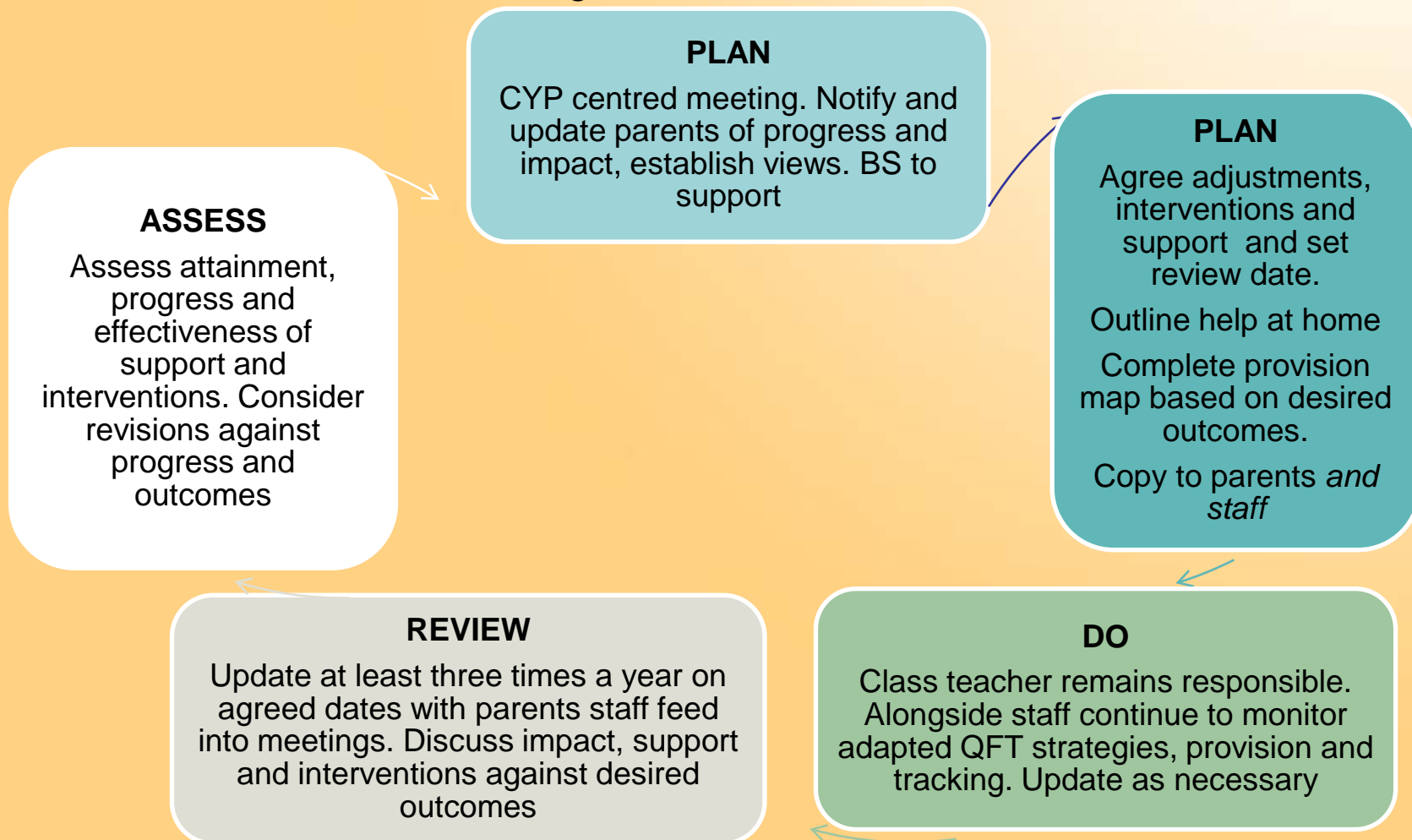
- The School Focused Plans should :-
- Relate to a clear set of expected outcomes, which reflect views, wishes and feelings of CYP and their families
- Have stretching and relevant academic and developmental objectives

School Focused Plans

- Include evidence-based interventions
- Record progress, outcomes and support
- Be reviewed regularly, at least three times a year
- In schools, support should be planned and reviewed by the class or subject teacher, in collaboration with parents, SENCO's, and, where appropriate, the pupil themselves

Outline of an SFP

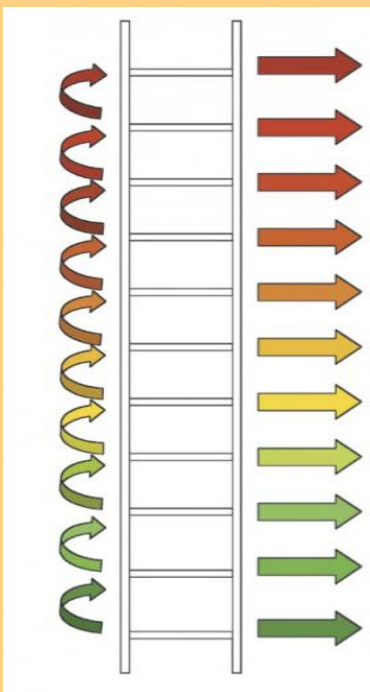
The SFP forms the mid part of the Cheshire East Graduated Approach and should be used for all CYP who have been identified as needing SEN support but remain within element 2 funding



**Top Up
funding
Element
Three**

**SEN
Support
EHC**

- High level and complex need
- Needs above and beyond school resources
- Top Up funding from LA
- High input from OA



**SEN
Support
SFP**

- Moderate level needs requiring
- Tailored approach above QFT
- Gap maintained/increasing because of/despite support plan

**Initial
Support**

- Class and school management
- Adapted QFT
- Catch Up
- low levels of support/OA advice

SFPs should be used to:-

- Outline the provision, practice and impact of school based funding to support low cost high incident need CYP
- Highlight the school's actions to remove barriers to learning and the SEN provision which has been put into place
- Build on detailed approaches, frequent reviews and specialist advice which helps the CYP make good progress and secure best outcomes

What does a SFP look like?

- Page 1 - CYP details and School based planning
- Page 2 - Parents Views – Parents must be given the opportunity to express their views and be given clear information about the impact of support and interventions. They should be constantly involved in planning next steps
- Page 3 - Child's Views
- Page 4 - Tracking Data sheet – can be adapted where applicable
- Page 5 - Costed Provision Map
- Page 6 - Review

Involvement of Specialists

- At any update where a pupil is making less than expected progress, despite evidence based support and effective interventions, the school should involve specialists who will impact further on effective teaching approaches, equipment, strategies and interventions
- Parents must be notified and included in this involvement
- Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions
- Schools should involve a specialist where a pupil continues to make little or no progress over a sustained period
- Where pupils continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support
- Agreements and discussions should be recorded and shared with all the teaching staff supporting the child

Involvement of Borough SENCOs

- These children can be tracked by Borough SENCOs, who will be able to offer support to write the School Focused Plan in collaboration with the school SENCO
- They could oversee and review the plan where necessary
- Meet with parents and SENCOs in complex cases
- Advise and share good practice in classroom support and interventions
- Support SENCOs to write costed provision maps

Involving Parents and Pupils in SFP's

Planning meetings should :-

- Provide regular reports for parents on how their child is progressing
- Set clear outcomes and review progress towards them, discuss the activities and support that will help the pupil achieve them
- Identify the responsibilities of the parent, the pupil and the school
- Take place at least three times a year

School Focused Plans should:

- Increase parental engagement and confidence
- Be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainments and is supported by the SENCO
- Provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil
- Allow for sufficient time to explore the parents' views and to plan effectively, but wherever possible aligned with the normal cycle of discussions with parents of all pupils
- The views of the pupil should be included in these discussions
- A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff and parents

How we have Created the EHC Assessment Process and Plan

- **Developed drafts from various Pathfinders processes and plans**
- **Consulted SENCOs, Education, Health and Social Care professionals, and Parent Carers**
- **Ensured that it complies with the latest DRAFT Code of Practice and is currently being reviewed against the Final Code of Practice**
- **Working with small number of families as a pilot**
- **Process and Plan will be refined as we move towards and beyond 1st September**

How the EHC Assessment Process and Plan will be Produced & Monitored

- **Move away from paper copies to electronic records using a new IT system**
- **Communication via email (including with parents where possible)**

**Request
for a
New EHC Assessment**

Local Offer of Services and School Support

- **Setting implementing Graduated Approach of Support with the School Focused Plan, utilising the Local Offer**
- **Local Offer enables parent carers and CYP to:**
 - **navigate, search and understand services available**
 - **how to access services across education, health and children's and adult's social care.**
 - **includes mainstream and specialist services.**

Request for Assessment

- **Request made to Statutory Assessment Team from**
 - a parent/carer
 - young person
 - education setting

Processing Request for Assessment

- **Statutory Assessment Team contact Parent Carer:**
 - **obtain details of CYP such as name, address, people with Parental Responsibility, GP etc**
 - **explain process of assessment**
 - **identify professionals already involved with CYP**
 - **identify professionals that could be involved**
 - **obtain consent from Parent Carer to request information from professionals**
 - **confirm preferred communication is via email**
 - **provide guidance on process, & details of Parent Partnership & Independent Supporters**

Assessment Panel

- **Consistent Core Members**
- **Additional members dependent on agenda**
- **Consider Integrated Assessment Form and reports against criteria**
- **Decision to either proceed with an assessment or initiate step down process**

Outcome of Assessment Panel

a) Assessment not Agreed:

- **Parent Carer and Setting informed that Assessment not proceeding and reasons why**
- **Provide right of appeal information to Parent Carer &/or CYP.**
- **Offer meeting for Parent Carer, Borough SENCO & setting SENCO to discuss how CYP's needs can be met through setting support, the School Focused Plan and the Local Offer**

Outcome of Assessment Panel

b) Assessment Agreed:

- **Statutory Assessment Team collate further information**

EHC Co-ordination Group

- **Consistent Core Members**
- **Additional members dependent on agenda**
- **- assesses additional reports and original request and information against criteria**
- **- Decision made either to issue an EHC Plan or initiate step down process, and outline reasons why**

Outcome of EHC Co-ordination Group

a) Decision not to Issue an EHC Plan:

- Parent Carer and Setting informed that an EHC Plan will not be issued and reasons why
- Provide right of appeal information to Parent Carer &/or CYP.
- Offer meeting for Parent Carer, Borough SENCO & setting SENCO to discuss how CYP's needs can be met through setting support, the School Focused Plan and the Local Offer

Outcome of EHC Co-ordination Group

b) EHC Plan to be Issued:

- **Send draft EHC Plan to Parent Carer and Setting to include CYP's needs, outcomes and proposed provision**
- **Arrange meeting with Parent Carer, CYP and Setting**

Family Meeting

- **Person-centred meeting**
- **Held with Parent Carer and CYP (if appropriate), and an Advocate if requested, to:**
 - **- discuss and agree CYP's needs, aspirations, and outcomes and the provision that is needed to meet those outcomes and needs**
 - **- discuss if Personal Budget required for provision identified in the EHC Plan**

Outcome of Family Meeting

a) EHC Plan Agreed

- **Consult for School Place, if required**
- **Issue Final EHC Plan**
- **Provide right of appeal information to Parent Carer &/or CYP**

Outcome of Family Meeting

- b) Changes to EHC Plan drafted at Person-Centred Meeting**
 - **Considered once more by the EHC Coordination Group for approval**
 - **Issue Final EHC Plan**
 - **Provide right of appeal information to Parent Carer &/or CYP**

Outcome of Family Meeting

c) No agreement on EHC Plan

- **Considered once more by the EHC Coordination Group**
- **Issue Final EHC Plan**
- **Provide right of appeal information to Parent Carer &/or CYP**

Right of Appeal

- **If Parent Carer and/or CYP do not agree with content of EHC Plan**
- **New duty for informal mediation**
- **Formal mediation**
- **Tribunal**

Guidance

- **Guidance for Parent Carers and CYP will be available**
- **Available on Cheshire East website**

Conversion of Existing Statements to EHC Plans

- **Draft guidance on converting existing Statements of Special Educational Need to EHC Plans published 11th June 2014**
- **Will be producing a plan to convert statements as per guidance**