

# SEND

## EDUCATION HEALTH AND CARE PLANS AND THE GRADUATED APPROACH

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# LEGISLATIVE CONTEXT

- Children and Families Act 2014 & SEN Code of Practice
- New requirement for LAs, health and care services to commission services jointly for SEN and disability
- LAs to publish a clear, transparent 'local offer' of services - Livewell Cheshire West
- More streamlined assessment process, co-ordinated across education, health and care
- New 0-25 Education, Health and Care Plans for those with more complex needs
- New statutory protections for young people aged 16-25 in FE
- A new duty on health commissioners to deliver the agreed health elements of EHC plans
- The option of a personal budget for families and young people with an EHC plan

# WHAT IS SEN?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children **aged two or more special educational provision** means educational provision that is additional to or different from that made generally for other children of the same age in mainstream schools, maintained nursery schools, or by relevant early years providers. Early Years Inclusion Funding is available.
- For children **under two years of age, special educational provision** means educational provision of any kind.

# AREAS OF SEN

- *Cognition and Learning*
- *Communication and Interaction*
- *Social, Emotional and Mental Health*
- *Sensory and Physical*

# GRADUATED APPROACH – ASSESS, PLAN, DO, REVIEW

## PHASE ONE – INITIAL CONCERN

- Quality First Teaching / The Universal offer.
- Range of skills and attainment
- Curriculum / resource / task differentiation.
- In class support / small groups
- Monitor attainment and progress
- Review and set targets - share.
- Discuss and involve parents and carers

## PHASE TWO – SEN SUPPORT

- Holistic in-school SEN Support
- 'Element 2' - Person Centred Planning
- Specific / standardised assessments
- Targeted intervention - 'relevant, timely, purposeful'
- Additional 1:1 adult support.
- Professional or outside agency advice
- Share with parents and carers throughout. Co-produce.

# (SOME) SOURCES OF SUPPORT AND ADVICE

[www.livewell.cheshirewestandchester.gov.uk](http://www.livewell.cheshirewestandchester.gov.uk)

- Early Years Specialist Teaching Service
- Autism Service
- Hearing Impairment and Visual Impairment Teams
- SEN Advisory Officer
- Educational Psychology Service
- Emotionally Based School Non-Attendance training
- Our Ways of Working - Trauma Informed Practice
- SENCO Network meetings
- Special School Outreach Offer



# GRADUATED APPROACH – ASSESS, PLAN, DO, REVIEW

- Key Questions at this stage:

- Do we have a clear, shared understanding of the child / young person's needs? Is this underpinned by appropriate assessment tools and advice? Evidence. Are there gaps in our understanding?
- Has targeted intervention and relevant, timely and purposeful action been planned, carried out and reviewed?
- What is the impact of action so far - attainment / progress towards outcomes? Teachers / SENCO professional judgement is key.
- Next steps?
- Repeat... termly, half termly dependent upon age / stage of development and specific need.
- Consider an application for Top Up Funding (one year)

# EHCP NEEDS ASSESSMENT

- What is an EHCP? It is a legal document which describes a Child/Young Person's special educational, health and social care needs, explains the outcomes and provision given to meet those needs and how this will help the Child / Young Person to achieve their aspirations.
- When to apply? When the assess, plan, do, review cycle has been robustly followed, and evidence indicates that the pupil has SEN and may require longer term provision at a higher level of support and funding than can be provided from the resources normally available to a setting.
- Who can apply? Anyone with parental responsibility, young people over 16, settings. Others can notify the Local Authority of a concern.



## AN EHCP IS NOT...

- an automatic pathway to a change of setting or special school
- a 'quick fix' - particularly for Emotionally Based School Non-Attendance or anxiety
- automatically needed upon becoming Looked After.
- the answer following a permanent exclusion unless there has been a previously identified SEN
- a solution for social factors which aren't impacting on accessing curriculum, sexual exploitation, drug misuse, health issues such as eczema and asthma

# EHCP NEEDS ASSESSMENT TIMELINE

Request for Assessment received.  
Information gathering starts.

Week 1 - 5

Panel agree Assessment.  
Request reports from all stakeholders and statutory advice.

Week 6 - 12

Panel agree EHCP.  
Co-production to Draft  
Approval from Health & Social Care

Week 13 - 16

Issue Draft EHCP and consult for setting  
15 days to respond  
Week 16

Finalise EHCP and name setting.

Direction and Right of appeal  
Week 20

*Assess, plan do review continues - the EHCP must be reviewed every 12 months.*

# PERSON CENTRED APPROACH

- Child / Young Person and their Parents / Carers should be at the heart of all we do. An EHCP should enable the achievement of aspiration.
- Trauma informed practice informs thinking and decision making.
- Communication is key - 'Tell Us Once'
- Sometimes disagreement or disputes occur. Resolving these is a priority. When this is not possible, parents and carers can be supported by the Independent Advice and Support Service, and have the right to request Mediation or to appeal to the SEND Tribunal. This information is shared with all EHCPs and decisions issued.

QUESTIONS...

