



Reading and Understanding your child's Education Health and Care Plan



The EHCP Timetable

0 – 6 Weeks, Needs Assessment , current information, Request and decision by the Local Authority, (LA)

6 - 16 Weeks, Needs Assessment, New reports, decision by the LA, draft plan.

16 - 18 Weeks, Consider draft plan, comments, request school.

18 – 20 Weeks, The Final Plan



0-6 Weeks, Requesting

Make sure ,whether education, young person or parent is requesting, that all the relevant information is shared with the LA.

E.g.

SEN Support

Diagnosis

Health reports

Social Care information



Principles of co-ordinated assessment and planning

LA must consult the child, young person and parents throughout the process

Child or young person is at the heart of the process

Start with the individuals **aspirations** and the outcomes they wish for, tailor support

This should enable children, young people and parents to have more control over decisions made.



Points to keep in mind about the EHCPlan

Decisions about content made openly and collaboratively with parents, children and young people

They should be clear, concise, understandable & accessible

The LA must consider how best to achieve the outcomes and take into account the evidence

Show how Education Health and Care will be co-ordinated whenever possible

Forward looking

Use family and community support to achieve outcomes



Arriving with your **draft** plan:

The reports on which the plan should be based.

Keep these safe

There will be no named school or other educational provision at this stage.



The contents of an EHC Plan 1

- A** The views, interests and aspirations
- B** The Special Educational Needs
- C** Health needs related to SEN
- D** Social Needs related to SEN or disability
- E** Outcomes, medium and long term, including for adult life. Also arrangements for setting shorter term targets, SEN Support continues for this short term target setting



F Special Educational provision required

G Any health provision reasonably required by learning difficulties or disabilities which result in SEN including health care plan if needed

H 1 Any Social Care provision which must be made for those under 18 under Chronically sick and disabled persons act 1970

H 2 Any other social care provision

I Placement

J Personal Budget

K Information and Advice (reports etc)



How a plan should read

Needs + Provision = Outcomes + placement

i.e. needs + provision should inform the outcomes of the child/yp

Every need identified in section **B** **must** have provision in section F to meet that need and support the identified outcome
and

As you read a plan you should be able to see a link between the **outcomes** (the benefit or difference a provision will make) **and Aspirations** (what **the child/yp** wants to do (**Section A**))

Outcomes need to be SMART (Specific, Measurable, achievable, realistic and time bound).

The document needs to be Specific and quantified (a quantity of time or amount)

'EHC plans should be clear, concise, understandable & accessible to parents, children, young people, providers and practitioners. They should be written so they can be understood by professionals in any local authority.'

CoP para. 9.61



What is a need?

Needs' are the difficulties that the child has – not their diagnosis or SEN – but how the diagnosis/SEN affects their education

e.g. Pupil X has ADHD (diagnosis), - pupil X finds it hard to stay focused in a noisy, busy classroom, and is easily distracted (special educational need)

Example of provision: Pupil X will have a separate desk with a screen to minimize the classroom distraction. X will have classroom support to prompt him to stay on task during all lessons.



Planning before you set to work

What do I need?

Time, space and quiet

Single sided copies of all reports and EHCP

3 different coloured highlighter pens

Pad and pen



Avoid Woolly Words



Opportunities

Regular

Often

May need

Would benefit from

Should

It is recommended that

9.69 Provision must be detailed and specific and should normally be quantified in terms of type, hours and frequency of support and levels of expertise, inc PB (J)



Checking the EHCP reports and views

- Highlight the SEN **needs** in one colour in all the **reports**
- Highlight the SEN **provision** to meet those needs in another colour
- Highlight the **outcomes** of the provision in your third colour
- Now do the same to the EHCP checking that all the needs, provision and outcomes have been included, and are correct

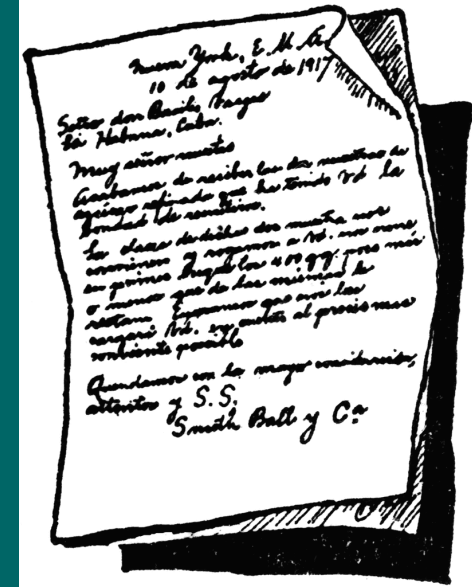


Final Plan

Arriving with your final plan:

A letter giving you the right to appeal, information about us, SENDIASS, and the mediation service.

Keep these safe



How to Read Through a Plan

Having gone through the reports (listed in section K in the Plan) are all reports listed that you expected?

Read section **A** parents, young person and/or child's views. The **Aspirations** of the child or young person does this reflect the paperwork?

Then go through make sure all the needs you have identified in reports are in Section **B**

It is important that all SENs are identified here as if not this will impact on section F (lack of provision) and possibly section I (school)

Then do the same for the educational provision in Section **F**



How to Read Through a Plan

Section F Provision – does it **specify** (make clear) provision to meet **all** needs? Are there any ‘woolly words’. Does it state who is going to provide the provision? How long for, How often? (this must come from the reports or evidence that it is already in place and working)

Provision for a young person may need to specify life skills training and if the YP needs a five day package describe the type of course/ programme (YP)



How to Read Through a Plan

Is health and social care mentioned? Is this correct?

Go through sections **C** Health needs and **G** Health provision

and

D Social Care Needs and **H 1 and 2** Social Care provision

Check to see if any provision is educational or training provision as it should be in section **F**, education provision.



How to Read Through a Plan

Read through the **E** Outcomes, these should be for a range of medium and longer term outcomes.

For Education, Health and Social Care

Young people, 17+, they should include which are education and training outcomes

Includes arrangements for monitoring progress and reviewing, also SEN support for shorter term targets set by the education provider .

Forward Plans for transition to adulthood linked to the Aspirations



How to Read Through a Plan

Section I – The name and type of placement

Child's parents/cares have a right to mainstream but not a particular mainstream school or college but there is a right to request .

You can appeal the LA decision to SENDIST.



How to Read Through a Plan

Section **J** – Personal Budget

Used to secure provision F in EHCP

Set out type of payment

Which Needs and Outcomes are to be met by the payment



How to Read Through a Plan

Section **K** – Advice and Information:

which has been gathered during the needs assessment.



Unhappy with the draft EHCP?

Having gone through the reports and draft plan you have 15 days to:

Meet with the LA coordinator and discuss your concerns or,

Send your comments to the LA coordinator



Unhappy with the Final EHCP?

Having gone through the reports and EHC Plan you can:

Consider Mediation, after a discussion with Kids on appealing Needs, B, Provision F and Education placement I, either go to Mediation or choose just to have a certificate provided.

For just educational placement your do not need a certificate, but remember: $B + F$ should = I

Appeal to the SENDIS Tribunal within 2 months of the LA sending the notice (EHCPlan and letter) or one month after a mediation meeting, whichever is the later.

Plans issued after 3rd April 2018 you can ask for recommendations on Health, G and Social Care H1 H2



