

## Family Voice Norfolk Consultation on Education Health and Care (EHC) Plans

### Consultation

Parent carers of children and young people with special educational needs and/or disability (SEND) were consulted via an online survey from 20 May to 30 June 2022 about the EHC plan process.

### Background

Family Voice Norfolk (FVN) is a collective of parent carers from over 1,370 families across Norfolk and represents nearly 1,800 children and young people with SEND. FVN has been the strategic voice of parent carers working in partnership with Norfolk County Council (NCC) and the NHS Norfolk and Waveney Integrated Care Board (ICB) formerly the Norfolk and Waveney Clinical Commissioning Group (CCG) since 2006. It is funded through a direct DfE grant (administered through Contact), by NCC and by the CCG.

Quality and timeliness of EHC plans were identified as one of the three serious weaknesses by Ofsted/CQC inspectors when they visited Norfolk in 2020. They were also concerned that children and young people were not getting the services and support that they needed.

Parent carers were invited to complete a questionnaire online and had the opportunity to include comments on their experiences about their Education, Health and Care plan. The survey ran for just over 40 days. FVN received 175 responses

### Key messages

When the process works, it is because the parent carers are fully aware of what is needed and who needs to be involved. Not all parent carers are this fortunate.

- 66% of parent carers said that they were not fully involved or were only partly involved in creating their young person's EHC plan.
- 66% of parent carers said that their child or young person (CYP) was not fully involved or was only partly involved in creating their EHC plan.
- 22% of parent carers said that their CYP's EHC plan was written using high-quality, up-to-date information from professionals involved.
- Many parent carers cite the EHC plan as being "too vague" or "woolly". Only 28% of parent carers said that the EHC plan described all the special education needs of the CYP and any related health and social care needs.
- 20% of parent carers said that the EHC plan clearly contains the special educational, health and social care provision for their CYP.
- 21% of parent carers said that the EHC plan contains SMART goals that can be discussed at each annual review.
- 66% of parent carers said that the EHC plan contains all the contact details for professionals and organisations involved.

- 82% of parent carers are not happy with the way that the LA keeps in contact with them during the EHC plan process, including reviews of the plan.
- 60% of parent carers are not aware of any help available to them during the EHC plan process, including reviews of the plan.
- 74% of parent carers do not feel that they have been informed about what NCC is doing to improve the services for CYP with SEND.
- When asked about how parent carers find out about what NCC is doing for CYP with SEND, only 7% mentioned the Local Offer, compared to 29% from support groups, 27% from Family Voice Norfolk and 26% said that they did not hear or find out anything.

A few comments from parent carers:

The LA are out of touch for needs of complex need children in Norfolk and parents insight and opinion is not valid by the EHCP teams. Children's needs are not the priority to the local authority. Our EHCP coordinator has given us two choices for section I and one of them is home Ed (which we absolutely do not want to do). We are pressurised constantly.

Our SENCO was terrific in the Annual Review where the plan was to be amended. My child was able to come home so he felt comfortable over the zoom call and was told he could speak at any point to ask for clarification/ disagree etc. He was seen as the most important person at the review and sent his own log in which is how it should be.

Coordinator regularly changes with no notification of change, and they are extremely difficult to contact

EHCP is far too vague to be of use.

Last time I saw an EHCP coordinator was years ago following a complaint. My son's EHCP is not updated anymore although he is moving into adulthood.

I don't feel that the authority keeps in touch, or even makes it easy for you to make contact with them

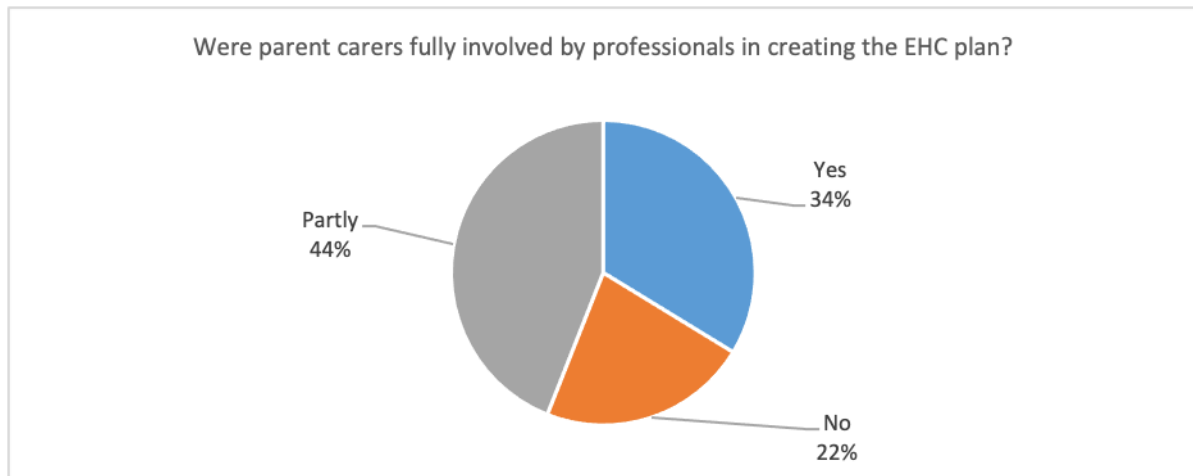
I went to a SEND roadshow once but they aren't at friendly times for working parents and it wasn't well attended presumably because of that.

The lady who wrote it was very responsive to email and call.



## Main findings

1. A good-quality EHC plan should be person-centred and fully involve the child or young person and their parents/carers. Were you as a parent carer fully involved by professionals in creating the plan?



I wrote it! The professionals didn't have time.

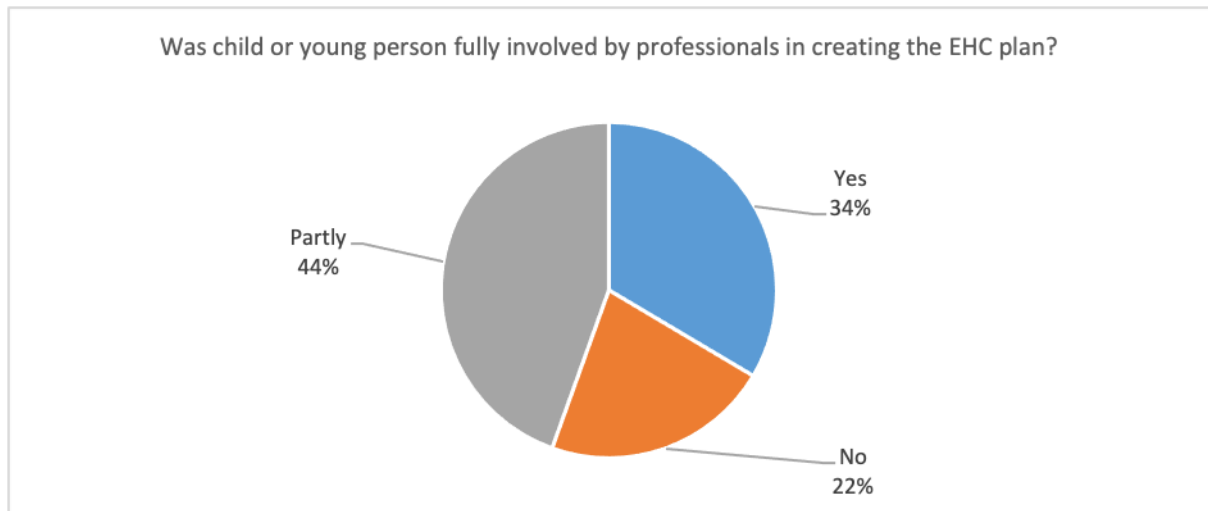
I requested a planning meeting but was refused.

I was contacted twice by the coordinator during the process before the plan was issued. When the draft was issued, I gave my amendments and was quite horrified when the final was issued afterwards without my approval of a second draft!

My daughter is only 4 and is non-verbal, has ASD, GDD and SPD. My wishes for a special school have been rejected by the council despite evidence from the EP, Sensi, the paediatrician, her current setting, portage and the mainstream SENDCo who says they cannot meet her needs. They have not listened to my concerns on a range of issues and instead March on saying 'they're confident' the mainstream school can meet need. This isn't confidence, it's a determination for mainstream because there are not enough places available in Norfolk. Even with the planned increase, demand will not meet supply. As a result I have been ignored and have to go to tribunal and will go to the ombudsman afterwards. They refused to write a type of school in section I which resulted in a total

Please refer to Appendix A on pages 10 – 15 for all comments.

2. *A good-quality EHC plan should capture the voice of the child or young person and their parents/carers and reflect their views, wishes and aspirations. Does your child's EHC plan do that?*



There is a huge gap whereby children who cannot express their needs/wants are being failed. In these instances, parental opinions and voice should be included even more considerably.

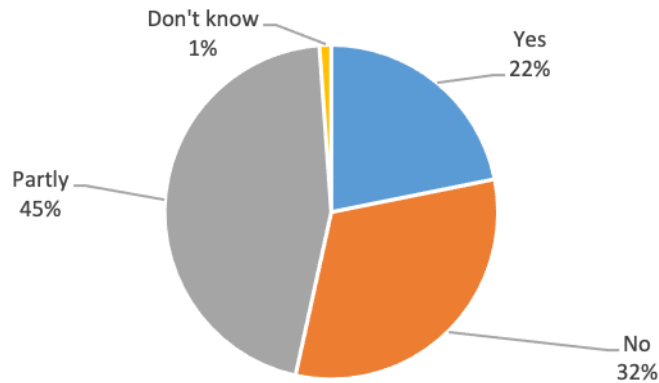
The format makes this difficult, so my child and I compiled our own reports with the relevant headings to ensure all our views were included.

We were able to provide our views but by the time the plan was successfully appealed these were significantly out of date.

Please refer to Appendix B on pages 15 – 19 for all comments.

3. *Is your child's EHC plan written using high-quality, up-to-date information from professionals involved with your child?*

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Yes, mainly because the LA had to gain evidence for a tribunal

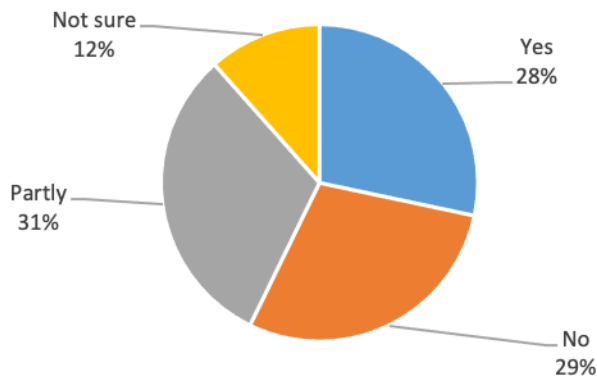
Some of the recommendations made .. were very generic copy and paste recommendations that weren't at all actually relevant to my child as an individual.

It was drafted without knowing further information about healthcare professionals despite me telling them

Please refer to Appendix C on pages 20 -24 for all comments.

4. Does the EHC plan describe all the special educational needs of your child and any related health and social care needs?

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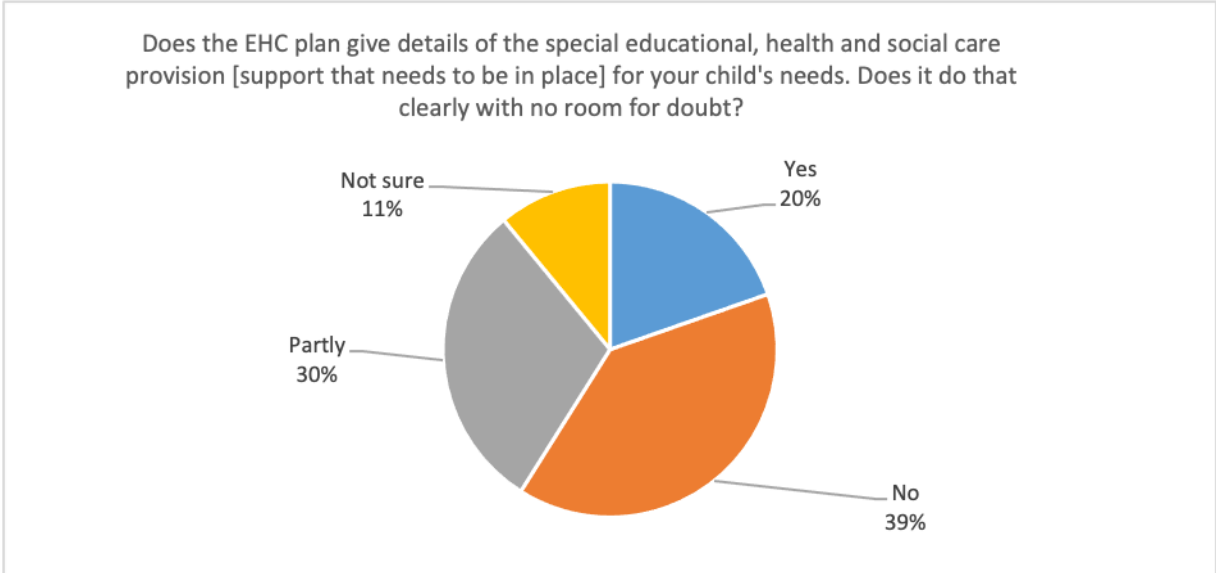
Health and social are totally missing

Nothing to help them communicate with my child, ended up with a meeting a school asking me how best to gain my child's trust

Yes, but this took huge efforts to have all relevant information included

Please refer to Appendix D on pages 25 – 28 for all comments.

5. Does the EHC plan give details of the special educational, health and social care provision [support that needs to be in place] for your child's needs. Does it do that clearly with no room for doubt?



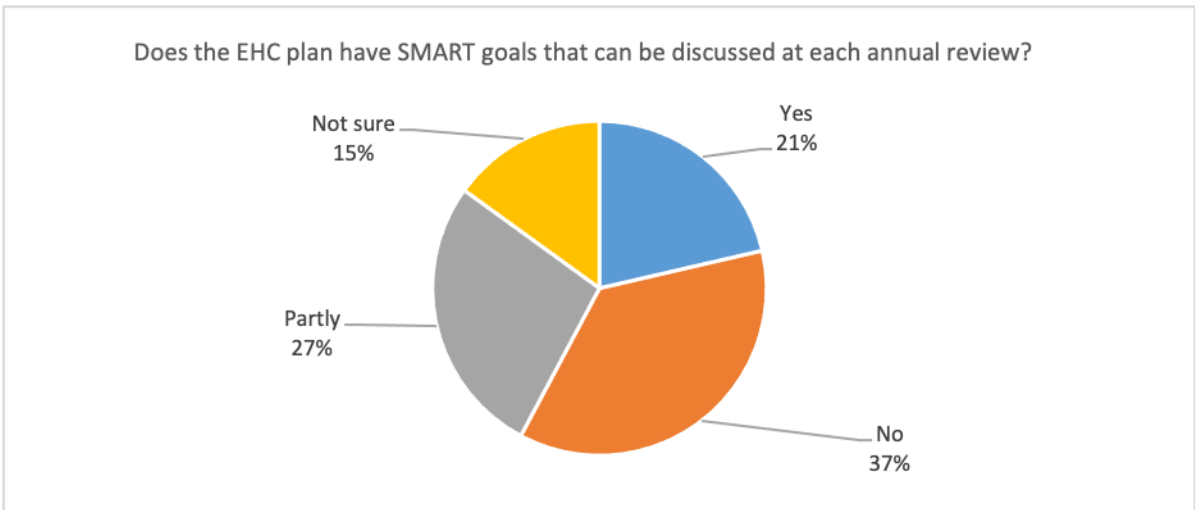
It does, but it was rewritten by us.

It is far too vague to be of use.

It says what he should have but not how to deliver it. This leaves school to interpret this very loosely in some areas

Please refer to Appendix E on pages 28 – 31 for all comments.

6. Does the EHC plan have SMART goals - goals that are Specific, Measurable, Achievable, Realistic and Time-bound - that can be discussed at each annual review?





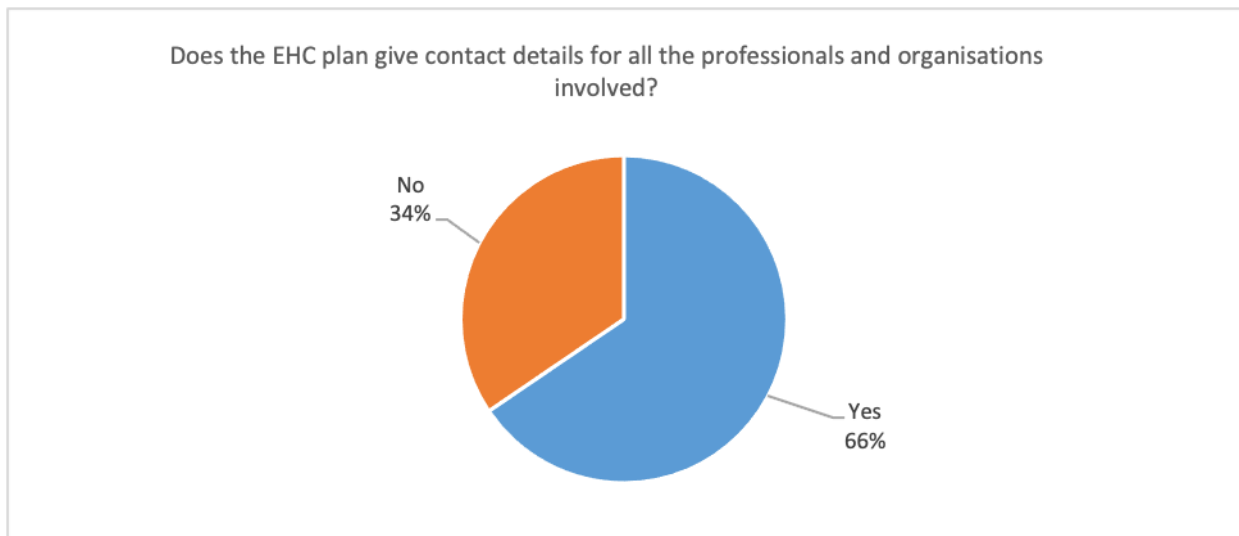
The last one has, others haven't

The goals set for her are for the end of KS1, she hasn't left nursery yet and her EHCP should be reviewed every 6 months.

Interestingly we brought this up with the deputy head asking for SMART. She said it was not required and we had to get her to read THE LAW to refresh her memory! Rather worrying when our child attends a complex needs school

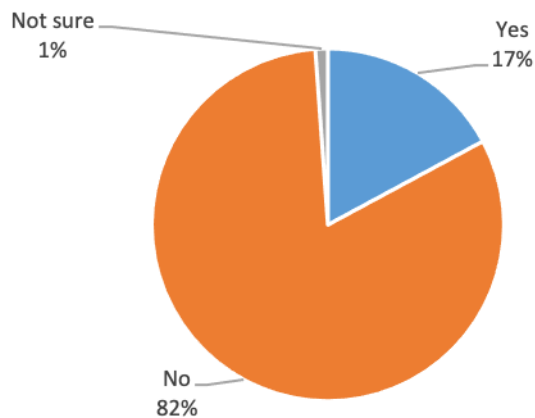
Please refer to Appendix F on pages 31 – 33 for all comments.

7. Does the EHC plan give contact details for all the professionals and organisations involved?



8. During the EHC plan process, including at reviews of the plan, do you feel happy with the way that the local authority keeps in touch with you and the ways that you can make contact when you need to?

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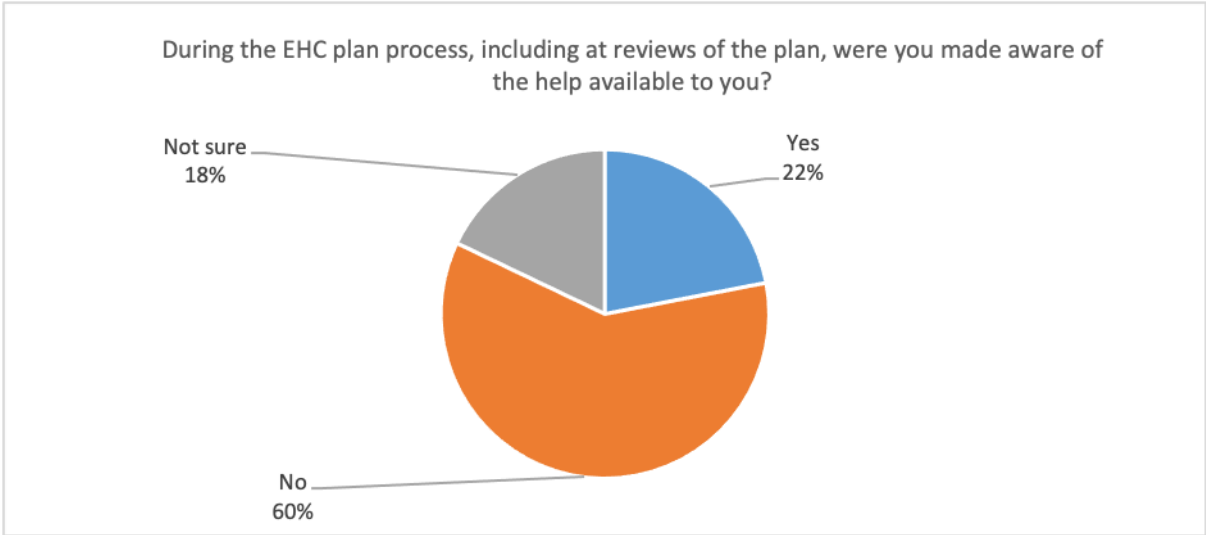
Coordinators always off sick, on holiday or never reply!

My EHCP coordinator is very accessible and knowledgeable, and she has always come back to me straight away if I email her with questions

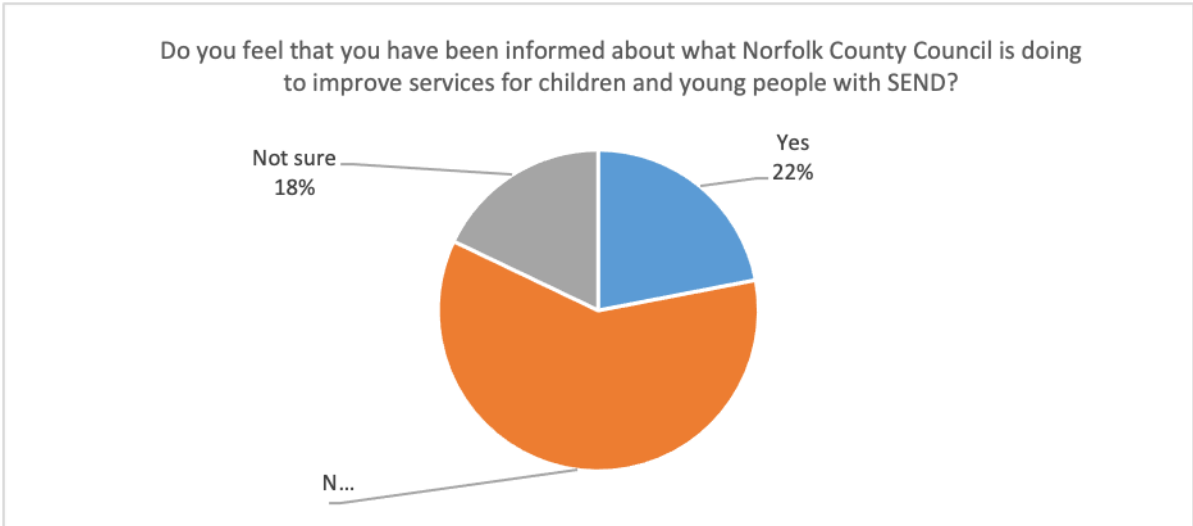
Very poor, I have had to complain and get the coordinator's manager involved. The coordinator is now more helpful and responsive to my emails.

Please refer to Appendix G on pages 34 – 40 for all comments.

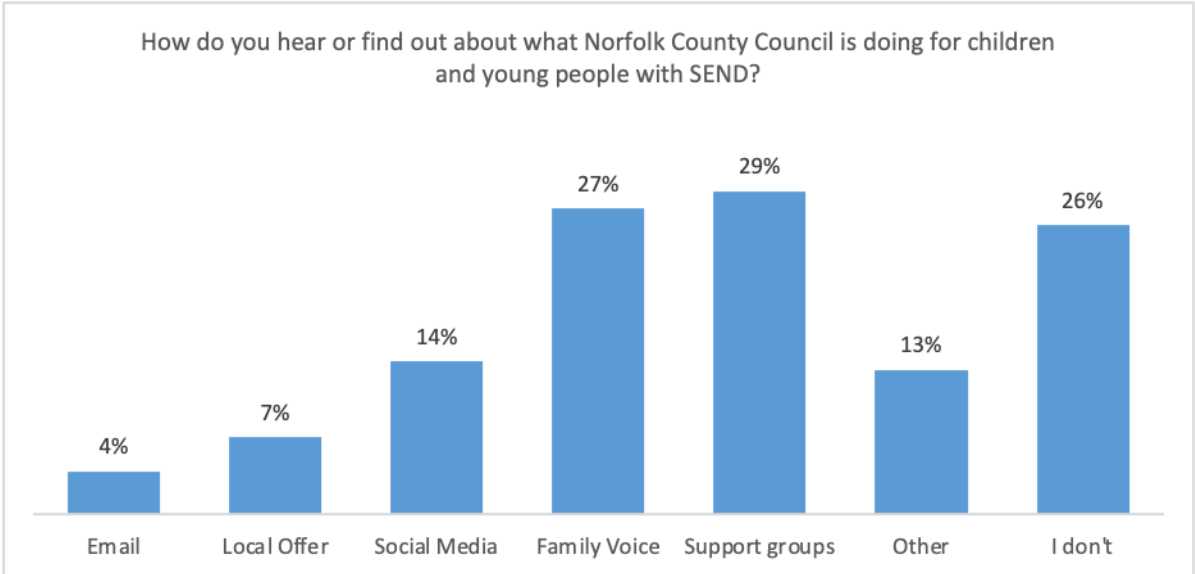
9. *During the EHC plan process, including at reviews of the plan, were you made aware of the help available to you?*



10. Do you feel that you have been informed about what Norfolk County Council is doing to improve services for children and young people with special educational needs and/or disabilities (SEND)?



11. How do you hear or find out about what Norfolk County Council is doing for children and young people with SEND?



Through a mix of family voice, sensational families & random things that come up on social media.

If I did not work in SEND, I am not convinced that as a parent I would have been aware of the services and help available.

If I need information, I have to look for it actively. I don't feel we are communicated with.

Please refer to Appendix H on pages 41 – 44 for all comments.

Appendix A - A good-quality EHC plan should be person-centred and fully involve the child or young person and their parents/carers. Were you all fully involved by professionals in creating the plan?

Yes, we were fully involved

- Having learnt from experience, we made sure we were fully involved from the start. We requested the EHCP.
- I am fortunate enough to work within the education sector and am a friend and colleague of my child's primary school SENDCO. Without this "advantage", I don't believe we would have had our voices heard so clearly at all.
- I applied for my son's EHCP myself when he was in Infant school after attending an EHCP workshop run by Scope. I wrote the supporting statement about his difficulties. A representative from Scope visited and helped me tweak it. He, as it happens, used to be a Headteacher at a Special School. I then included as many assessments and reports as we had. We had a good relationship with his infant school too.
- I basically wrote most of it myself & did the leg work tying up with the reports
- I initiated the plan and had 18 evidence documents from different professionals - it was hard work but worth it. No every family has the skills or confidence to do this for their children and need support and encouragement. It was rejected first time, despite being very clearly needed.
- I wrote it! The professionals didn't have time. My EHCP coordinator has been off sick and I have never met her. I dealt with admin people and amended it myself.
- It was very daunting and complex and I had to seek support from Norfolk SEN Network who are amazing.
- Our SENCO was terrific in the Annual Review where the plan was to be amended. My child was able to come home so he felt comfortable over the zoom call and was told he could speak at any point to ask for clarification/ disagree etc. He was seen as the most important person at the review and sent his own log in which is how it should be.
- The Educational Psychologist was very good at making sure our views were represented. The Speech and language therapist was very hard to get hold of and we didn't know what would go in her report.
- The process was very rushed though, and I felt I didn't have enough time to talk about each section
- We had to apply ourselves as school refused and they also refused to include our child at any stage
- We were fully involved in the initial EHCP creation. In hindsight more focus should have been given to a SEMH school. As parents we are not experts in this field and feel that continuing at a mainstream school was not the answer.

No, we were not fully involved

- A parents & child's view means nothing. The LA always say they can only include information from professionals
- Absolutely not. The LA are out of touch for needs of complex need children in Norfolk and parents insight and opinion is not valid by the EHCP teams. Children's needs are not the priority to the local authority. Our EHCP coordinator has given us two choices for section I and one of them is home Ed (which we absolutely do not want to do). We are pressurised constantly.
- All the professionals spoke to us as parents and separately the child when doing assessments. Did I feel really truly listened to? no. The LA EP assessment was really poor quality - it didn't even assess our child's reading, writing or SPAG skills when the major concern was significant dyslexia.
- Draft submitted to admissions without even being finalised (lots that was inaccurate and wrong ). Meetings between EHCP coordinator manager and advisor on the send panel , "behind closed

doors” where they concluded my son couldn't go to complex need setting (despite him being non-verbal and SPD, MLD). Terrible process. Not child centred at all.

- EHC co ordinators haven't bothered for 4 years in being any part of it . Only popped up this year due to the fact he is turning 18 and I was asking questions about the process of funding .
- EHCP coordinator very reluctant to undertake review, and has never spoken to our son. Existing plan was very woolly and could not be rigorously implemented.
- Had one meeting and then when I voiced concerns about it his coordinator told me they were irrelevant
- Have only met/spoken to EHCP co-ordinator once in 5 years. Never attends reviews
- I am answering regarding my younger child (already answered in regards to my eldest's EHCP) who is currently going through the EHCNA process. So far we are about to enter week 10 of the 20 week process. The acknowledgement email referred to my daughter as "Child Name." We have received a yes to assess, a phone appointment with an EP and a copy of the advice given by the Paediatrician (which was appalling). I have received NO CONTACT from the coordinator so far. No introduction, no email, no phone call. My eldest's coordinator had spoken to me by phone twice by this point.
- I applied for an EHCP for my daughter in April 2021. Initially an assessment was refused and we then needed to go to mediation. I had a phone call requesting mediation and it was agreed without any further meeting or information to assess. An OT assessment took place in October 2021. I did not receive a copy of that report. The school took away some reasonable adjustments that had been in place in November 2021 and I did not know whether they had done this independently or on the advice of the OT. I contacted the OT and asked for a copy of the report and was told they could not give it to me. It was "owned" by the LA, who had chosen not to provide me with the report at that time. I explained this was an ethical breach as her guardian I was responsible for her care and safeguarding and not having access to medical information about her meant that she was potentially at risk. That the OT and the LA were breaching their duty of care to her. Eventually the EHCP coordinator forwarded me a copy of the report (which indicated the school were not following recommendations). It took until February 2022 to arrange an educational psychology assessment. I still do not have a copy of that report. I received an email on the 10th of March 2022 to say it had been agreed to issue an EHCP and someone would be in touch about next steps. I have had no further contact. I followed up with an email about 3 weeks ago and have had no response.  
My daughter is coming to the end of year 5. We need to put in requests for high school transfer by the end of August and have had no contact or draft EHCP.
- I can't recall a professional seeking our sons views. We had an Ed psych assessment but they didn't meet our son. We had to fund his expert assessments in the end.
- I requested a planning meeting but was refused.
- I requested a pre-planning meeting and was told that wasn't the procedure.
- My child had an ed psych assessment done remotely during 2020 by speaking with the SENDCO at the school and myself. The finished report was sent to myself and the LA. The LA then drew up my child's plan which was poor. It was a 15 page document. After I sent back all the amendments, the plan more than doubled. To cut a long story short, it was hard work to get them to put all the information in. It is like they deliberately try to leave information out so less is required of them.
- My daughter is only 4 and is non-verbal, has ASD, GDD and SPD. My wishes for a special school have been rejected by the council despite evidence from the EP, Sensi, the paediatrician, her current setting, portage and the mainstream SENDCo who says they cannot meet her needs. They have not listened to my concerns on a range of issues and instead March on saying 'they're confident' the mainstream school can meet need. This isn't confidence, it's a determination for mainstream because there are not enough places available in Norfolk. Even with the planned increase, demand will not meet supply. As a result I have been ignored and have to go to tribunal and will go to the ombudsman afterwards. They refused to write a type of school in section I which resulted in a total breakdown in trust.

- My son has had an EHCP for over a year. In this time he has met only with the SaLT, just twice at his nursery setting. On the first occasion the SaLT said my son needed particular intervention and expected the nursery to implement such intervention without any training or support. Thankfully my son's nursery is outstanding in care and despite no support have done their best and continue to do. Sam was then revisited by SaLT 4 months later who said he had made enough progress that SaLT was no longer needed until he reached primary age. I was never informed of this personally. My son's allocated SaLT via the EHCP never contacted me to tell me this, nor did she finalise a report. The SaLT and the OT are the only people who have seen my son in person, in a very brief moment. His coordination has changed twice without giving me notice, I've had to find out myself when we've been left in the dark with no contact. My son's last coordination could never remember who he was and often referred to him as someone else. My son is supposed to be transitioning to school this year and we have an EHCP which is merely a ticket of support and no actual real attempt to intervene with support. No one has even met with me in person.
- My son still waiting for his assessment. 5 years waiting
- My son's EHCP annual review came around and even at a complex need setting are having to create their own targets!
- Never met EHCP coordinator in person, she never met my son at all. There was considerable reluctance to engage with us at all.
- No my son's EHCP coordinator made it very clear she didn't need to meet my son or get to know him as that wasn't needed for to do her job
- Our experience is that we were advised by the EHCP Coordinator at the draft EHCP planning meeting that Section F of the EHCP had already been completed by the local authority. We feel the thoughts, wishes and feelings of the child and parents were disregarded by the LA.
- School didn't think he needed one, ended up doing it myself where professionals agreed he needed one but conclusion came back 2 weeks later to say his needs were being met! Which they are in year 6 but won't be when he transitions
- Still awaiting the draft plan from NCC, we have not been asked for our views as yet.
- They write the educational health care plan and I read it and then say if I agree that it meets the needs or not. When attended a special needs school meetings were held to write the hcp but since attending college they do it and send me a copy, would rather the meeting. Then you can have your say more openly.
- Was completed by NCC and sent to us a final.
- We are awaiting an amended plan which has taken so long that I doubt very much that it will reflect what was discussed. Interestingly at the 2020 annual review both Mandy Walsh and Carla Munn the coordinator stated, in front of the school, that the current plan was not worth the paper it was written on. We awaited an amended but got issued the same plan with no amendments required stated with on months after the review. The continuous fight for the right thing is just too much.

#### Partly involved

- Although given the opportunity to discuss my opinion, things are not always put in the EHCP that I feel are needed.
- An OT wrote a report without speaking to us or our child.
- As I now work for Norfolk SEN Network, I now ensure we have full collaboration in updating and keeping the relevance of my son's EHCP, this however has not happened, as we have never received an updated plan, since he joined Parkside school. We have robust collaboration throughout the academic year and had hope to receive a final plan from last year's review, and again hope to this year. However it is as if the LA are not concerned with updating his plan, and for the most part his needs are being met.  
I am aware that many in SREP do not ever receive an updated final plan, despite annual reviews detailing the plan will be updated. This is negligent and unacceptable  
The LA need a more robust team of coordinators to manage and maintain EHCP's  
there is a huge lack of appropriate provision in all areas of SEND in Norfolk.  
Those lucky enough to get their CYP's needs met are so grateful. but many are let down by the woefully inadequate system in Norfolk.

- As involved as required but YP at a special school so all reviews are done internally
- Child was not involved
- College leads the process - we only really hear from or see the NCC Coordinator at review meeting(s)
- Don't know enough and the Support Worker filled it in for me with all child's medical reports but didn't have a clue what it all means!
- Due to the low standard of teaching at child's school, we've paid for an EP to go in and assess. This is cause school are unable to give a benchmark, show where he's functioning and a clear academic framework in place at the time. So we wanted academia in his EHCP to make sure he received an education to hold them to account and not simply a day care service.
- During the assessment process we were made to feel like a nuisance, having to repeatedly offer information and professional sources.
- Feel local authority let's children down.  
I have two daughters ,1st I have had to go to tribunal to even get fully updated/ amended to her needs & feel still fully correct & school does not fully comply to follow.  
2nd daughters was declined & assessment stage was too early to start which meant declined plus professionals involved were rude ,dismissive, etc towards myself . So therefore I will need to apply again
- Had to complete the section in child's view and parents view but the actual costs regarding what the child needs was written by an EHCP co-ordinator and not in injunction with us and our thoughts if what was needed
- I feel it is now very much a tick box exercise since my son has been in special provisions. We have minimal input
- I feel that the professionals involved were listened to however it was a one brief conversation with me as to my input into it. There was no other involvement with other family members and their details were all wrong and spelt incorrectly.
- I was contacted twice by the coordinator during the process before the plan was issued. When the draft was issued I gave my amendments and was quite horrified when the final was issued afterwards without my approval of a second draft! I went down the mediation route for the amendments which hadn't been included and my daughter attended the mediation too. The coordinator expressed that it is quite rare to see young people being involved in their own plans. We are going through an early review currently and I was happy that my daughter was given an hour to express her views via Teams meeting, even though the meeting itself was only supposed to last for an hour!
- I was disappointed to find the school had the EP in to visit my child without my knowledge/permission and without giving me the opportunity to meet them face to face and discuss my concerns/opinions. I was contacted by the EP at a later date by phone with no prior warning to gather my views. And this call was the first I knew of the EPs visit/assessment having taken place.
- Last time I saw an EHCP coordinator was years ago following a complaint. My son's EHCP is not updated anymore although he is moving into adulthood.
- My child to have been part of the process with us when we attended the meeting
- My son is about to receive his new EHCP with EOTAS. It is not complete yet but the professionals involved have been very helpful. From the LA I received the most resistance and felt they disregarded the Ed psyc and OT report and they want to do what they thought most suitable which causing a lot of stress because they ignore what works well for my son.
- Norfolk County Council produced a plan without any Speech and Language provision for my son. The NHS provider had spoken to me prior to is Annual Review (July 2021) and said they would not be submitting a Report for the Review because they had not seen my son much because of Covid. We submitted a private Speech and Language Report. We were advised that



recommendations in this Report should be referred to a Norfolk County Council Committee and were given hope that they would allow private provision funded by them until the NHS service was back up and running (why a Committee who don't know my son and contained no Speech and Language Therapists had to be involved, I don't know). They recommended an NHS Speech and Language Therapist assessed my son. The result no Speech and Language provision until the Summer Term 2022 because of delays in producing their Report and no consultation with Norfolk County Council on the final draft. Hopeless. But no doubt NCC would use the first date of his draft EHCP (9/8/2021), rather than the date of the Final EHCP (30/3/22,) as evidence they had produced the Report in a timely way!

- Not really considered important - just mum despite being an education professional - views were just swept aside.
- Not really.
- Only forms that we completed
- Our K was asked separately about his feelings and needs and asked to be included in the meeting but when it was reviewed this year he was not considered to be included.
- Our son was restrained after 3 incidences during the morning by school staff (lasting 1 hour 40 minutes in just over a 2 hour period) and as a result he did not return to school. On 10th June 2021, we requested an emergency Annual EHCP Review. The emergency Annual Review Report noted the trust between us and the school had been breached following the most recent prolonged restraint.

On 22nd June 2021 of Norfolk County Council made the decision not to secure the amendment or replacement of an EHC Plan it maintained for our son following a review under Section 44 of the Children and Families Act 2014. We were forced to lodge an appeal with the SEND Tribunal and the appeal was registered on 8th September 2022.

Tribunal was held on 2nd March 2022 where our appeal was upheld on all accounts.

The lack of support along with being forced into the appeal process has destroyed us as a family, both mentally and financially. Our son has been formally diagnosed as suffering from PTSD, which he now has to deal with on top of his other disabilities following the trauma he experienced at school. I have lost my job due the fact of having to stay at home to look after him and my husband has suffered a breakdown. All of which could have been avoided if the SEND Education department had simply listened, and strived to work collaboratively with us as we had with them.

- Parkside School have to date always fully involve us. But Norfolk County Council then often try to un-pick key details (usually provision) of what we, as parents, thought were agreed at the Annual Review Meeting (when the School passes the paperwork) to NCC. The current EHCP coordinator is adversarial in her approach and the result was a final EHCP issued on 30 March 2022 (over 8 months after the Review Meeting on the 16 July 2021)
- school and home worked well together in the preparation stage but the L A only communicated with school.
- The EHCP co-ordinator at the time of my son's initial EHCP was very difficult to work with. She refused to quantify any points and I could tell she was very much working on behalf of the council. She certainly, in my opinion wasn't looking out for the best interests of my son. If it wasn't for my dogged and downright refusal to give up, he would have been further disadvantaged than he is now.
- The length of time it took to get an EHCP issued for our first daughter led to professional contributions becoming outdated.
- There was always a brick wall put up when anything was discussed with the EHCP co-ordinator.
- They just copied paragraphs from professional reports and we were told to agree it
- Things I felt should be added weren't
- This was a Post 16 transition review and issue. It was more straight forward than previous ones, however, our views on Ed Psych need were not acted on straight away but LA did agree then. We felt more listened to with this EHCP review and amendment of EHCP.
- Via email due to Covid. No one actually met my child in person
- We had the acceptance back in July 21, still awaiting draft... But we did have full input on the ed psych report.

- We have very little evidence-based documentation other than diagnosis which I was not involved in particular. Any other evidence is evidence I have asked to be completed. To which I was not allowed to be in the room with my teenager. When I spoke often I was told to be quiet. When I have seen something written about him I truly do not believe is correct I've had to argue this. I spend all day every day with his child and an assessment is either an hour or two hours. Parents definitely need to be heard more.
- We spent many months applying for the plan (and paying for an Ed Psych report, as all our other reports were over 2 years old), as school told us it was better and more likely to be accepted if we made the request rather than them. The Ed Psych who did the assessment and the one who verified it both spoke to us and our son. The plan was then written without our input. We asked to talk it through with the co-ordinator before we signed it.
- We were given a say, but most of our suggestions were ignored, and we were pressured into accepting their plan.
- We were involved but our son was not.
- We would like to edit section A but no one ever sends us the text to update. It would be nice to have sign off on the report sent by school after a review meeting.
- When plan was first issued I had no idea of how process works and felt clueless, and did not feel informed or consulted. I have had to learn a lot quickly, to enable me to be involved.

Appendix B - A good-quality EHC plan should capture the voice of the child or young person and their parents/carers and reflect their views, wishes and aspirations. Does your child's EHC plan do that?

No, my child's voice was not captured

- Because it has not been amended as it should have been, it is not a reflection of what we and our young person talked about.
- Because my son was non-verbal at the point of writing the EHCP
- Draft EHCP has parent views (child is non-verbal) which are 12 months out of date because the needs assessment has taken 12months.
- Has he first received one at aged 16 and missed the year 9 prepare for adulthood section and the reviews never really covered it and not having face to face reviews through Covid made the process even harder. He's now 20 without social care support! Who never attends EHCP and no lead coordinator at reviews either!
- It misses out tonnes that could help meets needs. So much is left blank
- My child couldn't really express their views
- My child has been unable to attend school since September but all of his provision within his finalised EHC is given as in school
- My child is non-verbal, and I'm not listened to
- My child was not interested in putting their opinion onto the form. They also refused to attend the EHC plan annual review.
- My daughter refused to answer any questions I asked and nobody else returned to these questions.
- My daughter refused to answer my questions and nobody else spoke to her about it.
- My daughters EHCP had goals set for her that were far too difficult and unachievable at this time. I've asked numerous times that the main thing needed at the moment is for my daughter to feel safe and secure before higher expectations are made of her, I feel that the draft plan currently isn't reflecting her as an individual.
- My experience is that Norfolk County Council pay lip service to their obligation to 'capture' the voice of our child through us.
- Nobody is interested in a child's or parents view
- Not always
- Our child is unable to express their aspirations/wishes/goals. We have given the LA our opinion, but it is not accepted. There is a huge gap whereby children who cannot express their needs/wants are being failed. In these instances, parental opinions and voice should be included even more considerably.
- Our son was never consulted, the only input on any of that is from us and it's been ignored.
- Our son was never consulted. We tried to capture his voice but there was no interest in his input from coordinator or SENCO.
- See above, way outside the 20-week timeframe.
- The areas that have the child/parental views do not matter. Its only sections B, F and I that hold any weight.

- The EHCP coordinator wrote the parental bit of section A for us without us asking or being involved. She did change a few bits we requested changing, but we would have liked to have write that section ourselves.

Our child was not really engaged in the process in a child-friendly way. Only when we went to tribunal did the LA seek our child's views via the school and the approach used i.e. asking a list of questions is really child unfriendly. There is a need to consider better approaches to involving children particularly at primary school age.

At the meeting to discuss our child's draft EHCP with the coordinator (she refused to send the draft in advance of the meeting) and at the meeting on teams she put it on the screen but we could barely read it as we were looking at it on a laptop and didn't therefore have proper chance to discuss it. The coordinator also didn't turn her camera on - it was a really impersonal meeting - something that took place because they had to do it rather than genuinely wanting to meet and discuss or have our input.

- The plan has not been written yet, so I cannot say yes, however if the draft does not, I will ensure these changes are made. I've included creative ways to share my child's views in the application so there should be no excuse for these to not be included.
- We put forward Section A of the EHCP which was amended by the EHCP coordinator against our wishes

My child's voice was partly captured

- Again, only through my determination to get our voices heard. It is sorely out of date.
- All done online only. The questions are not meaningful.
- As I mentioned above clear needs, recommendations, and wishes have been rejected until SEND supporter highlighted the LA's legal obligations. I feel the constant battle for what my son needs is very stressful even when it is written up by professionals the LA does not want to or have no funds for the right support to put in place.
- At does a little
- At the last review my views weren't include and I was not informed about the right of appeal and told to wait until the new annual review when they could be included.
- Changes we have made at reviews haven't been updated so it still describes my child in Y1 even though he is now in Y5
- I act as an advocate for my son as he doesn't understand the EHCP process (he has severe SEN's). My views are in the parental section. But Norfolk County Council just don't listen or act or them.
- I think that NCC asks for your opinion but take zero notice of it.
- It is more concentrating on when he is at school
- It states the views as we write them but really, the content is mainly from schools and reports from professionals but THIS time around, the co-ordinator listened to any corrections of language etc that we expressed and corrected although issued the EHCP final before Ed Psych assessment (was told it would be amended again when got which I was okay with then later told no it would just be attached - still not had Ed psych assessment and due to leave school soon).
- It's not detailed enough, to many grey areas
- My child is non-verbal, so it is quite tricky to ascertain her voice. I added what I thought would be her opinions based on what I know of her.
- My child isn't able to voice his needs
- My sons EHCP has what he enjoys in it , but does not have any points in the plan about him being able to take part in more of what he enjoys

- Nobody has spoken to my child in the set up other than the EP
- Only because we were forced to go through tribunal process. Prior to the tribunal, all our voices were completely ignored by the education and inclusion department.
- Parent views included, but I feel that outcomes aren't fully reflective of CYP's and parents views
- Partly yes, but times and quantity no
- When setting goals for our daughter we are not consulted by school except after the event (extra work for all when they are got wrong). We are not told whether she meets these goals.
- Son is unable to give views effectively
- Still waiting, in week 20, for a draft plan or decision...
- The child's/parents voice seems to only go so far, especially when there is no contact from anyone who is involved with my son's EHCP.
- The one-page profile disappeared & there still isn't enough child involvement at ARs. There needs to be more advice & training in increasing child participation for children with learning disabilities & children who are non-verbal & have more complex needs to express themselves. She has had no involvement despite being 8 & having an EHCP for 4/5 years
- There is a lot of parental frustration in the current review, linking to the fact that our responses, eg about aspirations, have remained the same for the last few years but no action has been taken to support us or work with us on identified areas of need. What's the point of being asked what help or support you would like if nothing ever came of this??
- There was a very short (partly inaccurate) statement by our child.
- They picked the bits that the council wanted to do
- We only have a draft I think as no major changes will be made until the year 11 one.
- We requested an early review of the EHCP as we could see our son was struggling. Our views that mainstream school was no longer appropriate were overruled. The school gave an over-optimistic view of progress and behaviour which was also challenged by our sons social worker. Is financial pressure placed on the EHCP team to find the cheapest solution even if this is to the detriment of the child? Various comments over the last 18 months would lead us to think this is the case.
- We were able to provide our views but by the time the plan was successfully appealed these were significantly out of date. We felt alone during every step of the process.
- Yes, we had to fill this section in but changes so rapidly it is out of date before we got to final draft

Yes, my child's voice was captured

- As much as that is possible.
- But we had to press the LA to make any changes to this, they were going to leave comments in the EHCP which were well out of date. They were not going to amend the EHCP following the review meeting of last year which included all new parents' and child's views. The LA didn't even send out the letter concluding the review until I chased this up and then asked why we had not been notified or given our right of appeal. Then they had a change of heart and updated the EHCP.
- Her mainstream EHCP was poorly constructed and with lots of 'woolly' terms. Once she moved into a specialised school, her EHCP grew from a few pages to nearly 100, every detail was recorded, and a structured path described.
- Historically his views tended to be written by his school so weren't always accurate in reflecting his voice
- However, we had to push the LA to include the updated information on our child's aspirations and views following the latest review. This information was years out of date, and I thought it was important to update it. The same went for our views.

- I wrote it!
- If I did not work in professional role, I would not have had the confidence to be tenacious and seek amendments based on son and my views and wishes. His first plan had considerably less info than now; without my professional working knowledge of process, it would have remained inadequate.
- It did require multiple edits as some of the information appeared to be for completely different children.
- It does this because we and the school worked very hard last year in making sure it was fully update and reflected his needs. First draft EHC ignored the updated info so we had to refuse that and tell them to put everything in.
- Just cause it's written down doesn't mean the school take a blind bit of notice. They go off their own agenda and feel the child must fit into their mould rather than them meeting the child's needs (as per the law!!).
- my young person wrote in detail, and this was all included - it is good to see their "voice" in the EHCP after all it is about them and for them.
- Section A It's designed for that.

I feel that is the part of the EHCP we have control over the rest not really.

- The format makes this difficult, so my child and I compiled our own reports with the relevant headings to ensure all our views were included.
- This is something extremely important to me and I will ensure that the plan captures this.
- We regularly update section A of the EHCP, keeping notes on any changes, so the plan can fully represent our views and our sons' views. He is not always able to articulate at the point of review, so we record his input in readiness for the paperwork at Annual Review. This is then reflected in his plan / school notes, but again as we do not have an up-to-date final plan, we are working on the first final and the corresponding Annual Review notes that we have all agreed.
- We were lucky in that we had a well written EHCP from the start. Initially the plan contained our son's wishes and feelings done with his teacher in school. Now he is in a Special School he did provide his wishes and feelings, but he also came along to the revere meeting.
- Yes, as now we have changed coordinator and had a yearly review

Appendix C - Is your child's EHC plan written using high-quality, up-to-date information from professionals involved with your child?

EHCP does NOT include high-quality, up-to-date information

- Again, I am only answering no as it's not been written yet - I mainly wanted to express my experience of the Assessment process with my youngest child.
- All of the reports and recommendations are years out of date. School information/input is poor.
- Assessments and reports to support plan were carried out when my son was first issued a Statement at 3 years old. He is now 13!! Have repeatedly asked school for a referral to Education Psychologist to gain up to date information
- Assessments and reports were done while my son was in preschool when his plan was first issued. It clearly states in one report these need to be reviewed regularly as nobody can be sure how his condition will affect him throughout his education. The documents are now 3 years old and very out of date.
- Autism diagnosis and specialist reports not used.
- Does not reflect my child. No EP in 7/8 years and the first one confused my child with another! Had to try and go to mediation and the LA tried not to attend. After 3 months of chasing the coordinator went to panel  
And my child will be assessed at some point!
- Due to lack of professionals from when we first applied such as Pediatricians, OT's from children's to adults assessment is different criteria and needs another referral, Dieticians never get asked to attend or too busy, not knowing your rights to more help and support, not updating targets from child to adult needs, preparation for adulthood should be automatically included in EHC at any age and an EHC plan needs assessment done after a diagnosis made is more beneficial to a child's and family's needs.
- First draft was made using a SALT report which was a year old (EHCNA taken 13 months and counting.). We requested an up-to-date language assessment; the EHCP coordinator will not allow me to see the "new" draft with the new report before it's finalised meaning we have no other choice but tribunal.
- Hasn't been amended since my child was in nursery and child is now in year 4, plans still read from nursery and even after Annual review no changes!
- Information out of date
- Is out of date, is based on a report that is 1 year old and doesn't show how my son is and his needs.
- It was a mess, described by our SEN consultant as 'a disgrace'.
- Just says about goals and how they will help progress things
- Lack of educational psychologist reviews. Always driven by the school with very little input from any specialists
- My child hasn't had any recent assessments for just under 1 year. The last one was just before the last annual review meeting; the next meeting is due in a couple of weeks.
- My child was not properly assessed by the educational psychologist in class and therefore his EHC plan is not a full representation of his needs. A massive disservice for my child and the support that he deserves.
- My daughter is in adult services now and I'm having to chase them all the time
- My EHCP info from professionals are 4 yrs old
- My son's ASD diagnosis (NHS ratified) was missed off his final EHCP. His recent sensory assessment is also not included and may not be accepted as his school paid for it to be completed as opposed to the county council.
- Needs assessment has taken 12 months so some reports are already considerably out of date. Reports written by professionals who had only met my son once for an hour. The one professional report (private SALT therapist) who does know our son well (been working with him 4 years weekly); was not included on the draft and not included at all.

- No professional involvement at the time
- No, but hopefully will be when we get it
- No! Even though he is in a special ASD school they are still slow in doing assessments and new reports. The battle never ends.
- None of the reports have been updated since Primary School. My son is in year 11 taking his GCSEs.
- Not been re assessed since leaving main school at end of year 4, he's now in year 8 in SRB
- Only used NCC Ed Psych info in reality, despite young person being highly complex with a variety of medical/health issues.
- Our daughter's EHC plan is currently about 15 months out of date. A final plan has not been issued following a review in early 2021. So, when we did a review meeting in 2022 we had nothing to review. Our daughter's termly goals are therefore out of date and often the first attempt is wrong, so we have to call meetings with teachers to update them on conversations with the many other professionals involved.
- Please see above. I was furloughed during Covid but decided to pay privately for my son's Speech and Language Therapy as the NHS were not offering any (provision was provided for in my son's EHCP). My son missed out on 2 terms of provision because NCC used the 'system' to postpone a final draft of his reviewed EHCP - please see previous responses.
- Poor transition to secondary. Issues that were likely to happen in high school not taken into account. Transition meeting also involves inexperienced high school trainee SENCO, so a lot was missed.
- Reduced availability of the health professionals
- Some professionals (continence and speech therapists haven't seen my child in over a year)
- The EP refused to meet my daughter and based her report on secondary evidence from Portage and a private SaLT report. The paediatrician has said there is only 1 sensory OT in Norfolk on the NHS so I have had to pay for a private assessment to ensure the EHCP is based on high quality evidence. I have also had to pay for a private SaLT, as the NHS salt carried out her assessment for the NDS diagnostic panel and does not make school recommendations. The NHS SaLT said it would be a further year to have an NHS SaLT report with school recommendations. The ECH needs assessment at the beginning of the process missed a lot of information relevant to the EHCP.
- The plan is written by professionals that assess your child for an hour or two and that is it. Some of the LA reports don't even sound like our child.
- Very wishy washy, contradictory in places. I have paid SENAchieve to review and rewrite the relevant sections. Important information had been left out regarding child processing of information
- We had to source our own independent assessments as the Ed psych assessment wasn't based on any direct work with our son.
- We have new reports, a new LD diagnosis but delay in amending (if they ever do) to reflect the reports means not current and not up to date.
- We requested an updated Ed psych assessment in Sept 2021 to help us identify appropriate provision for preparing for secondary education. last Ed psych assessment done in July 2017 before she started primary school, they told us there was enough information in other reports and it wasn't needed! Appealed in May 2022 after informing them we would no longer be home educating without a personal budget and if that wasn't possible then the LA would have to provide appropriate provision and we are now waiting for an updated Ed psych assessment. Recent OT and SALT have been completed but not in current EHC Plan has never been updated.

EHCP partly includes high-quality, up-to-date information

- After diagnosis you don't necessarily get any more reports.



- Although all professional reports are listed in the EHCP there is insufficient detail in the main body of the report. We feel the EHCP team is unreasonably pressured to get the plans out of the door at the expense of quality.
- Ed psych report was completed by using old reports and a brief conversation with myself and school, due to covid procedures being in place at the time. This has led to an EHC Plan that does not have all of the relevant needs
- Haven't even been sent it! Had 3 coordinators all saying someone else will send it
- He hasn't been seen by an educational psychologist in 4 years
- I don't always have information from all the professionals involved
- I don't feel the SENCO at the school is very knowledgeable and often information is copied and pasted.
- I sent in diagnosis and all relevant info I had
- I'm not sure how much of our child's reports were considered.
- Initial plan yes but reviews, no.
- Initially it wasn't at all. We as parents had to push to have it re written and then had to go to mediation to get it correctly amended.
- It included a few reports
- It is written wishy-washy in places. I imagine that is due to minimal assessments and professional reports we had. There were areas that had not been explained and proven by professionals but were loosely put in the EHCP which caused some problems at tribunal, wasting time talking about these areas as they were not very accurately written. The most accurate documentation was the educational psychologist report. However, a two-hour meeting with the child does not mean you can write a report that identifies everything your child needs and exactly how the education needs to look.  
The EHCP seems to be based on 90% on education and learning, cognitive ability. There is not enough focus on his mental health, his wants, his fears, his triggers etc but again that could be down to minimal professional reports.

We were not offered that. I feel every child needs to have at least five professionals who come together to wait for EHCP. Successful education is not just based on the educational psychologist report, yet this seems to be the most focused on evidence.

- It needs updating but won't be done yet according to Norfolk County council
- It was drafted without knowing further information about healthcare professionals despite me telling them
- My son has not been assessed by an EP for 4 years, so we have requested a revised assessment, to ensure all his needs are known, and therefore can be provided for. This is never easy to organise as there is a lack of professionals to meet the current demand in Norfolk.  
Luckily CEPP have a number of training EP's that are available, but this is not enough to meet the demand, and we have long waiting lists for many services we use. We would hope that NHS reports and evidence could be used in a timely manner for our son and the evidence just doesn't stack up. even with advocating parents and the full support of his school.
- My son's EHCP has been delayed by 15 weeks we originally applied for it last July and it still hasn't been fully completed. This has been a huge let down for him and his first year in education. The only reason he has progressed well is because of his brilliant school
- My son's previous EHCP did a very good job of writing the plan, but never told us when she was no longer going to be his coordinator. Never checked in with us, and never checked in with his setting. A plan is only as good as it's physical translation.
- No pieces of evidence have been written specifically to support her EHCP, I have had to push for up-to-date information from her physio, paediatrician, OT, SALT, geneticist etc. They usually only send documents they have already generated.

- Not Educational Psychologist as too long with delays. Still waiting for that even though final issued! Not best pleased with transition information and planning.
- Only had EHCP for 5 months so not everything in sections on provision has been put in place still going through more assessments and waiting lists to be fully up to date. We have an EHCP review meeting next month.
- partly at best. all done in a rush at the end, well after the allotted time frame.
- Review in progress. I had to insist that this was done as there are several new reports from professionals, and my son has been permanently excluded due to failure of provision in mainstream setting.
- Review is overdue - I have had further private assessments, these have been provided to the school to be included as well.
- SALT provision reduced but professional private report states otherwise. My child has personal budget which they are always trying remove along with OT.
- School and Sensory Support sections were very good. We have had no input from an EP since Y5, plan amended in Y10. We finally have an EP assessment booked because of my continual insistence and the school funding it.
- School requested an OT report, but it was full of mistakes which makes all of it of questionable accuracy
- Some of it is still non specified language
- Some of the recommendations made by the LA-commissioned Educational Psychologist were very generic copy and paste recommendations that weren't at all actually relevant to my child as an individual. I had to ask for some of these to be removed from the plan as they would be actively harmful to her. Some of these generic recommendations are still included and I feel recommendations actually built around my daughter would serve her better.
- The annual review material is up to date. But the main EHCP is very much out of date by a number of years.
- The Ed psych did not meet our child or visit her at school. No covid restrictions were in place at the time.
- The EHCP coordinator seems to ignore up to date changes from recent (within 5 months) reports and she believes my son has the same difficulties now what he had in school. It has been noted by OT and Ed Psych as well as the tutor who works with him daily that there are huge improvements in behaviour and attention, but the coordinator still insists nothing changed. It very unhelpful when the coordinator does not want to help but resists the ideas of everyone working with my son.
- The NCC wouldn't agree to core assessments. I believe because they realised my son was 16 and about to leave school. His school paid out of their own budget, for him to see an educational psychologist.
- The needs assessment took so long that some of the reports were out of destroying by the time it went back to panel for a decision.
- The only contemporary evidence within the EHCP has been provided by us as parents commissioning services to provide evidence for the ECHP.
- The professional reports for our son were dated 2018 and given the change in our son's presentation, the local authority took no steps have them updated. We commissioned the SLT, EP and OT reports ourselves and employed a solicitor to ensure his EHC was written in a way that would meet our son's needs.
- The thing around it being completed internally raises the issue how are NCC ensuring the quality of these EHC plans. And how do I know what a good plan should look like? I get bogged down reading it, as some of the information seems trivial, but is it important?
- There is contribution from college (the education bit) but the rest is written by parents. Her health needs - physical and mental - aren't discussed by professionals and neither are her social care needs. Mum has completed these sections.

- Throughout the pandemic, although our son's EHCP contained NHS Speech and Language provision, none was forthcoming. We tried to work with this by employing a private SALT, despite being furloughed. For the Annual Review 2021, we paid for that SALT to submit a Report and were told by the NHS SALT she wouldn't be submitting a Report because she had spent so little time with our son. Post the Review meeting and contrary to what was agreed at that Meeting, a draft EHCP was produced with no SALT provision for our son pending an NHS SALT report! Hence, we have had to keep funding private SALT provision. This was a cynical move to ensure NCC could say an EHCP was issued in a timely way thereby dealing with one of the key areas identified as a significant weakness in the 2020 SEND inspection. The Final EHCP was issued on 30 March 2022, over 8 months since the Review meeting.
- Trying to get a Psych reassessment is impossible; Health professionals can be somewhat elusive to contribute anything in writing as they still perceive an EHCP like a Statement - the school's responsibility
- Vital information regarding his mobility was not included
- I don't know - I have now had two review meetings and haven't had the updated EHCP back to me. I have emailed a number of times to find out why but had no response

EHCP does include high-quality, up-to-date information

- All current reports used for EHCP
- All reports were less than 6 months old
- But only because I've been there pushing
- But only because we paid for private assessments. The difference between LA paid professionals and private is vastly different. LA vague based on what can be offered rather than need of the child. Not specified or quantified. Shouldn't matter who pays the report should be the same, state the same need.
- However, I needed to review all documentation as parent and needed to be proactive to have relevant info included.
- I had to ask for a report to be added but it was
- It is after appeal, but our initial plan was very poor and we had to obtain legal advice to tell us this. 2 years later and several thousand pounds, we secured our son the school we initially wanted him to attend.
- Mostly this was because of a recent tribunal hearing where the judge twice adjourned the hearing to gather more evidence on my son's SEN. The judge instructed the LA to obtain new reports as she considered that all the reports in the EHCP were too old.
- Professionals yes.
- Thankfully, when we eventually had the EP assessment, they were extremely experienced and provided accurate information about my daughter.
- This was mainly because the LA had to gain evidence for a tribunal that we were bringing.
- Yes, because we make sure all new reports are done and included and the school are very good at making sure this is done
- Yes. When our son started at a Special School, we had a meeting to go through his EHCP so I was able to add more relevant information and reports at this meeting.

Appendix D - Does the EHC plan describe all the special educational needs of your child and any related health and social care needs?

I'm not sure that it describes all my child's special educational needs

- Failure of the LA to complete adequate needs assessments has resulted in Section B not truly reflecting all the unmet needs. We have had to commission assessments privately in order for needs to be identified. The LA does not appear to recognise privately commissioned assessments
- I am not sure about that the Social/Health side of EHCP plans are best written and I had to have discussions around that and still not entirely sure about that and transition to Post 16 I was not sure about.
- I am yet to see the updated final draft.
- I feel there is no challenge to the plan as it is done internally
- In my opinion Preparing for Adult Life should be involved. I requested a year ago but have never heard back.
- It is still being drafted. Taken 18 months to get to the point of the school saying they would apply to going in front of the panel.
- K has problems with eating, and we asked for this to be addressed again but it doesn't appear in the report
- The "advice" given by the Paediatrician states she has no health needs, which concerns me that this will be reflected within the final plan as she has been waiting since November for a clinic review with this paediatrician to further investigate her health problems which include reduced mobility, low stamina, exhaustion, musculoskeletal pain, continence and bowel issues, poor appetite, perpetually getting sick with viruses, continuous ear infections (still waiting to find out whether the LA decide to seek advice from ENT even though I've provided her ENT consultants contact details and her hearing has impacted her learning!)
- The document is so complex and complicated, and usually written so woolly that it is open to interpretation.
- The EHCP does list quite a few needs, but I wonder if more exist and need including as my son is still struggling despite, this year, being moved to a specialist school.
- The plan is so out of date that I really cannot say.
- The whole document is just so complicated. It doesn't help accessing assessments that your child needs. I've been looking back through my sons' records and see his sensory needs mentioned so many times but no one has actually done anything about it. And I run out of money to pay for any more assessments.

No, it does NOT describes all my child's special educational needs

- Although there are health and social needs only school are involved in the plan.
- As it hasn't been updated since Dec 2017 key diagnosis such as ASD are not even mentioned in it.
- As it is poorly written she has not got an appropriate school placement for Year 11.
- Because my child was not properly assessed by the educational psychologist the EHC plan is written is based on that report, hence the EHCP is not a proper representation of my child's needs.
- Because there are no Health or Social care staff involved in his care, it just states he has no health or social care needs. He does, it's just we can't obtain any. He's been assessed by both but because he has autism mental health services discharged him because his anxiety and MH issues are due to his autism. Social Services had nothing to offer us seemingly, despite the high need, risk and lack of any other support.
- Health and social are totally missing
- Health care has never ever been put into the plans
- Hopefully it will now that we have initiated a review that takes into account all his additional needs, but before it was very lacking.

- I have always advocated that my son requires/needs a 1:1. This is still a contested issue.
- I think my answer above will explain why I feel this is a no
- I'm currently fighting the LA to get new needs documents
- information out of date
- It lacks the fact my child has mental health problems and no reference at all.
- It's really difficult to get to Health to support the process & they never attend any meetings
- Lots is missing. Crucially things like my child will chew and suck plastic and wood. This has been left off the draft. Reports say child needs small class sizes; this has also been left off the draft. EHCP coordinator has poorly paraphrased statements from the reports
- Many factors have been ignored.
- My child has sensory meds and self-care delays. She's on the waiting list for an occupational therapy appointment but I was told an OT assessment couldn't be included in the needs assessment process as she wasn't currently seeing one.
- My child is high attaining and many struggles, primarily around executive functioning, motor control and SEMH are not being either noticed or deemed as serious given academic performance.
- Needs are missing from the plan as evidenced from reports
- Not regularly updated or enough partnership working unless problems arise and it's too late
- Only talks about his ADHD as the diagnosis, not that he has complex LD with sensor processing, dyslexic  
Has anchored on the ADHD
- Professionals outside of school have not had contact with my child for over a year so it's hard for the EHCP to describe all his health needs.
- She has a lot of needs that aren't fully portrayed within the plan. I'm hoping this will be resolved after the early review.
- The other disabilities and conditions they have were deemed to be superseded by her more "complex" conditions, despite them impacting her in different ways
- The plan doesn't include that my daughter is on the NDS pathway, has sensory processing issues or has sleep problems which is medicated with melatonin.
- There's nothing on it. It was written when she was in nursery age 4 she's now 6. No changes, no amendments: even though I've asked for them
- We had to pay for private assessments to get our child's special educational needs accurately described.
- We have a social worker under section 17, and this is not reflected in the plan.
- It partly describes all my child's special educational needs
- Difficult to try to include new information, and primary needs which have changed since first written.
- Doesn't have social care needs, which it should
- Due to the fact that his needs are changing as he matures its essential to clarify any new / evolving needs he has, and the ordeal of securing appointments with appropriate professionals to achieve this is arduous.  
The evidence to date has been accurate and robust, and we need this to be maintained so that consistent provision and be delivered, and he can meet his potential, and hopefully become an independent thriving adult.  
The health needs are the issue currently, as he needs an EEG to confirm he is receiving the 'goldilocks' dose of medication we look forward to this happening so, so he is happy, regulated, and thriving.
- Hopefully review will improve. Last version was, according to our SEN consultant, "a disgrace".
- I have asked to add anxiety, but it has not been added.
- In a 4-year waiting list for assessments and they won't include without them.

- Information regarding his mobility was not included
- It was missing short breaks for a few years- not that school helped in any way to alerting parents about this. They do the absolute minimum sadly. Very disappointing.
- It's difficult for the EHCNA to be reflective of need rather than simply an offer of what the overstretched services can offer. Eg SALT reports saying X hours isn't reflecting the child's need; more so, it's simply all they can offer because they don't have enough staff and the service is poorly managed.
- Lots of aspects are missing
- My daughters don't go into depth in her mental health issues especially her phobias emetophobia claustrophobia agoraphobia or her self-harming, and it's the phobias that are the hardest to lead a fulfilling life. She hasn't attended school in over 3years, tho she does visit twice a week for a few minutes. She is now in the early days of moving from her mainstream school to catch 22, that will be online learning, we are hoping that we can get funding for alpha inclusion, as the school was funding it. And hoping the EHCP will fund this for her new education at catch 22.
- Never reflected much needed support around personal care (toileting). Doesn't reflect how differentiated teaching is required due to LD. Currently does not reflect new LD (cognitive assessment report) diagnosis or any of the adult services in place.
- New information is being added this year, as it is becoming clearer what her needs are and she has been diagnosed with a rare genetic syndrome recently.
- Not enough detail
- Nothing to help them communicate with my child, ended up with a meeting a school asking me how best to gain my child's trust
- Our son's EHC failed to reflect any health and social care needs which was left blank until we went right through the tribunal process.
- Again this is because of my input, coordinating and highlighting sections from reports and review paperwork. The previous draft didn't do this.
- Some things are on there, others are not
- The most important SEN need my child requires is a 1:1. Something I have campaigned for with NCC since they accepted my child needed an EHCP.
- We are updating the EHCP following permanent exclusion from mainstream school. An in-depth CEPP is available and a number of SEMH steps recommended. None of these are in the draft plan and we are requesting these are included.
- We are waiting for an Autism Assessment for my son as recommended by his Consultant Paediatrician.
- We had asked for an OT assessment, but they decided it was not necessary, ie they were so behind that it would have put them further and it was more important to finish than be right. we now have an OT referral, unsurprisingly.
- We have pushed to have an Autism assessment for our son and are on a waiting list for this. Autism doesn't feature in his current EHCP.
- With on-going mental health and physical issues, it doesn't always give the full picture of what the consequences of final outcomes might be.
- Yes, all special educational needs are stated but some are still yet to be fully diagnosed and also has been stated his social & emotional mental health.
- Yes, to some extent but does not truly reflect the extent of their difficulty
- Yes, however I'm not sure the goals set after these are acceptable.

Yes, it describes all my child's special educational needs

- But this took huge efforts to have all relevant information included.
- Due to us funding the expert assessments through no support from the local authority.

- He is in a residential school setting so education and the care side must be included
- It does now but our first plan did not, so we had to appeal it. This took 2 years.
- Less time is given to health though
- Because I wrote it!!

Appendix E - Does the EHC plan give details of the special educational, health and social care provision [support that needs to be in place] for your child's needs. Does it do that clearly with no room for doubt?

I'm not sure if the EHCP details support needed

- Have not been given it yet so hard to say.
- It has been discussed but not yet seen the final draft.
- Plan not issued yet so I can't comment. I imagine I will have to fight to have the required Provision detailed though.

No, the EHCP does NOT detail the support needed

- Alternative provision, which is needed has not been added, also missing are key care provision from reports such as 1-1
- ambiguous language - access to, benefit from, etc etc
- Because it has not been updated and amended.
- Clearly not, because we have had to meet with school regularly to make sure they are following the plan and associated guidance from professionals. And it's at least 15 months out of date. This in spite of our daughter attending a special school that has been "outstanding" for as long as anyone can remember.
- due to the missing elements, it doesn't do this. the things it gets right, it get right, the inconvenient things they didn't want to wait for, well they aren't there.
- Hardly anything is specific. Lots is vague and even more is missing.
- I don't believe mental health issues are dealt with accordingly.
- I feel it is very blurred around his specific needs with the questions being asked not fitting him.
- I have had to read and rewrite a lot of my child's plan. Some things that are left in are ambiguous and don't have clear achievable goals it was v woolly before I suggested changes
- Information out of date
- It does not tell us the type of school that our child should attend. It does not tell us if she needs specialist provision. It has been left to us to determine this.
- It doesn't really tie in the social care side very well & the health is more of a separate add on. It's mainly an education plan. The format of the EHCP doesn't really tie all of it together
- It is far too vague to be of use.
- It's very vague with outcomes being 'met by the setting' for ALL sections
- It's very woolly. Hopefully the review will be better.
- It's focused on needing to enforce her to do things that other children do rather than ways in which we can help her communicate and feel secure.  
If this is set as a first priority for my four year old non-verbal child then these expectations of her will be easier to achieve, eventually.
- LA persists in using waffly language in particular within Section F of the EHCP resulting in wording which is not quantified nor specific for example " throughout the day" "as required"
- Lacks specificity such that it would be very hard to challenge the school about whether the provision is being provided or not.

- Lots of woolly words being used such as may benefit from and regularly.
- My child's plan has been interpreted by the setting completely different to how it was originally meant
- My son is about to finish his course in July, there is no amendments or consultation about the future and specific needs when moving on (ASD).
- NCC refuses to abide by the laws regarding EHCP'S...the requirement to quantify and be specific. I can only assume they feel they are above the laws in this kingdom.
- No it is not specific enough and not quantified.
- No, the latest CEPP recommendations are missing. To add these would be time consuming and we don't feel the EHCP has the time or resource to do this.
- Or he would have reached his full potential already and not needed so much extra support to meet his needs.
- Poorly constructed and paraphrased reports by presumably unqualified coordinators who have no understanding of the power of language.  
Report- "child X requires small class sizes"  
Paraphrased to- "child X needs opportunities to learn in small groups"

The EHCP coordinators do not work for the family nor the child. They are working to try to reduce costs at all expense and it is a diabolical when you consider it is a public service.

- She needs 1-1 support has 1-2 at the moment it not even mentioned that she has support
- The plan does explain but we found the school and staff was not aware
- The plan lacked specifics so that it could be subjectively interpreted so that a mainstream could be named in section I. It was full of vague terms such as 'a high level of adult support', used 'embedded in the curriculum', didn't specify the duration, frequency or training of staff whatsoever. During mediation I had to work very hard to get the LA to make SMART targets.
- The word 'clearly' can never be used to describe an EHCP in my experience.
- This has been a massive issue

The EHCP partly details the support needed

- Again, our son's EHCP failed to reflect this and was left blank until we went through the tribunal process even though we had requested the help of the Children with Disabilities Social Care Team back in 2019 and had been, and continue to receive support from them.

We also had to commission an independent social worker assessment as the LA called our social worker as a witness against us at the tribunal.

On the other end of the scale, the CWD Team at Norfolk County Council have been exceptional, the complete opposite to the SEND Education and Inclusion team.

- All information is developing as she does. She needs to be in a special school but cannot be admitted for another year, despite her current school stating that they cannot meet her needs. I will still have to work really hard to get her into a special school. There is clearly not adequate support and provision for special needs children.
- As above, was very wishy wash about how these things would actually be done in practice or by who
- As part of the drafting process, we rewrote some of the provision with the coordinator to make it more specific
- Education wise yes, health not input.
- For the most part, after the amendments the plan was strengthened. However, I do feel like it still has room for a lot of improvement, which I am hoping will be achieved following the review.
- I am not clear on what goes where and what should be in and they stated that my son did not have a CIN assessment until I pointed out he did and they corrected.
- I assume it still has the previous year's bits in it



- I don't think the plan addresses my child's mental well-being and there is no provision for addressing her anxiety even though this is the biggest obstacle for her engagement in education and daily life. There is no suggested intervention for reducing her anxiety. Which results in the EHCP feeling meaningless.
- I would not say no room for doubt. Wherever there are woolly wordings and minimal evidence there can be doubt.
- Is mentioned very briefly and not specific information
- It says what he should have but not how to deliver it. This leaves school to interpret this very loosely in some areas. School are doing their best but in a mainstream school with no 1:1 he is not getting all the things his EHCP says he should. We were told by the coordinator that even if we requested a specific school, the number of places far exceeded the need and so were steered towards accepting mainstream school- it felt like they were managing our expectations. Parents are left trying to find a school that fits their child's needs with little support or guidance. This is extremely time consuming and challenging.
- Many points are very generic
- Need an Ed psych review
- Not enough detailed information
- Not social care but the rest does. Again this was down to my input. The EHCP coordinator agreed to quantify and be specific about the support once I'd stated the difficulties with the draft.
- Not specific enough.
- School interprets the provision as they see fit. I.e not provide it.
- See response to Q3.
- Some is "suggested" such as "eg" and don't specify what we felt it was and was open to interpretation
- Some of the details are not exact enough.
- Some statements are woolly and open to interpretation. The document is too repetitive and often classroom staff are not aware of strategies that should be put in place because they do not have time to properly read the EHC plans.
- TBH it's only ever a snapshot in time & no provider has ever fully met needs as described because the lowest paid & least trained who are assigned to work with my children/ young people revert to their own expectations of & standards for behaviour. IMO County should have invested in a programme like THRIVE for practitioners to be able to properly understand & strategies for EVERY child in the classroom.
- The EHCP is not true to my son because those involved in creating it do not know him, us or his nursery caregivers well enough. The plan reflects my son to a good degree but far from perfect. Although perfection is something we don't expect, it is however something we hope to aim towards.
- The health section is severely lacking.

Yes, the EHCP does detail the support needed

- Again, it does because we spent hours making sure it was written correctly along with the school admin team
- Again, yes, as we appeared the LAS initial plan and named school.
- I don't really think that there is enough though and the SaLT team have informed us that they will be discharging our child. This is despite the fact that it is written into his EHCP that a therapist should review and assess him each term.
- Initially it didn't. We as parents had to push to have it re written and then had to go to mediation to get it correctly amended
- It does, but it was rewritten by us.

- The school and ourselves work closely to ensure there is no doubt to the provision needed to ensure he achieves his outcomes in section E and we all keep an eye on what happening / or not and what can be done about it. his school have been amazing other the past 3 years and he is excelling socially and emotionally, and his academic work is now progressing well as a result. the only issue historically has been the provision needed for OT and SALT, that we secure privately, as this was not supported robustly at school due to the lack of funding, so we used the adoption services (ASF) to remedy.

It has been alarming to see just how underfunded the provision for SALT and OT is in Norfolk, and the demand is great and ever increasing. We are so lucky that as our son is in the right school, and the communication aspect is so embedded int he curriculum he has come on leaps and bounds. Others have not been so lucky. it should not be a postcode lottery. the system is unlawful and inadequate for the CYPs needs in Norfolk for SALT and OT.

- Yes, it does in a way

Appendix F - Does the EHC plan have SMART goals - goals that are Specific, Measurable, Achievable, Realistic and Time-bound - that can be discussed at each annual review?

I'm not sure if the EHCP has SMART goals

- Annual review!?! If it has taken this long to get here, I would be surprised if the annual review is completed within 3 years... So, our frustration would be more impacted. A yearly review not completed before the next one begins. Kind of like where we are now to be honest. Bearing in mind our child is now 8 and we started this process when he was 4, it has not taken a year but much longer to be accepted to this level even.
- His therapy is stated in blocks (but the funding at end in another section was incorrect) but no I would say not. That is more his IEP at school although school's input does say whether he has achieved or not on each point, so I think they do in some way, but I don't see that until review really.
- I don't think so
- I have not heard of a smart goal.  
Since my son has had the EHCP since year eight and he is now 10 we have only had one annual meeting and it has not forecast at all what direction my son is heading and for his future wishes. There has been no measure of success on the steps needed to achieve his desires for future.
- It doesn't reference this within the plan.
- Plan not issued yet.
- Seems to have had the same goals for years. When I challenge that these are not realistic, I just get told they are just goals.
- Which section would these be in?

No, the EHCP does NOT have SMART goals

- But I'm waiting for an update EHC done by a social worker, for the next stage.
- Embedded in the curriculum- sensory circuits
- Have not SMART Goals mentioned
- I don't remember seeing SMART targets
- Impossible to achieve targets when children are not put into correct provisions. The system of targets is flawed of the provisions are in place
- Interestingly we brought this up with the deputy head asking for SMART. She said it was not required and we had to get her to read THE LAW to refresh her memory! Rather worrying when our child attends a complex needs school (so their bread and butter!) and she's in charge of all EHCPs!!!
- It has none of these.
- It's almost impossible to pick out any realistic goals at all.

- Lots of 'ongoings' and nothing back from annual review in form of amendment.
- My child has targets such as "to be able to write age appropriately" . Child is 6 and cannot hold a pencil. He is unlikely to be able to write age appropriately in 12 months
- NCC are working towards all outcomes tied to Key Stages. This will result in less work for them and is not in the interests of our son (nor, no doubt other children with SEN). The time frames should be determined by the child's needs, not what NCC consider to be in their best interests. They have manipulated some of the wording within the the SEN Code of Practice to suit their own ends, conveniently ignoring page 165 (E) stating EHCP'S will include 'a range of outcomes over varying timescales'.
- Needs to be longer meeting, face to face with everyone there which isn't always feasible, needs to be flexible and regularly updated and more professional help and referral given
- No goals at all
- No, this is very weak.
- No, we tried to get that put in back in Dec 2017 and they refused. By that time, we were so beaten down by the system and school start failing that we were home educating. That we gave up.
- Norfolk County Council are now insistent that all Outcomes are aligned to key stage dates. They use the SEN Code of Practice to justify this. The COP states that while Outcomes where appropriate 'should' (not must) be aligned to key stage dates they should also be SMART and over varying timeframes (i.e. reflecting the needs of the child). The result is an EHCP with some Outcomes which professionals would state are over too long a timeframe to make them appropriate for my son.
- Outcomes too generalised and unrealistic. There are some issues that my child will always have, so stating that they will achieve things that they never will, is a waste of time and can give the child false expectations or feelings of failure.
- Persistence of the LA to use waffly language within Section F of the EHCP means that the recorded outcomes within Section E of the EHCP are not SMART.
- Review has been done (late) but not actioned.
- Section E is the weakest section - the outcomes are not measurable and very little time/effort was put in writing these or discussing them with us as parents.
- SMART goals are normally done separately through a SEN plan, but there needs to be more accountability in the EHCP that the child is making the correct progress & what needs to be done to maintain or correct.
- Some are now I've suggested changes but the original version wasn't.
- Some of the outcomes limit the potential to achieve for my daughter.
- The goals set for her are for the end of KS1, she hasn't left nursery yet and her EHCP should be reviewed every 6 months.
- There are statements about what he needs but no specific goals.
- We weren't consulted on the objectives and timescales at all

#### The EHCP partly has SMART goals

- Again, very loose goals. For example, from the beginning of year 1, the school have always put my child to attend full time. We are now at the end of Yr 7 and...Guess what...nope, still not in school full time and never will.
- But out of date
- But that's the best you could ask for with our little one. if it did have such things it would be unrealistic at the moment.
- But these are too wide
- Generic, sound bites are no substitute for the intuitive teaching that is required.

- It did in the beginning but less so with each update.
- Many are over realistic. For example...\*\*\*\*\* will attend (the school's name) full time by (e.g by the end of ks1 then KS2.  
He is now KS3 and is still not, and I have repeated will never attend full time.
- Mostly following amendments and mediation. Initially, some of the targets in E were horrifying. My daughter has ADHD and some of her targets were to no longer have specific traits that are unchangeable features of her disability! Not at all achievable! Targets for disabled children should not be for them to no longer be Disabled! This is not only unachievable but also makes disabled children feel as though who they are is not good enough and that they need to be a different person in order to be worthy of existing.
- Not all goals are particularly helpful to planning for the future.
- Not everything has specific times etc ie up to 15 minutes a week
- Only the ones that I have rewritten.
- Targets are not appropriate.
- The plan does include these but are 18 months old and need to be amended in light of the CEPP report.
- Yes. But smaller goals are set by professionals, and these are not captured

Yes, the EHCP does have SMART goals

- Again, initially it didn't. We as parents had to push to have it re written and then had to go to mediation to get it correctly amended
- The outcomes are reviewed and agreed at the annual review. However, the final plan is yet to be updated to reflect this, and has been out of date for 2 years. Not good enough!
- The last one has, others haven't
- These are written by the school and myself.
- These only apply to education.
- We have recently had a review and we discussed the SMART goals. Some had already been achieved and new ones added.

Appendix G - During the EHC plan process, including at reviews of the plan, do you feel happy with the way that the local authority keeps in touch with you and the ways that you can make contact when you need to?

No, I don't feel like the LA keeps in touch

- 'Keeps in touch' would suggest that the EHCP coordinator actually contacted us. She barely ever does.
- "Radio silence" from the coordinators, LA consulting with schools whom we have not given permission to, sharing of very sensitive information about highly vulnerable children happens far too frequently without parents being informed. Parents not given copies of minutes from meetings. The list is endless.
- After son's first plan was issued, in Year 1/2 despite annual review meetings in primary setting the plan was not updated and no decision letter was received until Year 6, where I pushed hard to get this properly updated in preparation for Phased Transfer.
- Always have to chase for updates, no contact. Supposed to be a 20-week process and we have been waiting for 13 months and still no draft plan
- An absolute joke...I don't even get paperwork from reviews, meetings phone calls
- Between "Child Name" and absolutely zero contact from the coordinator, I would say no. The Local Authority's primary need is Communication and Interaction.
- Coordinator regularly changes with no notification of change, and they are extremely difficult to contact
- Coordinators always off sick or never reply!
- Constantly had to chase to find out what was happening, no clear communication at all.
- Constantly having to chase the EHCP co-ordinator - they are often on holiday or not available. They take several days/weeks to respond despite regular chasing.
- Coordinators keep changing. It is never clear who to contact or how so we are left in the lurch of who to chase and how. If it wasn't for the amazing work done at our son's school we would be in an alarmed state. The needs are met with robust provision. Sadly, the LA re not able to provide the up to date evidence in the revised plan to reflect this. Others are not so lucky! Plans are out of date and needs are not met. Thankfully we are one of the lucky few!
- Despite having had 2 reviews I have never had an updated EHCP or heard from my coordinator
- Do not even know who the current EHCP coordinator is.
- During the assessment and plan process I felt happy, and this was all within timescales. First review was an emergency as school wasn't implementing the plan. I didn't feel the coordinator advocated for my child at this point.
- EHCP planner did not attend a face-to-face meeting for the review nor was she interested in the child. ALL CO-ORDINATORS should meet the young person during reviews!
- EHC Plan issued in Dec 2017  
FIRST annual review Sept 2021  
May 2022 we still do not have an updated EHC Plan from the Sept 2021 review.  
Professional details out of date.  
We have had to chase them at every turn. Information wasn't passed on in a timely manner, eg recently we believed we were waiting for a Ed psych assessment, only to find out when we chased it, that it had been declined back in the autumn 2021 (this was May 2022) and no one had told us. We immediately requested that the request for an up dated Ed psych assessment was resubmitted, which was then accepted.
- Everything went into a void. The process went to a central team and is now being sent to the person who works with his school. So that person is now having to get up to date. Yet another stop/start in the process.

- Going back a number of years when we first applied, we had at least 3 co-ordinators. Two of whom were very good, one not so good. We weren't advised that the co-ordinators were changing. It may have changed since then. Personally, I find it slightly annoying that everything is sent encrypted.
- Have had no contact only emails
- Haven't heard from LA since plan was finalised in Jan 2021
- I actually never hear from the local authority.
- I am driving it
- I did not have any contact until the review was due. It was 2 years since the EHCP was set up and I asked for a review last year, but we had a meeting which just went through what was working and what wasn't. This may have been because K moved schools and the Virus was still affecting everyone.
- I don't even know the EHCP coordinator for the special school my son attend. If it wasn't so serious an issue I would be calling the LA an embarrassment and think it a joke.
- I don't feel that the authority keeps in touch, or even makes it easy for you to make contact with them
- I had emailed the coordinator several times and in the end resorted to contacting another coordinator to ask them to step in for me
- I had to constantly chase, and the report was written by a different EHCP coordinator.
- I have been able to contact my coordinator when needed but I know others struggle. There have been times when paperwork has been completed without my input. You then have to go back and correct mistakes which wouldn't have been made if proper consultation had taken place.
- I have lost faith in NCC re EHCP's. They offer a 'service' that is not fit for purpose.
- I have made contact with the EHCP Coordinator or cc'ed into emails, I have never heard from them since we have been in special provision
- I have never had any personal contact with EHCP Coordinator. He or she has never attended any review or made telephone contact with me at all, I don't know who it is at the moment
- I have never had direct contact from our coordinator who has never replied to my attempts to contact her about our very overdue transition year review taking place at a school which is voicing concern about being able to meet needs and keep my child safe.
- I have no idea who ECH plan coordinator is ,
- I have only ever emailed and have to wait anxiously for a reply
- I have to chase at all times.
- I know how to make contact as this is something I have researched myself.
- I was not happy initially with the engagement we were having with our EHC coordinator and after complaining and not seeing any changes I went to my local counsellor and asked for support. After this my coordinator was changed but I have still needed to chase them for updates.
- I was not happy that the final was issued without my approval of the changes made (or failed to be made).
- I was passed through three coordinators in 6 months. Phone calls not returned.
- I've had no contact info and if I email the EHCP coordinator I never get a response.
- Is really, really hard to get in touch with his coordinator, she will answer her phone only after I officially complain
- It has been appalling for years, different name each year of the coordination and no contact except an email. and this year we resent yet another EHC appearing and then deciding that it must go to panel. This one did attend the virtual review but said nothing, only answered a question at the end when it was asked by us
- It is hard to get in touch with EHCP coordinators by phone and emails often need to be followed up with a repeated request in order to get a response.

- It is shockingly bad and neither I, nor the school, are getting responses from the co-ordinator. Our young person transitions to City College from SS Sixth Form this September and I fear the college will not have the information that they need.
- It is very difficult and often takes a few attempts to get any kind of response from coordinators. I feel that the LA only contact us if it is in their interest to do so and that they can't pass this onto someone else.
- It's been like getting blood out of a stone. We have initiated every communication.
- It's always done through school. County send me e-mails etc but no real contact
- It's developed into a 'them and us' mentality and is adversarial in nature. I assume that my son's EHCP Co-ordinator has no experience of parenting a child with Severe SEN's, or she wouldn't not take the approach which she does.
- Just get the EHC sent to me through email.
- LA just issued a copy of the revised EHCP following the annual review. No involvement in holding the schools to account.
- Little or no contact from local authority. Contact is usually from educational provision.
- Local authority has only ever attended a review once. Trying to contact co-ordinator is an issue they always seem to be holiday.
- Luckily, I've had support from professionals that help with this, however it's been a lengthy process and I feel I'm not being heard.
- My child's nursery has been the driving force behind reviews and communication. Never even spoke to or met my original EHCP co-ordinator although have a new one now so fingers crossed!
- My daughter was first recognised as having autism at 8 years old, still not diagnosed but it's on all her professional paperwork. She is now 15 and she feels let down and angry that she have been left for so many years.
- My son had his annual Review in November and although we've had a letter saying they have agreed to amend, I do not have an amended plan.
- Never answer emails, you call and can never talk to anyone they just take a message. I have had over 10 coordinators in 2 years!
- Never hear from co-ordinator unless I make initial contact. When you do make contact, they always appear to be on holiday or off sick
- No contact since first plan done, review was done 14 months after last plan. Only SENCO and parents attended and not heard anything since, no new plan has been received and original coordinator has left so don't even know who our coordinator is.
- No contact unless I make it, she needs SEN school she's now 3years + behind her peers all I'm told is go look at some schools.

- No one ever gets in touch. I recently emailed my son's coordinator about school transition, to get an automated email back telling me she was no longer a coordinator and to contact a particular number. That number didn't work. Eventually when I got through to someone helpful, they told me his coordinator had changed. No one gets in touch with his nursery, this is NO exaggeration, no one checks in on us or him, or where things are heading, how things are going. Thankfully my son has me, a mum who dedicates every part of her being to strive for his happiness and the best outcome. We've attended attention autism, learnt makaton, my son now attends regular SaLT privately, and this professional SaLT we see was quite disturbed at the neglect of his NCC allocated SaLT for his EHCP. The message of this professional neglect was forwarded to my son's new coordinator, and I received a voice mail with no apology, just an off tone questioning me and why I was getting in touch. My expectations are not high of these funded services as I know funds are stretched, resources are scarce but it does not cost to care, to make a phone call, to email, to check in. It does not cost to do your job, even if that job takes longer because you're so overworked. I do truly appreciate the job these professionals have in hand. I appreciate it so much so that I do not hassle, demand or expect a setting even to adhere strictly to the EHCP for my son. I want everyone to be happy, everyone to feel confident about his plan. Unfortunately, we have been totally neglected. I would appreciate actually someone getting in touch and discussing things further, but the likelihood of anyone every caring is slim.
- No real communication with the LA as it is all dealt with by the school.
- No very much not happy. Our local authority is really bad at being in touch with you. They often do not answer emails or calls. Whenever somebody is on annual leave there is nobody else to take over. Often there are deadlines and timelines that need to be fulfilled so somebody else should be taking over and covering holiday and sickness.  
I find as the parent; on every occasion I am the last one to know and often I only know because I follow up. Things are not run by me for my checking.  
Things are already decided behind my back and things are going on that I don't know about.
- No. EHCP's co-ordinators change without you being notified. It is very hard to get hold of some areas of NCC Children Services when you need to speak to someone but I usually get response fairly well if I contact by email. There is fairly good communication when discussing EHCP at the time with conversations. This co-ordinator has been good but has been off long term sick since EHCP issued but now having to deal with Manager who has been better than some manager's I have had to deal with before, and although she may have not responded as quick as I would like, she has dealt with the concerns (although I am at this moment still waiting for something to be got back to on with regard to transition).
- Not even sure who is my son coordinator, last review I had to chase up to get review put into plan
- Only email addresses, not notified change in EHC coordinator and never a phone number, asked if they can attend no reply and ask to get in touch to discuss plan still no reply
- Our experience is that the EHCP coordinator does not respond to our emails or calls via the EHCP County telephone number. The EHCP Coordinator did not contact us at any point during the SENDIST Tribunal process to offer support. It feels like the EHCP coordinators are trained in a culture to ignore the parents whilst management and leadership attend endless seminars and webinars misrepresenting the achievement of the service. The reality is that too many children and young people and their families are being failed by the LA.
- Our support worker has just changed and the new one does seem to want to help. However, for many years we were mistreated. Concerns were essentially hidden or ignored and bullying by the schools was seen as appropriate by the local authority. This was a dangerous, uncaring approach.
- The contact details are out of date for some of the professionals. I never have contact from my son's EHCP go-coordinator and they have never been to a review.
- The coordinators are always on annual leave. It's impossible to contact them.  
Higher up staff within the LA don't want to know!
- The EHCP coordinator is v difficult to contact, rarely returns emails and phone calls. She failed to turn up to EHCP review even though she said she would. We waited 15 minutes then had to start without her. When I contacted the office afterwards I was told they only come if they have nothing else on, but I was never informed she wouldn't be coming.



- The EHCP coordinator was terrible at not replying and not staying in contact. I had to constantly chase round and round to get an answer from her and she was rude as well.
- The LA are poor at timely responses, and it is very difficult to speak to anyone personally.
- The LA declined to attend our son's review meeting despite us asking for someone to be present as our son was struggling at school. Following the review meeting, the LA didn't complete the review by sending us the amended EHCP in the time scale allowed in law. We chased it up and were told that they weren't intending to change it. We had to press them for our right to a letter explaining this and giving us our right to appeal. They then decided that they would amend and update the plan. It was not within the legal time scale.
- The LA let the school do it who don't seem to have a clue what they are doing. No information is provided 2 weeks before the meeting
- The LA will contact me many times daily until I respond when they want to make changes but when I request additional change it takes weeks for them to get back or authorise what is clearly written up by it/Ed Psyc.
- The plan gets sent and that's it not much room for adjustment
- THE PLAN IS EXTREMELY OUT OF DATE and so when NCC do contact us it's not even clear which plan they are talking about (the 'final plan' following the 2021 review or the 'final plan' following the 2022 review)
- The SEND Education and Inclusion team fail to keep us up to date, are impossible to get hold of and often ignore emails. When we do have meetings, no help or clear explanations are offered and we fail to be given the answers we need. Over the last year we have found that the word 'unfortunately' is favoured and used in virtually all sentences.
- The system is so dense it's hard to know how to do this.
- Their correspondence to let us know what is happening when, and why there are delays is woefully inadequate.
- There has been significant delay in getting the plan. Queries are often not answered unless I escalate/complain.
- There is no contact from them. I haven't spoken to the coordinator in well over a year. They did not attend last year's review.
- They are never available and don't answer emails
- They didn't even send us a hard copy of the final plan. For some reason emailed a copy to my husband that went into his junk mail. I only found out it had been finalised when the schools SENCO forwarded on a copy.
- They don't always attend the EHCP annual review and if the contact changes I am not informed sadly.
- They rarely return phone calls or answer emails. It's only potluck if I ring up and they answer if I'm able to speak to the coordinator
- They told us we would be allocated an EP in late summer, long after the 20-week deadline. We pointed out the EP report is in the application...now an OT is seeing her instead.
- This all seems to happen via the designated person at the educational setting that my son attends. I'm not sure I've had any direct contact with anyone from the LA yet, although maybe this will happen once the new plan has been agreed. I feel that the current practice in which the educational setting is the lead setting for carrying out the EHC meeting, is not a good one as it is not objective and balanced. It runs the risk of the educational setting focussing too much on what they have been doing rather than taking a balanced view of all education, health and care needs.
- Very poor, I have had to complain and get the coordinator's manager involved. The coordinator is now more helpful and responsive to my emails. We have had no review this year (y11) despite me chasing it up with the SENCO and coordinator repeatedly. We had a notice agreeing to amend the plan in Y9 but all the paperwork was left in the office forgotten. I had to chase this up continually with the coordinator and SENCO and it was finally amended in Y10.

- Was not aware of EP visit to my child at school
- We feel frustrated. If our views were taken seriously at the review last year then our son would have been at an SEMH school and would not have been permanently excluded.
- We had no idea who our coordinator even was! Never heard of met her until the AR meeting! I had to ask the school office who she was!!
- we had to fight at each stage, assessment and actual plan issue. i had to chase each time the deadline was up
- We have had NO contact from our co-ordinator for 10 months, save for one round-robin email. They ignored the invite to the annual review and did not attend. Our co-ordinator has changed so many times we don't even know who they are anymore! We have no idea who to contact. This is utterly APPALLING.
- We have requested an urgent review of our sons EHCP and the NCC EHCP Co-ordinator doesn't even want to attend. The last review took from Dec-Mar. We requested this one in May following the school paying for an Educational Physiologist and now my son has left school and I am in limbo.
- We haven't had a review yet and are not sure when it is due. Initially the co-ordinator did contact us regularly to update us. However, this was often when I was at work or collecting our son from school. I asked if we could have an appointment, so we could know when she was going to ring, so I could be free but was told this wasn't possible.
- We haven't received the last 2 finals. They've stayed as drafts all year.
- we only know that there has been any SALT provision, when nursery tells us they have been and during the process receiving emails that suggest we do not contact them again is just utterly unacceptable.
- We were told about the review by school who did it by themselves
- Would be good if EHCP Coordinator actually attended the reviews!

Yes, I do feel like the LA keeps in touch

- Although I feel that I am proactive in ensuring that happens
- Has contact details of the people who undertook the assessments but doesn't state way we can make contact should we need to.
- I have had to work really hard alongside her SENCO to make phone calls and follow up paperwork from professionals to gather evidence, none of this is managed by the local authority.
- I was told at one point to stop asking for updates when we had been waiting nearly 6 months for an educational psychologist to assess
- My EHCP coordinator is very accessible and knowledgeable, and she has always come back to me straight away if I email her with questions
- On the whole yes. Sometimes I have to chase or remind as I don't hear back what's happening
- Our daughter is in a mainstream school. The SENCO is highly experienced and keeps us informed all the time.
- There was no keeping in touch during the initial plan and subsequent revisions until she started a special needs school. Once in a suitable environment, we are kept informed every step of the way.
- Very poor communication with the EHCP coordinator throughout, we had changes which disadvantaged our son. It's better now as all dealt with through the school I believe.
- We have only had the plan since February, the lady who wrote it was very responsive to email and call. I have exchanged a few emails with our coordinator
- Yes, I've had contact via email and phone then by letter for official paperwork etc

Not sure

- Email addresses are provided but they're only useful if the coordinator responds to them. Likewise - phone numbers are only ever staffed by Business Support who then send an email - which is often ignored!
- Plan was only issued 12th April and an annual review was asked for from panel on the 16th May. The LA are very quick to respond to queries, but the process has not been smooth, and information is not forthcoming unless chased.

## Appendix H - How do you hear or find out about what Norfolk County Council is doing for children and young people with SEND?

- Email bulletins etc. But I presume NCC are lying or being economic with the truth or spinning things. Sure, they are doing x, y and z, but I want to know what concrete improvements we will actually see and when.
- They send out emails, it's a lot of talk though and little action sadly. Finding out about post 18 is like some big secret and no one wants to take responsibility for decisions that may be needed. Very poor accountability.
- Facebook.  
NCC EHCP provision/assessment process is not fit for purpose and is shambolic.
- I know of Local Offer and I am joined to Facebook groups of local charity and support groups for children with Special Needs in Norfolk. I am notified by them. Just for your info, this is based on questionnaire for children who have EHCPs. I am currently in process of waiting for another decision (agreement to assess within time) but now am waiting for decision on outcome (over the 6 weeks) and not consulted at all on whether they are sending in Ed Psych or not. This is for my younger child.
- Mostly through a Facebook group and emails.

I have to say very little has change in my experience of NCC. My child, year 6, has had a mainstream school named for September despite school saying prior to issue of final EHCP that they can't meet need, 2 EP reports stating specialist and everybody involved with my child (except NCC) agreeing that they need specialist provision!!! A waste of their time, my time and definitely not child centered. I now have a very anxious child

- Through my wife's work, she is a SENCO. The council, um it's as if they don't want to talk about something they suck at. Note, the guys who work in the department are not obviously obstructive and do really seem to care, but they are utterly under resourced and have been so for many years, I guess that's what happens when you are a cost and not a revenue stream these days.
- Family Voice. Receive emails from Norfolk SENDIASS
- By signing up to various local groups and getting newsletters.
- Contact Family Voice
- Email from you (Family Voice)
- Family Voice, Norfolk SEN Network, Family Action, The Local Offer.
- Family Voice/ SENDIASS / ASD Helping Hands conference/ Sensory Support
- FV and Sensational Families.
- I usually have no information about it. My only source is groups such as this one. I received emails about services before Covid-19, but we were not allowed to benefit from them because we were forced to travel 70 miles per day to school in Cambridge. This led to our marginalization and has given me a repetitive strain injury from driving. I do not believe it was justified from a therapeutic, disciplinary or educational perspective. We experience much malpractice and are made to feel too frightened to discuss it.
- Mainly through Family Voice. Occasionally a very good NCC employee will surprise on the upside (Joe Bentham) and take time to explain NCC's strategy in this area. But he is very much the exception.
- Newsletters from family voice
- Online groups, in particular Family Voice.
- Other parents occasionally, otherwise just potluck. Or via Family Voice or Equal Lives.
- SENDIASS & Family Voice
- Services like you, local charities and our school SENCO. We were never told that the legal requirement for an EHCP, is if the child "may" need special provisions, let alone need a plan do review for more than 2 years in the same setting which is what we have had to deal with. So feel the wait to even get here is completely unacceptable.

- Social media. Family voice.  
Sadly, there is cut after cut. No money in system and I think I'm safe in saying Norfolk are prob the worst county in England in providing SEN to our children. The services are poor and no one is accountable.
- Thought family voice, sensational families and through NCC SEND email updates
- Through a mix of family voice, sensational families & random things that come up on social media. Despite registering several times, they don't seem to contact parents directly. An email bulletin update would be good of main points & changes.
- Through Family Voice
- Through family voice
- Through Family Voice. History would say there is a huge gap between the rhetoric of NCC and the reality.
- Through this newsletter only
- Via Family Voice and Sensational families
- Google or from you.
- Adult Services could help out more and family should not have to chase them all the time. My daughter leaves school next July and I'm having to ask other people where there is. As social services don't tell you what is around. My daughter is now 18 and they haven't done a care plan or a hand over to Adult Services
- Do not hear
- I am never informed or seen any information available. Thanks to Family voice we are aware of what's taking place. Norfolk county council does not communicate or cater for SEND children or their families.
- I am not sure
- I am not sure what they can offer when your child is unable to access school due to emotional based school avoidance and autistic burnout, It would seem there is not a lot of information available unless you are proactive and find it.
- I ask my cousin who works for Essex County council, how to complain about Norfolk County council. After my second letter, to the Director of Children's Services, including a threat to appoint lawyers, we have been given a assessment date of 30 June for our daughter to have her needs assessed by an OT. The 20 weeks expires 17th June.
- I can find it if I do a lot of research online. But it requires time and dedication when there is non-available. I'm needed by my child to keep him safe.
- I don't hear. What are they doing? I find out about resources that can support my son outside of NCC as they are more obvious and supportive.
- I don't most of the time.
- I don't, the website is confusing to navigate, and I don't always have time. Family Voice are brilliant at summarising key information in the newsletter, and I find that really helpful
- I don't. The service has totally let my son down. When I am strong enough and have time I am going to go through the 3 plus level arch folders of documents and write all their failings. I don't even have a folder for my other son just a couple of pieces of paper floating around but he's not on the spectrum. My advice to everyone is keep a copy of everything so you have the evidence.
- I don't. I have to Google.
- I don't. The system is a farce
- I don't simple as that but I am in a battle with them at the moment and have just got my MP involved shouldn't have to do that !
- I find out for myself.

- I have no idea
- I think I miss that information.

I'd also like to say that LA still not adhering to law re: timescales

- I've not heard anything
- If I need information, I have to look for it actively. I don't feel we are communicated with.
- If you mean telling my son that he needs to get checked at the doctors, help with moving out (he was 17 and totally freaked out about it), help having his own money, having adult services come in to do a check then yes. I was totally disgusted to be told all this with my autistic son sat there. After the meeting he got upset, thinking he had to leave home and did not understand any of it. I had to try & explain things to him that I knew nothing about! His new EHCP is not worth the paper it's written on-total shambles!
- My daughter's plan was formulated in 2020 it's now 2022 and her plan has never been changed/amended despite 2 EHC reviews in that time. No communication from NCC and school do not put provisions in place, but this is not challenged. EHCP coordinator attended. The yearly review in 2021 and admitted in the meeting that she hadn't even looked at her EHCP and didn't know what provision was recommended.  
When I challenged her mainstream education setting about provision not being provided, they stated, "if she needs that additional support then maybe she needs alternative provision, we won't put that provision in for one child". Not worth the paper it's written on
- There is not enough communication, if there is a meeting it is very late notice.  
The coordinators have caseloads that are far too large, they do not email or call back and the support they offer is very standard, never personally related to my child. Sickness is very high in the coordinators team.  
A vast amount of money could be saved in this area, but it is always wasted.
- We have no idea what they are doing!
- Website.  
Trying to speak to EHCP coordinator who is never available.
- What are they doing exactly?! I have seen damning newspaper articles but not much positive news. Portage however are amazing.
- I do not hear much at all. I am sometimes signposted to local offer. The local offer pages on the website make absolutely no sense to me. I've never got anything from looking at it.
- I look on their website.
- Local offer Web page. Emails from family voice
- Local offer website (although is quite confusing and some of the Info is out of date)
- Look at their local offer/website
- Through their Norwich...not Norfolk offer. As long as you live in or around Norwich you get support. Anywhere else...forget support.
- We have to access this ourselves by looking at their website, which isn't that clear.
- News stories generally, which don't paint a good picture.
- The news
- In newsletter from outside organisations
- Newsletters from outside organisations
- Newsletters sent to my email address and on most SEND groups on Facebook post on as I'm registered with them.
- I work for the council as a SW so aware they did very poorly and trying to make changes. Sadly, our son was affected badly due to this we believe.
- I work for the LA so receive updates via Children's Services.

- I work professionally as a school leader. The SEND service is appalling and children with additional needs are being very let down. Time and time again we as a school reach out for support but people are off sick, managers are off sick. It is awful.
- If I did not work in SEND, I am not convinced that as a parent I would have been aware of the services and help available.
- Through my own research on the internet.
- Through my work. I am not sure how I would find out as a parent only because the supposed efforts of NCC are part of my day-to-day life. I have so little faith in this based on our own family experience and our young person has just about got by, mainly through tenacious parenting rather than through good services and things being put in place, which often they haven't been put in place. I currently feel that energies are put into new EHCP requests - unsure of the success of these - and those with existing plans are not receiving attention. Certainly, our young person should have had an amended EHC plan from December 2020 but hasn't. To state that a current plan is not worth the paper it's written on, with school as witness to that, and then do absolutely nothing about it, beggars' belief. NCC can tell us parents as much as they like about their efforts to improve but it is hard evidence I would like to see of successfully complete plans, updated and accurate plans and an element of satisfaction from families that this is happening.
- At my children school
- SENCO
- I went to a SEND roadshow once but they aren't at friendly times for working parents and it wasn't well attended presumably because of that.