

Our Voice



What should a good EHCP look like?

28th November 2019

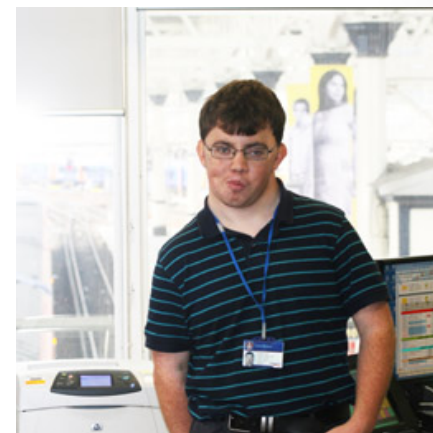
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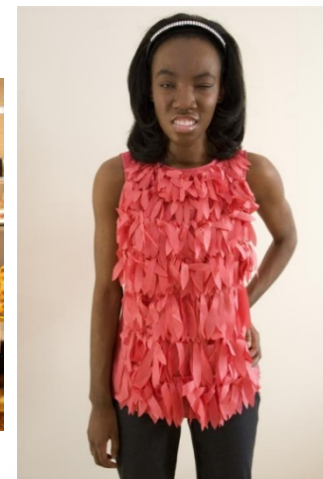
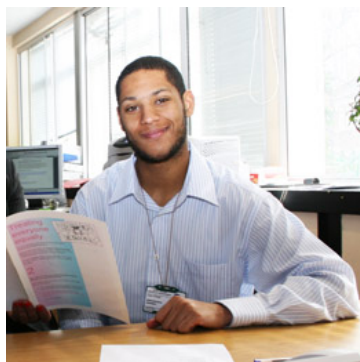
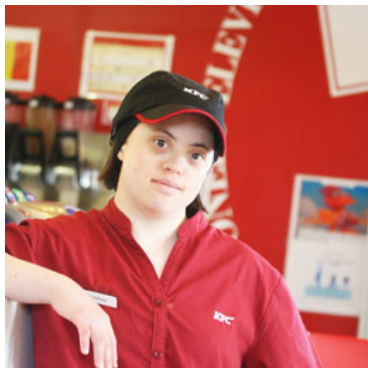
Agenda

- Key principles and aims of the legislation
- An overview of the Annual Review process
- Preparing for the meeting
- What should a good EHCP look like?
- Aspirations and Outcomes
- Needs, Strengths and Provision
- After the meeting
- Sources of support

Focus on preparing for adulthood



Emphasis on preparing for Education, Training and Employment



Co-Production...

- With parents/carers, and children
- Young people at the heart of legislation
- Treated as equals...



Our Voice



An Overview of the Annual Review Process

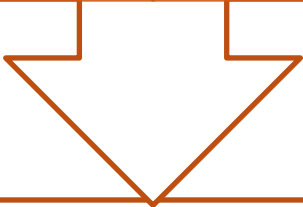
EHCPs to be completed in 20 weeks and reviewed thereafter every 12 months, (schools to continue to conduct their termly IEP type reviews)						
Period before Review	Formal Annual Review	Educational Setting	SEND team	SEND Team	Parent/Carer response	School/College response
Week: -2 weeks	Annual Review Meeting	Within 2 weeks of the AR	Within 4 weeks LA notify P/YP outcome of the AR meeting	Maintain amend or cease the Plan	15 days	15 days
LA/school provides info for P/YP about the Annual Review at least 2 weeks before the Annual Review meeting P/YP to review and update Section A	AR to include P/C and where possible the YP, teacher/SENCo and any other professionals as appropriate	Educational Setting to collate notes of the AR and highlight any changes that need to be made to the Plan & issue to all those attending. Educational setting to send to the SEN no later than 2 weeks after the meeting	SEN to ensure all required information has been provided and reviews. They decide whether to maintain, amend or cease the Plan and take the necessary steps accordingly		Draft Plan sent to P/YP to review and to name the school/college & return to the SEN team asap & within 15 actual days	Named college /school consulted & it responds back to the LA asap within 15 actual days
Professionals to respond to request for Advice within 6 weeks		* No new Advice/Reports if existing assessment info is sufficient for the AR and the LA, Advice Giver & P/YP agree it's sufficient				Plan to be finalised and sent to P/YP

Annual Review Meetings – The Process

At least 8 weeks before: School Requests Advice from all professionals

2 weeks before: Documents sent to Parents and all invited professionals

The **week before:** School professionals prepare for the meeting



Annual Review Meeting Held At School

Within 2 weeks of meeting: Documents collated at school and sent to SEN services

Within 1 month of the meeting: SEN make decisions about recommendations from review and inform attendees.

Summary of the Annual Review Process

- <https://contact.org.uk/advice-and-support/education-learning/ehc-plans-assessments/annual-reviews/>

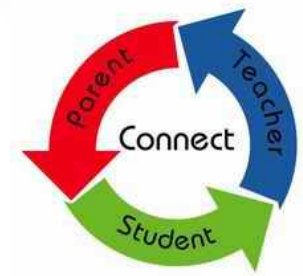


Our Voice



Preparing for your meeting

Rights and Responsibilities



The process allows great opportunity to get your and the child's views across, however...

This brings responsibilities and it will also require your time and effort to:

- Prepare (Section A: Personal Profile)
- Attend meetings /be involved
- Capture your child's view, where possible

Outcomes for our children are better when home and school/college work together from the start!

Preparing for your Annual Review meeting...summary

<https://www.youtube.com/watch?v=36MSZtxxito>

Note: This video was made to support the change from Statements to EHCPs and refers to Transfer Review meetings. However, it's still relevant if you replace the Transfer Review phrases with Annual Review!

Before the Meeting; Plan and Prepare

Ensure

- ✓ You have obtained your child's view regarding their overarching aspirations,
- ✓ You know what your child's desired Outcomes are
- ✓ The Personal Profile: Section A has been completed and shared beforehand with all those involved (include views from friends and family)
- ✓ Agree with school who should attend (Setting to invite)
- ✓ Ensure reports are available and read all information (especially the Reports)
- ✓ Make notes that you can take into the meeting
- ✓ You know what Provision your child already receives

Section A

Review your Childs' Section A, with them, wherever possible

- Is it still relevant/accurate and reflect them
- could someone who doesn't know them, get a good sense of them, their personality and there needs from a quick read of this?
- If it needs to be amended, do review at least a couple of weeks beforehand and let the school/educational setting know

The purpose of Annual Review of EHC plans

To gather information and evidence regarding-

- The SEN provision being made and its effectiveness in ensuring good progress and access to teaching and learning.
- The health and social care provision being made and its effectiveness in ensuring good progress towards outcomes.
- The progress towards outcomes specified in the EHC plan
- The continuing appropriateness of the EHC plan and if any changes are required
- Any actions needed as a result

The Annual Review Meeting

- Parent/child to go through Section A & flag any changes
- Discuss the child's key over arching Aspirations & agree – is it still relevant?
- Review Key Outcomes
- Review the main Needs your child/pupil has
- Has the provision been helpful in supporting your C/YP to meet their annual IEP targets to get them closer towards achieving their Outcomes?
- There'll be a discussion around what provision & reasonable adjustments may be needed to support your child's/pupil's needs to achieve their Outcomes
- The school/college will collate the information from the meeting & send to the SEN team



Our Voice



What should a good
EHCP look like?

A Quality EH&C Plan

- ▶ Describes positively what children and YP can do
- ▶ Also clearly describes their needs and provision
- ▶ Clear, concise, understandable and accessible
- ▶ SMART



Quality of advice and information

- ▶ Quality of EHCP reliant on quality of advice and information, including that from parent/carer, children and young people
- ▶ All need to ensure that advice given is based on Outcomes
- ▶ Ideally Advice/Reports used should not be more than 12 months old unless agreed by all that information is still valid (under 12 months, LAs should not seek new Advice)



Aspirations

Aspirations need to be expressed but they are not part of the legal framework (so have no teeth). It is a wish or a dream. It's the light at the end of a journey

Outcomes

They form the journey towards the light. They should be set with regard to the aspirations.

These of course, HAVE legal teeth and obviously are a part of the legal framework. Therefore need to be SMART so achievable.

What's realistic and what outcomes can be met are part of the Annual Review meeting

Review whether anything needs updating or amending or are they still relevant



Start with an Over-Arching Aspiration....

Think about what is important *for* and *to* your child...

It may seem difficult – but mostly we want the same for our child as anyone else:

- To be as independent as possible
- To be healthy
- To have good mental health, be happy
- To be able to work or volunteer for something they enjoy doing

We just need to adapt these ideas to suit the child or young person

Why Outcomes?

EHC plans should be focused on preparing for adulthood or the next Key Stage

Outcomes should always enable children and young people to move towards the long-term aspirations of

- ✓ employment or higher education,
- ✓ health and well being
- ✓ independent living and
- ✓ community participation. (9.64 SEND CoP)

Can include wider outcomes such as positive social relationships and emotional resilience and stability

Outcomes should also be used for those under SEN Support

SMART Outcomes means:



Specific & Stretch

- Has a clear target: The 'what'
- is well-defined: the 'why'
- Guides action: the 'how'



**Measurable
(and Motivational)**

- Can be assessed objectively
- Includes figures/numbers
- Can be see



Achievable but Ambitious

- Is challenging but not beyond reach
- Ensures that the C/YP has the ability to do this



Relevant & Realistic

- Aligns with aspirational outcome
- Is meaningful to the C/YP



**Time bound
(and Timely)**

- Has a time scale/end date
- Can be achieved (at a stretch) within the allotted time

EHCP Guidance

- Outcomes-
to the next
transition stage
/phase
- Outcomes should be longer term (more than 12 months) to be written in an EHCP
- Short term outcomes or targets are less than 12 months and sit in the school IEP



What is an Outcome?

“The benefit or difference made to an individual as a result of an intervention”

- It should be personal and not expressed from a service perspective;
- It should be something that those involved have control and influence over, and
- While it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART).

(9.66 SEND Code of Practice)

A useful starting point...

- By the time I'm.....(age or key stage)
- I can/ have learnt the skills to/ I'm able to/ am maintaining/ am doing.....
- So that I can..

Can be a skill or something they can do..


Questions:

- What would success look like?
- How will you know when it has been achieved?

Note:

- Should be framed positively
- Should not be based around Provision

An Outcome...



To be able to hold a
conversation

But is this clear enough?....

A SMARTer Outcome...

By July 2020, I/ he will be confident holding a conversation with other children or familiar adults, describing, in simple detail, things about my/ his everyday life

SMARTer because:

More explicit:-

- Time specific
- Audience more specific
- Topic defined
- Level of knowledge/ expertise defined.

What you can see and measure to know when you have got there..

**To deal with my diabetes
independently**

Aspiration

Outcome

**By the time I'm 16, I can give
myself an insulin shot when
necessary**

**I can hold a pen firmly when asked,
by the end of this academic year**

Target

Provision

The OT will train my LSA to show me how to hold and grip a large grip pen, with some hand exercises I need to do daily for 5 minutes, 3x a day. My LSA and I will practice using a large grip thick pen or similar on a daily basis. She will discuss with the nurse when she thinks I'm ready to try on myself. The nurse will supervise this over a two – 4 week period. My LSA will supervise me on a daily basis, after this.

**Feedback from OT that his gripping is sufficient and he is able to grip an Epipen. School Nurse and LSA to feedback:
Confirmation from Joe that he is confident and consistent in giving himself the insulin shot when requested**

Over-Arching Aspirations

Outcomes Video

<https://www.youtube.com/watch?v=K6r>

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Outcomes

NEEDS



Needs and Strengths

- Sections B = Education
- Section C = Health
- Section D = Social Care

Must detail what you child/young person can do, as well as what they cannot do or have difficulties with.

It's not just the diagnosis but what this means in practical terms

E.g. Sarah has difficulties using her fingers: when getting dressed she cannot do up buttons but can pull up a zip.

Provision

- Sections F = Education
 - Section G = Health
 - Section H1/H2 = Social Care
-
- ✓ Detail appropriate provision to meet each identified SEN and quantify provision as necessary.
 - ✓ Provision should be described in such a way as to leave no room for doubt about:
 - what is to be provided, and by whom
 - how it will be delivered.
 - ✓ Where health or social care provision educates or trains a child and YP, it must appear in section B.
 - ✓ Should specify: facilities and equipment, staffing arrangements and curriculum; modifications or exclusions to National Curriculum; residential accommodation.

Example

B. SEN	E. Outcome	F. Special Educational Provision
<p>John is significantly delayed in his literacy skills – at age 6, he was at P8 in reading. He needs to improve his reading so that he can manage everyday literacy demands.</p>	<p>By the end of Year 6, John will achieve at Level 2 in English.</p>	<p>John will receive a personalised reading and spelling programme at least three times a week, for at least 20 minutes per session.</p> <p>The programme will be delivered by a teacher or a specialist TA with good knowledge of how literacy is acquired.</p> <p>John’s progress will be monitored closely by his class teacher.</p> <p>John will continue to receive Quality First teaching and his class teacher should make adjustments to support John’s literacy skills.</p> <p>The weekly and half-termly reading targets that the class teacher sets should incorporate the targets in his personalised reading programme.</p> <p>At least once a month John’s teacher will meet his parents and share strategies that they can use at home to help him.</p>

At the end of the Review:

Ensure you

- are able to summarise the key points of the discussion to check your understanding
- are clear as to the next steps
- fully understand and agree with the gist of what has been discussed/agreed



When the Draft Plan Arrives...

- Open the envelope asap & review (you only have 15 days)
- Does the Plan reflect the meeting you had?
- Are all the Needs detailed correctly and fully?
- Does it detail the Outcomes clearly (SMART)?
- Does it detail the Provision clearly (SMART)?
- Are all the reports referenced?
- You can meet with the LA to discuss the Plan if you have concerns



Sources of Support in Enfield

- SEND IASS can come to your schools to provide training, information and guidance
- Your school/SENCo will work closely with you
- The SEN team at the Local Authority
- Our Voice Parent Forum can attend parent/carer coffee mornings to provide further advice and info
- Our Voice can also provide informal parent to parent support
- Secondary school open evenings/days

Important Contacts...but speak to your nursery/school first

Contact	Telephone	Email
Every Parent and Child SEND IASS	020 8373 6273	enquiries@epandc.org.uk
SEN Services	020 8379 5667	sen@enfield.gov.uk email is preferable if you have a query
Early Intervention & Support Service (EISS)	020 8351 1318	seema.shah@enfield.gov.uk
Joint Service for Disabled Children	020 8363 4047	cheviots@enfield.gov.uk
Enfield Community Services (Health)	0208 702 3000	
Our Voice SEND guide for parents	0751 6662315	info@ourvoiceenfield.org.uk https://www.gov.uk/government/publications/send-guide-for-parents-and-carers http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources/information-for-children-and-young-people-on-send-reforms
Council for Disabled Children		

Questions?

