



WHAT IS AN EDUCATION HEALTH and CARE PLAN?

A short information module for professionals








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WHAT IS AN EHCP? Click on any box below to find out more.





Education, Health and Care Plan



THE LEGAL STUFF Click on any box below to find out more.



WHAT HAPPENS WHEN SOMEONE HAS AN EHCP? Click on any box below to find out more.



HOW YOU CAN CONTRIBUTE Click on any box below to find out more.



WHAT IS AN EHCP?

Click on any box below to find out more.

Education, Health and Care Plan

THE PURPOSE OF THE EHCP

- To make "special educational provision" to meet the "special educational need" of the child or young person; so as to secure the best possible outcomes for them across **education, health and social care**, and to prepare them for adulthood as they grow older.
- The plan should cover 4 themes, it is NOT an education only plan:
 - Learning and future employment
 - Home and independence
 - Friends relationships and community
 - Health and wellbeing

! This [short film](#) (3.5 mins) from the Council for Disabled Children explains more.



WHO GETS AN EHCP?

- The majority of children and young people with special educational needs will have their needs met within local mainstream schools.
- Schools have a "SEND register". Children added to this register will have a **SEND support plan** using an ASSESS, PLAN, DO, REVIEW process. This is not an EHCP.
- An EHCP is for children and YP that require **SPECIAL EDUCATIONAL PROVISION** to be made for them because:
 - They have a significantly greater difficulty in learning than the MAJORITY of others of the same age and/or
 - They have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools in England, maintained nurseries in England, mainstream post-16 institutions or places where early years provision is provided.



THE ASSESSMENT PROCESS

- The LA must carry out an EHC needs assessment if the child or young person **has**, or **may have**, special educational needs, and **it is** or **may be** necessary for special educational provision to be made for them.
- Anyone can request an EHC needs assessment for a child or young person.
- There are 5 stages of statutory assessment. The process should take 20 weeks.



- Each LA has some useful further information about their assessment processes. Click on the links below:



[Leicester City](#)



[Rutland](#)



[Leicestershire](#)



LINKS TO LOCAL INFORMATION

Are you working with a child undergoing assessment? Click below to find more information



- Leicester City**
 - [Parent Carer Forum](#) – Working to co-produce, develop and improve SEND services
 - [SENDiASS](#) – Information, advice and support service
 - [Special Education Service](#) – Case workers who carry out EHC needs assessments
 - [Disabled Children's Services](#) – Support for disabled CYP and their families



- Rutland**
 - [Parent Carer Forum](#) – Working to co-produce, develop and improve SEND services
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 - [Special Education Service](#) – Case workers who carry out EHC needs assessments
 - [Planning Hub](#) – Support and specific activities for CYP with SEND and their families



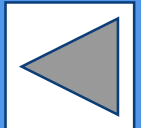
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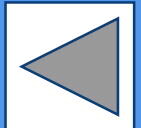
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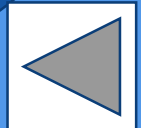
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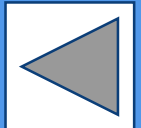


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- [Special Education Service](#) – Case workers who carry out EHC needs assessments
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Leicestershire



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THE LEGAL STUFF

Click on any box below to find out more.

THE CHILDREN AND FAMILIES ACT 2014

- "The biggest reform to child welfare legislation in 30 years." This legislation aimed to:
 - Get education, health care and social care services **working together**
 - Make sure young people and their families know what help they can get
 - Give young people and their families more say about the help they can get
 - Give a young person just one plan to meet their education, health and social care needs
- What changed?
 - "The Local Offer" was introduced – each LA has to produce information about provision for young people with SEND across education, health and social care.
 - "Statements of educational need" and "learning difficulty assessments" in post 16 education were replaced with the Education, Health and Care Plan (EHCP)
 - A young person can have an EHCP up until the age of 25
 - Reduced the amount of time for the statutory assessment process
- SECTION 19 of the act makes it a legal requirement for LAs to:
 - put CYP and their families at the heart of the EHCP process so they can participate as fully as possible
 - provide information and support to enable participation with the aim to help the child / young person achieve the best possible educational and OTHER outcomes

There must be a recognition that children and young people's lives are broader than their academic attainment ... the outcomes in their EHCP should reflect this.



THE SEND CODE OF PRACTICE

"Our vision for children with special educational needs and disabilities is the same as for all children and young people"

- The Code of Practice:
- Is statutory guidance for organisations that work with and support children and young people who have special educational needs or disabilities. This includes LA's (education, social care and relevant housing and employment and other services) NHS trusts and Youth Offending Teams.
 - Outlines specific duties for all organisations that work with and support children and young people with SEND, including those children in specific circumstances i.e. – LAC, care leavers, those educated out of area, in alternative provision, in hospital or at home and those in youth custody.
 - Sets out the roles and responsibilities of Health and Social Care.
 - States that services should work together at all levels, that assessment and review processes for plans should be aligned. **"Young people and their families should not be expected to repeatedly provide duplicate information to different services."**
 - States that Local Authorities should consider ways of supporting carers of CYP with SEND, taking a whole family approach.
 - Sets out what must be included in the **LOCAL OFFER** this includes, education, health and social care provision (including short breaks) and support available to help CYP with SEND move into adulthood (preparing for adulthood)

 [Leicester City Local Offer](#)

 [Rutland Local Offer](#)

 [Leicestershire Local Offer](#)



THE PICTURE IN L.L.R.

How well do the LA's meet the needs of children and young people with SEND?

- Since May 2016, the two inspectorates, Ofsted and the Care Quality Commission (CQC) have undertaken joint inspections to review how local areas meet their responsibilities to children and young people (from birth to 25) who have special education needs or disabilities (or both). They look at how well the LA's implement the duties outlined in the Children and Families Act 2014 and the SEND Code of Practice.
- Inspectors meet managers and leaders from education, health and social care services. They look at how children and YP with SEND are identified, how their needs are assessed and met and how they are supported to move onto their next stage of education, the world of work and wider preparation for adulthood.
- Following inspection, a joint inspection outcome letter is written explaining the main findings, highlighting strengths and any recommendations for improvement. If there are significant areas of weakness, the LA needs to produce a written statement on action to make improvements.
- You can find the latest outcome letters here:

 [Rutland](#) (August 2017 - no Written Statement of Action)

 [Leicester City](#) (June 2018 - Written Statement of Action)

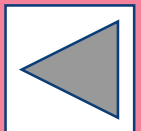
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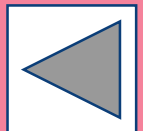
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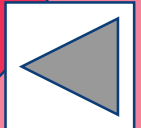
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WHAT HAPPENS WHEN SOMEONE HAS AN EHCP?

Click on any box below to find out more.

THE ANNUAL REVIEW PROCESS

- The EHCP should be a living, working document.
- The annual review is the statutory process of looking at the needs and provision specified in an EHCP and deciding whether there are any changes required. Legally, the EHCP has to be checked each year.
- The first review of the EHCP must be held within 12 months of the EHCP being finalised. Subsequent reviews must be held within 12 months of the previous review. Under 5's have their plan reviewed every 6 months. These dates change if a child is approaching a transition to another setting.
- There are 5 STEPS to the annual review process – It should take 8 weeks.

School request up to date information from families and agencies

2 weeks before review

School circulates any up to date information and email invites to meeting

The Annual Review - a person centred meeting is held. It checks progress, updates outcomes and ensures the needs and provision is still correct, including any health and social care provision

The school writes and circulates minutes of the meeting and send to all professionals and the LA

By 2 weeks after review

The LA decides if the plan needs to be updated, is unchanged or if it is still needed.

By 4 weeks after review

i This short [video](#) (4 mins) from the Council for Disabled Children explains the annual review process in a bit more detail. This [longer video](#) (20 mins) from SENDIASS gives a detailed overview especially useful for parents/carers.

PERSON CENTRED PLANNING

Putting the child / young person and their family at the centre of the plan leads to better outcomes

- The child / young person should always have the opportunity to contribute to their review.
- Professionals should find a way to ensure the YP is able to communicate their wishes and feelings, their aspirations and goals.
- Alternative methods of communication should be sought to enable effective participation.
- The person centred review considers:
 - What is important to the young person.
 - What is important for the young person.
 - What is working well.
 - What isn't working.

i This [short film](#) (4 mins) from the disabled children's council has further information about the person centred planning meeting.

WHAT MAKES A GOOD PLAN?

ASPIRATION	Gemma wants to ...
NEED	Gemma can do However she has difficulty with ...
OUTCOME	By the end of ... Gemma will be able to...
PROVISION	Gemma will attend ... every week. Her PA will support her to attend and practice the skills she has learnt

- A good EHCP reflects the aspirations, views and wishes of the CYP.
- Sections of the plan that describe need (B = educational need, C = health care need, D = social care need) should describe each need separately, avoid complex language and not be focussed on diagnostic language but on the implications of any diagnoses.
- Section E – outcomes should be joint across education, health and social care (where appropriate).
- Sections that set out provision should say EXACTLY what is going to happen, who by, how often, when it will be reviewed and any training required.
(F= educational provision, G= health care provision, H1&H2 = Social Care provision)



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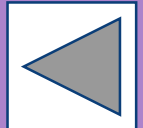
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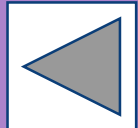
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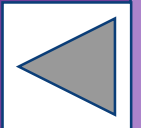
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HOW YOU CAN CONTRIBUTE

Click on any box below to find out more.

HOW YOU CAN CONTRIBUTE.

Supporting children, young people and families through the EHCP needs assessment

Whichever service you work for or whatever role you have in a child or young person's life, thinking about your own practice, consider the following questions.

- Do you know whether the children / young people you work with are being assessed for an EHCP?
- Do you know what an EHCP needs assessment is and where to find information about it from?
- Is there a role for you in your job to support families to access this information? Can you help them to participate effectively?
- Have you been asked to contribute to the young person's needs assessment?
- If so, have you been able to reflect the work you do in the assessment?
- Have you thought about how the support you give contributes to the young person's aspirations and outcomes, what part do you play?
- Do you know what their aspirations and views are?
- Do you share the work you do with other agencies?
- If you write advice for assessment, do you speak specifically to the child / young person and ask them about their aspirations, do you know their views and wishes?
- Do you give advice about provision based on what is available or what is needed?

HOW YOU CAN CONTRIBUTE

Supporting children, young people and families when an EHCP is already in place

Whichever service you work for or whatever role you have in a child or young person's life, thinking about your own practice, consider the following questions.

- Do you know whether the children / young people you work with have an EHCP?
- If so, do you contribute to their Annual Review meeting? If so, how do you **actively** contribute? Do you attend or do you fill in a report or both?
- When you attend, do you provide information that contributes to the child's outcomes, or does this information sit within your own service's plans?
- When you attend do you see parents as having a valuable contribution? **Are they and their family at the heart of your decisions and comments?**
- Do the targets you are trying to achieve with the young person and their family support the young person's aspirations?
- Do you know what their aspirations, views and wishes are?
- When you attend an Annual Review – have you spoken to the child / young person and their family about how you can contribute to their outcomes? Are they expecting you to be there?
- What part do you play in their Annual Review, can you see how your work contributes? Is your work reflected in the EHCP?

SOMETHING TO THINK ABOUT

Think about the research piece below.

CHUMS study

- This 3 year study looked at what health outcomes matter most to neurodisabled children and their families. It found that what was most important to families and children were wider overall life outcomes e.g. having friends to go out with, being independent and safe etc.
- In contrast, Health professionals focussed on specific outcomes e.g. reducing someone's pain, improving their speech articulation etc

The study concluded that children and young people have **BIG** outcomes that don't fit into a single area of expertise whereas professionals have narrow outcomes and targets relating to and informed by their expertise and knowledge.

How does this example make you think about your role as part of a multi-agency team supporting a child to achieve their outcomes and consequently their aspirations? How does the work you do contribute? Do you think about how your knowledge and expertise contributes to the bigger picture?

TOP TIPS

- When asked to give advice for an EHCP – know what the CYP aspirations and outcomes are – give advice based on your knowledge of the child and how they can be supported to achieve their outcomes
- Take time to understand the system, to make wider change you need to work in collaboration with CYP families, practitioners, SEND teams.
- Don't think of the Annual Review as purely focussed on educational outcomes
- Use the local offer websites – these are websites that give children and YP with SEND and their families information about help and services in LIR – they are not only related to education
- Make sure you think to share the work you are undertaking and consider how it fits into the EHCP
- Use straightforward language that is person focused not service focused
- Don't base advice on what provision exists in the area – should be based on most suitable provision required to meet the need, even if it doesn't exist.
- Ensure the child / young person and their families are at the heart of your work
- Know where you can signpost families to for support and information
- Identifying the social care needs of a child does not necessarily require assessment by a social worker – think wider
- See the child / young person in the context of their whole life
- Know which sections of the EHCP relate to your work and take time to think about how you can contribute to wider outcomes, CYP and families have BIG outcomes that don't fit into a single professional area of expertise. Professionals have narrow outcomes and targets informed by their expertise and knowledge. Think how your support contributes to the CYP wider outcomes.
- Do you need to get advice to be able to communicate with a young person to get their views and wishes?

THE EHCP FROM A FAMILY VIEW

What do children and young people with EHCP's and their families want professionals to know ...

- I want professionals to see my son as a person and not just as a collection of learning disabilities and health needs. He is far more than his diagnoses.
- I just want professionals to listen to parents and to each other. Professionals ignore each other's views.
- I need people to know that just because I can't think fast, it doesn't mean that I'm stupid
- I want professionals to actually **listen** to the child and the parent
- I want them to see my son in the context of his whole life, what motivates him, what worries him, what does he want to do for the next 40 years and what will best get him there.

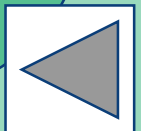


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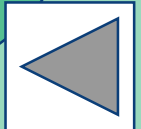


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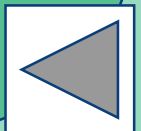


CHUMS study

- This 3 year study looked at what health outcomes matter most to neurodisabled children and their families. It found that what was most important to families and children were wider overall life outcomes e.g. having friends to go out with, being independent and safe etc.
- In contrast, Health professionals focussed on specific outcomes e.g. reducing someone's pain, improving their speech articulation etc

The study concluded that children and young people have **BIG** outcomes that don't fit into a single area of expertise whereas professionals have narrow outcomes and targets relating to and informed by their expertise and knowledge.

How does this example make you think about your role as part of a multi-agency team supporting a child to achieve their outcomes and consequently their aspirations? How does the work you do contribute? Do you think about how your knowledge and expertise contributes to the bigger picture?



THE EHCP FROM A FAMILY VIEW

What do children and young people with EHCP's and their families want professionals to know ...

I want professionals to see my son as a person and not just as a collection of learning disabilities and health needs. He is far more than his diagnoses.

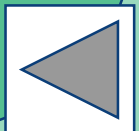


I just want professionals to listen to parents and to each other. Professionals ignore each other's views.

I need people to know that just because I can't think fast, it doesn't mean that I'm stupid

I want professionals to actually listen to the child and the parent

I want them to see my son in the context of his whole life, what motivates him, what worries him, what does he want to do for the next 40 years and what will best get him there.



TOP TIPS

When asked to give advice for an EHCP ... know what the CYP aspirations and outcomes are ... give advice based on your knowledge of the child and how they can be supported to achieve their outcomes

Take time to understand the system, to make wider change you need to work in collaboration with CYP, families, practitioners, SEND teams.

Use the local offer websites – these are websites that give children and YP with SEND and their families information about help and services in LLR – they are not only related to education

See the child / young person in the context of their whole life

Don't think of the Annual Review as purely focussed on educational outcomes

Know which sections of the EHCP relate to your work and take time to think about how you can contribute to wider outcomes. CYP and families have BIG outcomes that don't fit into a single professional area of expertise. Professionals have narrow outcomes and targets informed by their expertise and knowledge. Think how your support contributes to the CYP wider outcomes.

Make sure you think to share the work you are undertaking and consider how it fits into the EHCP

Use straightforward language that is person focussed not service focussed

Don't base advice on what provision exists in the area – should be based on most suitable provision required to meet the need, even if it doesn't exist.

Ensure the child / young person and their families are at the heart of your work

Know where you can signpost families to for support and information

Identifying the social care needs of a child does not necessarily require assessment by a social worker – think wider

Do you need to get advice to be able to communicate with a young person to get their views and wishes?

