



Independent Supporters

Make My Family Stronger



Purpose of the assessment:

To establish whether an EHC plan is needed.

This decision is based on whether special educational provision is needed beyond what is normally available to mainstream education.

To identify detailed needs across education, health and social care, the desired outcomes and provision needed to achieve this.



EHC needs assessments

Advice and information **must** be sought from:

- The child's parent or young person, and wherever possible the child
- Current school, college or person responsible for educational provision
- Health care professionals
- An Educational psychologist
- Social Care (children's or adult services)
- From Y9, advice on preparing for adulthood and independent living
- From any person requested by the child's parent or young person
- Any other advice or information appropriate e.g. from a youth offending team

Request for assessment/child or young person brought to local authority's (LA's) attention

Yes

LA decides whether to conduct EHC needs assessment

No

LA notifies parent/young person of decision **within a maximum of 6 weeks from request for assessment**

LA notifies parents/young person of decision and right to appeal **within a maximum of 6 weeks from request for assessment**

LA gathers information for EHC assessment

Yes

LA decides whether an EHC plan is needed

No

LA drafts plan and sends it to parents/young person

LA notifies parents/young person of decision and right to appeal **within a maximum of 16 weeks from request for assessment**

Parents/young person has **15 calendar days** to comment/express a preference for an educational institution and should also seek agreement of a personal budget

On-going LA information gathering – where an LA requests co-operation of a body in securing information and advice, the body must comply **within 6 weeks**

LA must consult governing body, principal or proprietor of the educational institution before naming them in the EHC plan. The institution should respond **within 15 calendar days**

Following consultation with the parent/young person, the draft plan is amended where needed and issued. (LA notifies parent/young person of rights to appeal.)

At every stage, child and their parent and/or young person is involved fully, their views and wishes taken into account

Maximum time for whole process to be completed is 20 weeks



Ground rules

- EHC plans **must** include sections A-K.
- Sections **must** be separately labelled from each other using the letters.
- Sections do not have to be in letter order.
- Include the views, wishes and feelings of the child or young person and the child's parents.



EHCP Sections

A: Views, interests and aspirations

B: Special educational needs

C: Health needs

D: Social care needs

E: Outcomes

F: Special educational provision



EHCP Sections

G: Any health provision reasonably required

H1: Social care provision under S2 of Chronically Sick and Disabled Persons Act 1970

H2: Any other social care provision

I: Placement

J Personal budget

K: Advice and information received



A: Views, interests and aspirations

We want to know what your child/young person wants from their future....

Write a short statement in the first person and feature this key information:

- *A short history of their life*
- *Details about things like: play, health, schooling, independence, friendships, FE, employment or anything else you think is relevant.*
- *How do people communicate with your child or young person?*

Write this in the first person, but be clear whether your child is being quoted directly or if the views of the parents or professionals are being represented.



Aspiration exercise

Think of three aspirations for yourself.

Think of three aspirations for your child.



Section B – Special educational needs

- Describes in detail all your child's SEN identified during the assessment.
- Should also include a description of your child's current functioning – what your child can and can't do.
- SEN may include those requiring health and social care provision where such provision needed is for your child or young person's education or training.



Examples of SEN:

1. Significant difficulties with concentration, motivation and application, which affect his ability to learn in all subjects.

“Dominic needs to improve his concentration.”

2. Difficulties in coping with the structure of the school day.

“Emma needs to manage the structure of the school day.”

3. Delay in the development of his spoken skills.

“Peter needs to learn to hold clear conversations with others.”



Examples of SEN:

4. Delays in the development of social skills.

"Gemma needs to be able to make and maintain relationships with others."

5. Unpredictable behaviour and difficulty in managing her anger and frustration.

"Fatima needs to learn to respond calmly when faced with unexpected events."

6. Poor self-help skills.

"Gill needs to be able to feed and dress herself."



C: Health needs

- EHCP **must** specify any health needs identified through the EHC needs assessment which relate to the child or young person's SEN.
- Some health care needs, such as routine dental health needs, are unlikely to be related.
- Clinical Commissioning Groups (CCG's) may also choose to specify other health care needs which are not related to the child or young person's SEN e.g. a long term condition which might need management in a special educational setting.



D: Social Care Needs

- EHCP **must** specify any social care needs identified throughout the assessment process which relate to the child or young person's SEN
- Or which require provision for a child or young person under 18 under S2 of the Chronically Sick and Disabled Persons Act 1970.
- Local Authority may also choose to specify other social care needs which are not linked to the child or young person's SEN.
- Could include reference to any child in need or child protection plan – such inclusion **must** only be with the consent of the child and their parents.



E: Outcomes

- Distinction between outcomes and provision - provision should help the child or young person achieve an outcome.
- Steps towards meeting the outcomes.
- Arrangements for monitoring progress.
- Forward plans for key changes, such as changing schools or moving from children's to adult care.
- A range of outcomes over varying timescales, covering education, health and care as appropriate.
- For children and YP preparing for transition to adulthood.



E: Outcomes

John wants to be a chef when he leaves school.

What are the outcomes for John and what could the provisions be to support him to meet his outcome?



F: Special educational provision

- **Must** specify the special educational provision necessary to meet the SEN of the child.
- Detail appropriate provision to meet each identified SEN.
- 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 or young person, it **must** appear in this section.
- Should specify: facilities and equipment, staffing arrangements and curriculum; modifications or exclusions to the National Curriculum; residential accommodation



G: Health provision reasonably required

- **Must** be detailed and specific and should normally be quantified, e.g. in terms of the type of support and who will provide it.
- **Must** be clear how the provision will support outcomes.
- Health care provision reasonably required may include: specialist support and therapies, such as:
 - medical treatments and delivery of medications;
 - occupational therapy, and physiotherapy,
 - a range of nursing support, specialist equipment, wheelchairs and continence supplies.
- Highly specialist services needed by only a small number of children which are commissioned centrally.



H1: Social Care provision under S2 of 1970 CSDPA

Must be detailed and specific and should normally be quantified, in terms of the type of support and who will provide it

Must specify all services assessed as being needed under section 2 of the CSDPA.

These services include:

- Practical assistance in the home
- Provision or help in obtaining recreational and educational in and outside of the home
- Help with travelling to facilities
- Adaptations to the home
- Facilitating the taking of holidays
- Meals at home or elsewhere
- Assistance with telephones or any other special equipment necessary
- Non-residential short breaks



H2: Any other social care provision reasonably required

- May include provision identified through early help and CiN assessments and safeguarding assessments.
- **Must** only include services which are not provided under Section 2 of the CSDPA.
- Includes residential short breaks and services provided arising from their SEN but unrelated to a disability.
- Should include any provision secured through a social care direct payment.
- Include any adult social care provision to meet eligible needs for a young person over 18 under the Care Act 2014.



I: Placement

- Name **and** type of the school, maintained nursery school, post-16 institution or other institution to be attended.
- Where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person.
- These details **must** be included only in the **final EHC plan, not the draft EHC plan sent to parents.**



J: Personal Budgets

- Detailed information on any Personal Budget that will be used to secure provision in the EHC plan.
- Should set out the arrangements in relation to direct payments as required by education, health and social care regulations.
- The SEN and outcomes that are to be met by any direct payment **must** be specified.



K: Advice and information

- The advice and information gathered during the EHC needs assessment
- There should be a list of this advice and information.



Next steps..

- Begin to think about your child's goals and aspirations
- Discuss what they would like to be when they grow up and what do they need to do to achieve this.
- Complete the parents advice form or all about me paperwork, providing as much detail as possible about your child's support needs.
- Encourage your child to be involved in the process.
- Make sure your voice is heard during transition review meetings and assessment meetings.

Don't be afraid to ask for support during this time of change



We can help you!

ISS@PSS.org.uk

0151 702 5555

Text SUPPORTERS to 66777