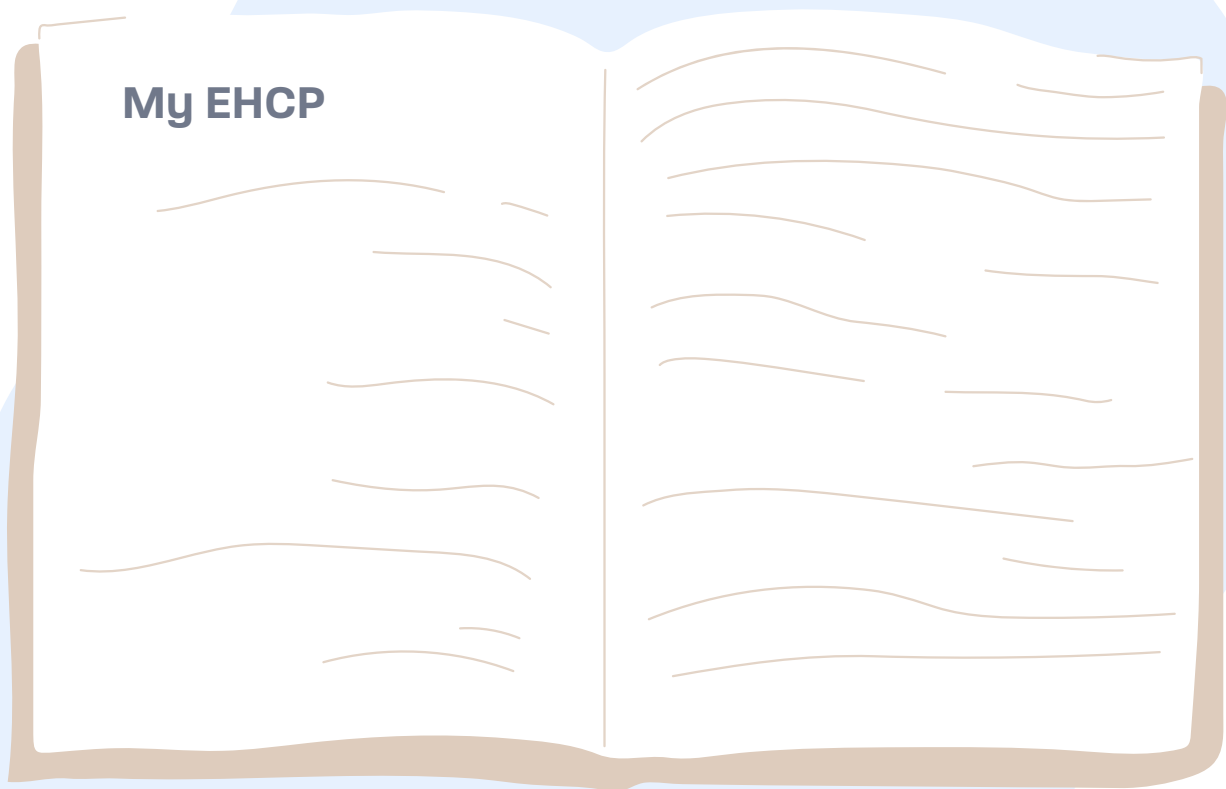


Education, Health and Care Plan (EHCP) and Education, Health and Care Needs Assessment (EHCNA) process



The Enfield SEND Partnership includes:

North Central London
Integrated Care System 



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Who is this guide for?

This guide is for parents and carers of children and young people aged 0 -25 years old who have Special Educational Needs or Disability (SEND).

What is it about?

This booklet explains the purpose of an EHCP and the Education, Health and Care Needs Assessment (EHCNA) process.

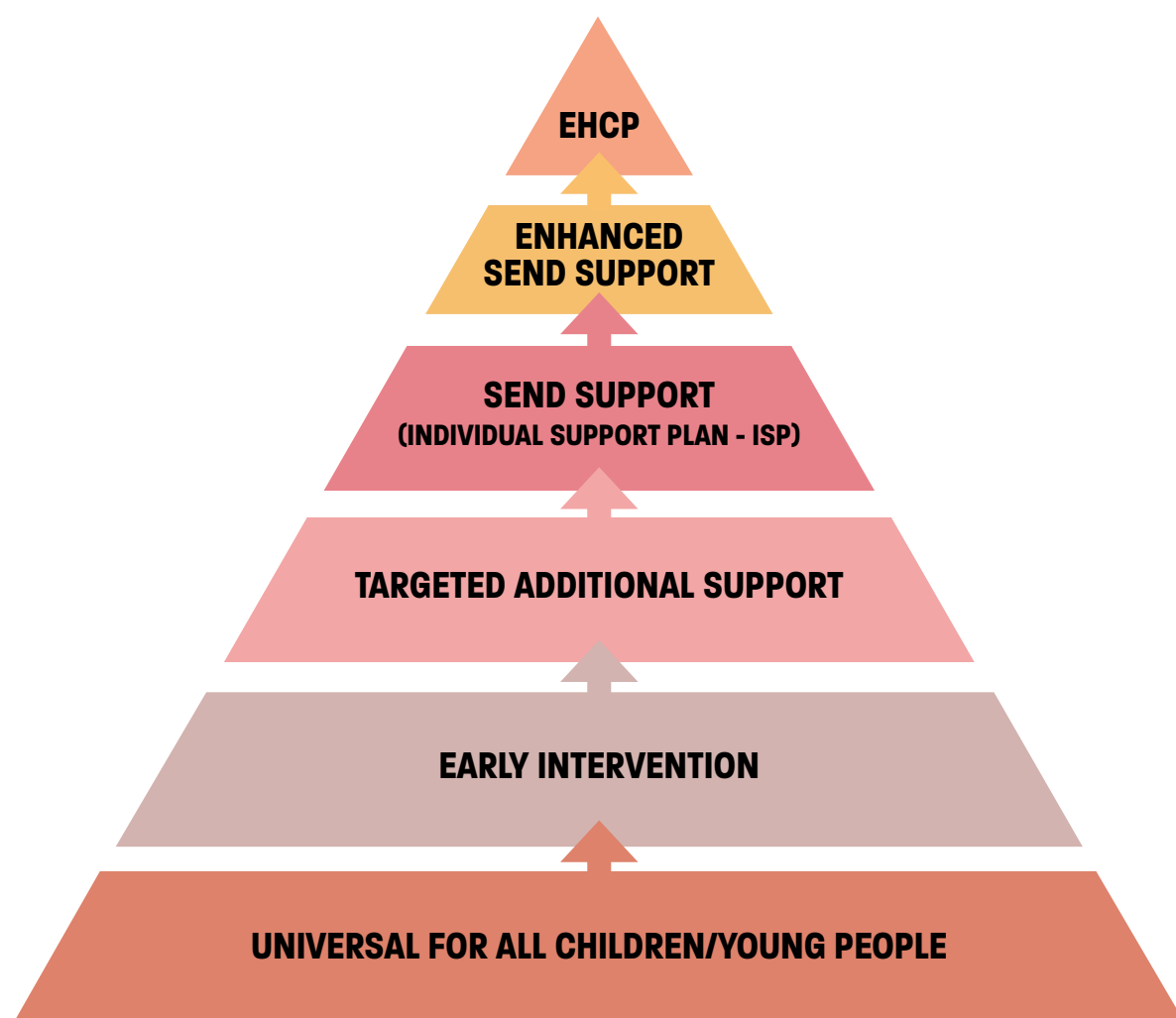


What is an Education, Health and Care Plan (EHCP)?

An EHCP is a legal document that describes a child or young person's special education needs, the extra support they will get to meet those needs and what they want from the EHCP and the future (outcomes). It is broken down into three areas; special educational, health and/or social care needs, with the child or young person's needs listed in one or more areas.

What is the purpose of an Education, Health and Care Plan (EHCP)?

An EHCP is designed to support children and young people with significant and long-term educational needs that cannot be met through the SEN Support offered by schools/educational settings. The EHCP is based on individual needs, so you do not need to wait for a formal diagnosis. To help us decide if your child's support needs are different and additional to their peers and are not able to be met through available targeted support (the stages are shown in the pyramid below), we ask schools to undertake an assess, plan, do and review cycle. This cycle will be explained in the next section.



This diagram shows the levels of support available for SEND children and young people in educational settings. The child or young person progresses up through the different levels until their needs are met. An EHCP is at the top of the pyramid.

Who is involved in an EHCP?

EHCPs include the views of the child/young person and their family/carers, so it is important that you are fully involved in the process. The SEN EHCP Co-ordinator (employed by the Local Authority) manages the assessment process and uses the advice and evidence provided by you and specialist professionals, to gain a full understanding of your child/young person's abilities, their needs and the types of additional support they may need. This person-centred approach means the child/young person's needs come first, and are always at the centre of any discussions and decisions.

What is the process to get an EHCP?

The need for an EHCP is decided following an assessment process. The request is made to us at Enfield Council (your Local Authority) and the assessment is processed by the SEN Service. Once an Education, Health and Care Needs Assessment application has been received, there is a timeline and process that we legally have to follow and must complete by 20 weeks. Below is an overview of the process;



The Education, Health and Care Needs Assessment (EHCNA)

Before a request for an Education, Health and Care Needs Assessment is made, the school/educational setting will have tried to support your child/young person through an Individual Support Plan (ISP). This includes widely available support (called Ordinarily Available Provision) such as pre-teaching, access to adapted materials like text on different colour paper, the use of IT equipment or sensory breaks. The support is designed to keep your child actively learning with their peers and it is delivered through tailoring the teaching approach and providing any needed additional equipment. The support will be different for each child and it may mean they also have access to other facilities in the building to reduce sensory overload or to enable small group teaching/support. This support can also be enhanced through accessing universal services available on the SEND Local Offer.

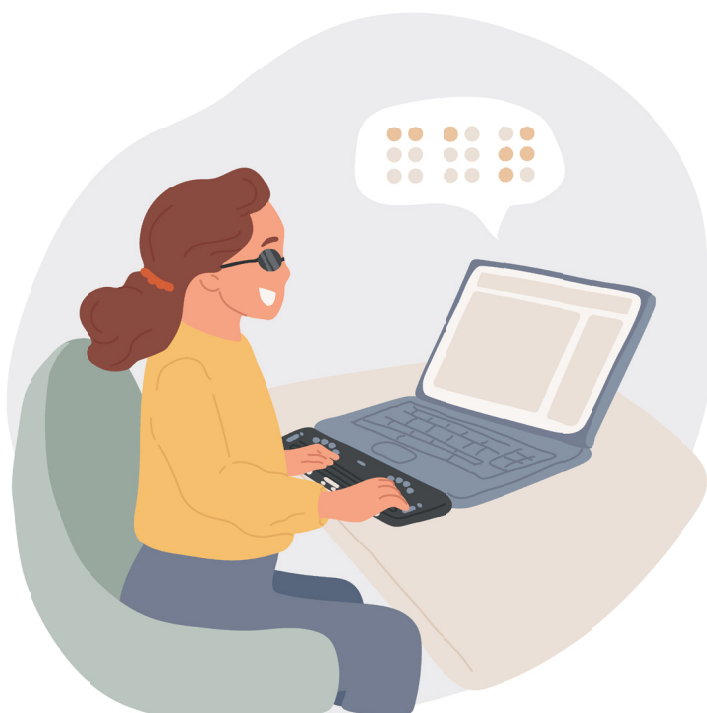
To help us decide if the child needs extra support that is different and additional to their peers, we ask schools/educational settings to undertake an assess, plan, do and review cycle (also known as The Graduated Approach). This cycle helps the setting review and explore the available options to see if these can meet the child/young person's needs. The process may be done a number of times until the available options have been exhausted. This process is listed below;



If the child or young person has not made expected progress despite the support given through the Graduated Approach, and their needs can't be met through the SEND Local Offer, the findings are used to support the request for an Education, Health and Care needs assessment. It is really important you are involved in the request process even if it is being led by someone else such as your SENCo/educational setting. SENDIASS can also provide you with advice and guidance on this part of the process and you may also find information on the Department of Education and the Council for Disabled Children website useful. Local informative events are also organised by Our Voice (www.ourvoiceenfield.org.uk).

All requests for an assessment must be completed on the correct form and sent to the Enfield Statutory Assessment Team's email address:

EHCPrequests@enfield.gov.uk



The Education, Health and Care Needs Assessment process is managed by the Enfield Statutory Assessment Team. The members are as follows:

Team Leader:

Kerry Beldam

☎ 0208 132 2341

✉ kerry.beldam@enfield.gov.uk

Business Support:

Chloe Harvey

☎ 0208 078 5907

Case Co-Ordinators:

Rachel Forbes

☎ 0208 132 0103

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✉ victoria.nicholl@enfield.gov.uk

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✉ charlotte.rudolph@enfield.gov.uk

EHCP process and decision making

Once we receive an application for a statutory needs assessment, you will be allocated an EHC Case Co-Ordinator and the assessment process starts. Depending on the age of your child, and their mental capacity (Mental Capacity Act 2005 - www.legislation.gov.uk/ukpga/2005/9/contents), discussions about the assessment and its outcomes will be held either with your child or with you and your child as a family. This process had been broken down in to steps (Please also see Appendix 1 for further information).

STEP 1

The LA must review all the information provided to see if the child/young person meets the requirements for an assessment; you will be informed of the outcome.

The application form and supporting information will be reviewed by the Team Leader and then taken to a multi-disciplinary SEN Panel for a decision.

The SEN Panel is made up of professionals from the SEN Team, Educational Psychology, Health, Social Care and schools/ SENCO's. It is chaired by the Head of SEN and Curriculum Inclusion and is legally tasked to assess if;

- a. the child or young person has a significant difficulty in learning compared to other child or young person of the same age
- b. the child or young person has not made expected progress despite the setting taking relevant and purposeful action to identify, assess and meet their special educational need.

It also considers if the child/young person needs different or additional support and if there are any exceptional circumstances.

The process to decide to assess must be concluded within 6 weeks although we often make decisions before this deadline. We will let you know the outcome in writing, it will be either;

Decision not to Assess

We will set out our reasoning as to why we will not be taking the application any further. Sometimes, this may be that we cannot see evidence that universal/local offer services have been used first and that your child's needs could be met through those services.

Sometimes, we believe that the child is age appropriate and their needs are being met, as a parent you may disagree.

To make sure we listen to your views we offer a "Way Forward Meeting" as well as giving you the right to mediation and tribunal and contact with SENDIASS, who advocate on behalf of parents.

Decision to Assess

We will take the application to STEP 2. Please note, sometimes the panel will decide to issue a EHCP before an assessment has been concluded if there is enough evidence that informs us that the child has special educational needs that requires, special education provision through an Education, Health and Care Plan.



STEP 2

If the LA agree to assess - advice is requested from a number of relevant professionals to inform the assessment.

If the SEN Panel agree that an assessment is needed, the next step is to request further information from a range of specialist professionals that are a) currently involved with your child/young person or b) required to meet your child/young person to carry out a specific assessment. These could be;

Health:

- Speech and Language
- Physiotherapy
- Occupational Therapy

Medical:

- Paediatrician
- CAMHS for over 6's

Education:

- Current School/Nursery
- Educational Psychologist

Social Care:

- Any involved Social Care Support
- Social Care Screening to see if any support is required
- Disabled Children's Service (information)
- Adult Social Care Support (information)

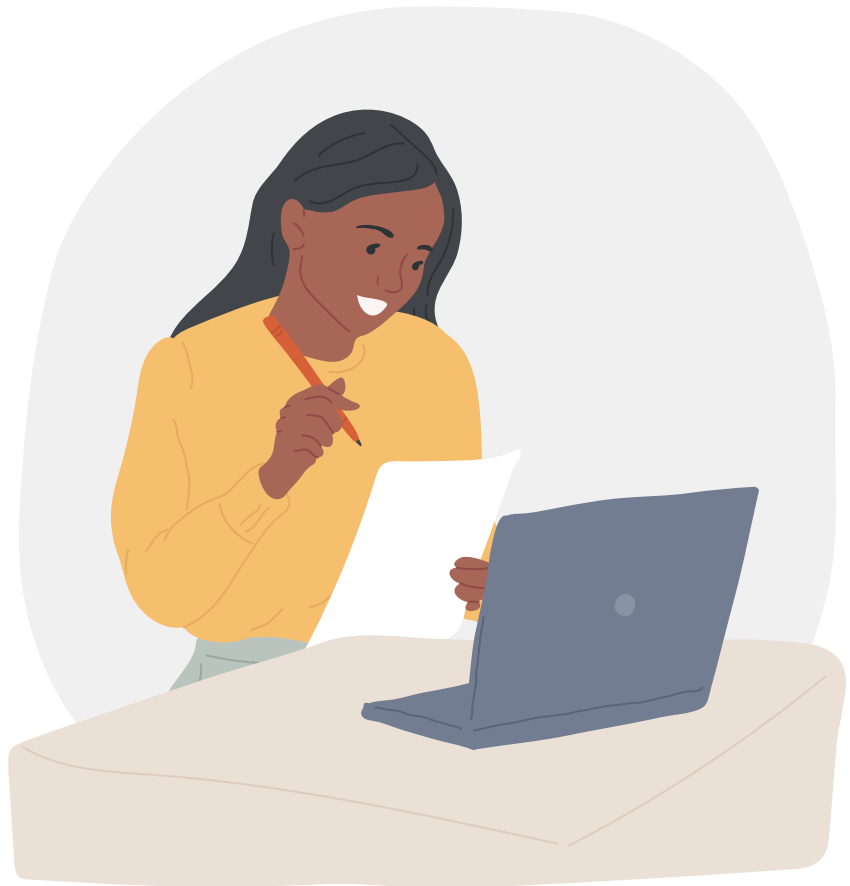
Other

If there are other services involved with your child, please let us know. We would also welcome any existing reports that you have, and ask that you send them to your EHC Case Co-Ordinator.

Once an advice has been requested, the professionals/services have up to 6 weeks to write and submit the report/documentation. To help them do this, please make sure your child/young person attends their appointments/assessments, especially if your child is new to that professional or service. Once the advice is submitted, it can not be changed or altered by us because this is a professional judgment based on the assessments that were carried out.

The advice provides an assessment of needs, outcomes relevant for the child or young person's age and phase of education, and strategies for their achievement over the coming 2 - 3 years. The advices do not contain recommendations about specific education placements and can only cover their area of expertise.

Once submitted, the advices are then considered individually and together, to gain a more detailed and balanced understanding of all your child's needs, how they could be met and the suitable targets/outcomes.



STEP 3

LA conclude's the assessment and decides if an EHCP is needed; you will be informed of the outcome.

When all the information is collated, the full case is reviewed by the SEN Panel. The panel will determine if the child requires special, educational provision above and beyond Ordinarily Available Provision. If they do find evidence of this need, they will then decide if the support can be provided without an EHCP (via SEN Support) or if we need to issue an EHCP.

Decision not to Issue

If the SEN panel has determined that your child's needs CAN be met through Ordinarily Available Provision or through an enhanced SEN support package, we will write and tell you this. We will offer a Way Forward Meeting, so that you can understand in more details as well as offering you your statutory right of appeal through mediation and tribunal.

Decision to Issue:

If the SEN panel has determined that needs can NOT be met through what is Ordinarily Available Provision or through an enhanced SEN support package we will write and tell you that we will be issuing an EHCP.



STEP 4

If an EHCP is needed, we will create a draft EHCP using all of the information received and share this document with you in a Co-Production meeting.

An EHCP has a number of sections and we need your involvement to make sure we have all the information needed. Your EHC Case Co-ordinator will ask you and your child to complete Section A, "All about me" and share your families views about the current and future goals. You will also be invited to attend a meeting to discuss the resulting draft EHCP.

The EHC Case Co-ordinator, then uses this information as well as the advice gained from professionals working with your child/young person, to produce a draft EHCP.

Section A is your views and wishes for the future. We will not edit this unless there is information that we feel should not be shared with others (this document will be seen by other people). It may be edited for clarity and consistency.

Sections B, E and F contain information that comes from the professionals advice. We use the advice to write these sections in the EHCP. Please note, we can not alter the advice but we can request to summarise the information with the relevant professionals approval. The draft EHCP will be shared with you at a co-production meeting, so you have the chance to discuss it further and the possibility to make changes to some of its contents. It is important to note that we cannot change the advice received from; Health, Social Care and Educational professionals, as this has been created using a range of tools to determine the child's ability, need and type of provision.

Week 16 - 18

Once we issue the draft EHCP, we then ask you what schools/educational settings you would like us to consult with. At present, your EHC Case Co-ordinator can only support you by informing you about the schools/settings in your local area, they cannot influence your decision. We will only tell you if the school is not suitable, for the age and aptitude of your child or would not have a peer group that would meet the need of your child. For example Waverley School, which is for children with profound and complex needs, would not be suitable for a child who is performing at age related expectations. Their needs may be better met at one of our special resource provisions that are in a mainstream setting.

For example, a school for children with Autism may not be suitable for a child with Social and Emotional Mental Health (SEMH) as they may not have an appropriate peer group to engage with. That means the other children would not have the same ability as your child; or because the school specialises in Autism, it does not have the specific knowledge and skills to work and support your child's SEMH needs.

STEP 5

This is where you let us know of any amendments you would like to see in the EHCP and the schools/education settings you would like us to consult with.

When asking us to consult with a school/educational setting, you may want to consider;

Have I looked through the schools SEN Report (this report tells you about the schools inclusion offer and its policies for children with SEN)?

Will the school be able to meet my child's needs?

Does the school have the resources listed in the EHCP (section E and F)?

How far away from my home is the school/educational setting?

How easy will it be for me/my child to get there?

If I have other children at different schools, will I be able to manage getting them all to school?

Will there be any appropriate breakfast/after school clubs?

Once you have decided on a school/educational setting, we will then consult with the Proposed EHCP. The school will have 15 days to respond to say if they can meet needs or not. Schools can decline to meet needs by saying any of the following:

- The setting is unsuitable for the age, ability, aptitude, or special educational needs ("SEN") of the child or young person; or
- The attendance of the child or young person would be incompatible with the provision of efficient education for others; or
- The attendance of the child or young person would be incompatible with the efficient use of resources.
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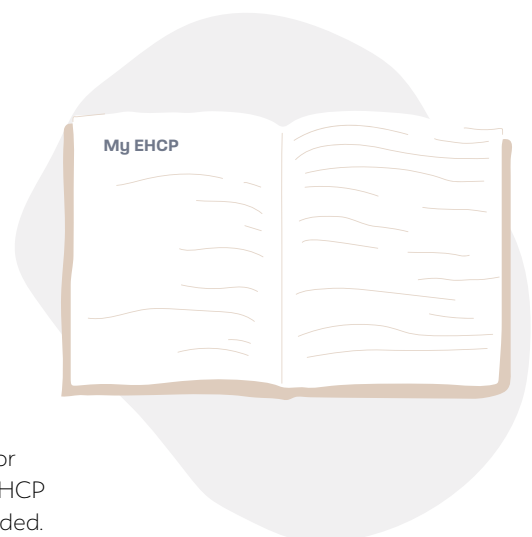


STEP 6

Week 20 – the final agreed EHCP is produced.

Your child/young person's EHCP should clearly set out the child or young person's SEN and what support, is required to meet those needs. For example, visual cues, sensory breaks, or equipment to support if they have difficulties writing. The Local Authority (LA) then has a legal duty to ensure that this provision is provided.

The EHCP will follow the child or young person from one educational setting to another, including where they transition/move between two phases of education (e.g. from primary to secondary school or to the post sixteen sector where they may need support with their apprenticeship or Internship). The EHCP is reviewed on an annual basis and they will have a EHCP for as long as needed. EHCPs are available up to the age of 25.



Next steps and Right to Appeal

Once your child or young person has been issued with a Final EHCP the Statutory Assessment Team will hand over your case to the Review and Transfer Team if your child is between nursery and Year 9, or the Post 14 Team if your young person is in year 10 or above. We will also send you a questionnaire so we can gain your views on the 20 week process and learn from your experiences. You will be advised who your new EHC Case Co-Ordinator is and provided with their contact information.

It is important to let us know if your contact details change. If you move address to another Local Authority (LA), please let us know your new address and moving dates so we can forward a copy of the EHCP and updated associated paperwork to the new LA so there is no gap in the provision for your child.

There are two stages of the EHC Needs Assessment process where you have the right to appeal. These are at the decision to assess and the decision to issue. At each stage of the EHC needs assessment process, you have the right to appeal:

If, as the local authority, we decide not to assess your child, we will write to you within 6 weeks of receiving your application and let you know the reasons why. See Step 1 for more information. In Enfield, we offer a "way forward meeting" to discuss the next steps and to listen to parent views and concerns. The decision is based upon the submitted information and we are always willing to learn more about any needs that you think have not been mentioned. This will help us get a better understanding of the young person and it can sometimes mean that we will reconsider and agree to assess.

You always have the right to mediation. On rare occasions we will not attend mediation. This happens when we are certain that we have received all the information, have made the right decision and believe that mediation will not change the outcome. In this instance, you will be able to obtain your mediation certificate and go straight to SENDIST (Tribunal).

Also, you have the right to appeal if we decide not to issue an EHCP.

Once we have issued an EHCP, you can then appeal against:

- Section B
- Section F
- Section I

When you appealed against sections B, F or I you may also extend your appeal to cover section of C,D,G, or H1/H2 of the EHCP.



SENDIASS

Offers free, independent, confidential and impartial information, advice and support to parents and carers of children/ young people with special educational needs:

SENDIASS Contact: Centre 404
07494 280063 / 0207 607 8762
sendiassenfield@centre404.org.uk

Mediation & Dispute Resolution Provider: Global Mediation
020 8 441 1355
info@globalmediation.co.uk
WWW: globalmediation.co.uk

The Special Educational Needs & Disability Tribunal (SENDIST)
01325 289350
sendistqueries@hmcts.gsi.gov.uk

What does the EHCP look like?

<p>SECTION A Personal Details and All About Me:</p>	<ul style="list-style-type: none"> • Details about the child or young person's aspirations and goals for the future (using their actual wording if possible) • Details about their wishes for Adulthood (Preparing for Adulthood), Employment, Training and or independent living. • Details about play, health, schooling, independence, friendships, further education, and future plans including employment (where practical). • A summary of how to communicate with the child or young person and engage them in decision-making. • The child or young person's history and mention of people/things important to them
<p>SECTION B Special Educational Needs</p>	<p>This section relates to the child's special needs as defined by the medical professional or educational professional, that is; General Development clinic, Child Development clinic or CAMHS</p>
<p>SECTION C Health Needs</p>	<p>This section includes any health needs identified by a health professional that do not relate to education, such as; child requires suctioning.</p>
<p>SECTION D Social Care</p>	<p>This section includes any advice that relates to care needs. The EHCP must specify any social care needs identified through the EHC needs assessment which relate to the child or young person's SEN or which require provision for a child or young person under 18 under section 2 of the Chronically Sick and Disabled Persons Act 1970. With consent, this could include reference to any child in need or child protection plan.</p> <p>If parents' consent, information can be provided here about the child's social care status, such as Child protection, etc.</p>
<p>SECTION E Outcomes</p>	<p>This section is where we write a range of outcomes that the child could achieve with the right special educational training provision, including the wishes and aspirations that are set out in Section A of "all about me". All outcomes should be SMART: Specific, Measurable, Achievable, Realistic and time limited.</p>
<p>SECTION F Education Provision</p>	<p>This section highlights the provision. It must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this support is secured through a Personal Budget.</p> <p>Provision must be specified for each, and every need specified in section B. It should be clear how the provision will support achievement of the outcomes.</p> <p>Where health or social care provision educates or trains a child or young person, it must appear in this section.</p> <p>The advice here should be based on the observation, consultation and direct work with the child.</p> <p>In some cases, flexibility will be required to meet the changing needs of the child or young person including flexibility in the use of a Personal Budget.</p> <p>The EHCP should specify any appropriate facilities and equipment, staffing arrangements and curriculum. The EHCP should set out any variations from the national curriculum.</p>

<p>SECTION G Health Provision</p>	<p>This section includes any health needs such as any medical treatments that are ongoing, any nursing support or Occupational therapy (OT). The advice will be based on observation, consultation and direct work with the child.</p> <p>Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it.</p> <p>It should be clear how the provision will support achievement of the outcomes, including the health needs to be met and the outcomes to be achieved through provision secured through a personal (health) budget.</p> <p>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.</p>
<p>SECTION H(1) and H(2)*Social Care Provision</p>	<p>Section H1 of the EHCP must specify all services assessed as being necessary to meet the needs of a disabled child or young person under 18, under section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA). These services include:</p> <ul style="list-style-type: none"> • practical assistance in the home • provision or assistance in obtaining recreational and educational facilities at home and outside the home • assistance in traveling to facilities • adaptations to the home • facilitating the taking of holidays • provision of meals at home or elsewhere • provision or assistance in obtaining a telephone and any special equipment necessary • non-residential short breaks (included in Section H1 on the basis that the child as well as his or her parent will benefit from the short break) <p>Section H2</p> <p>This lists the social care provision that is reasonably required and may include provision identified through:</p> <ul style="list-style-type: none"> • Early help • Children in need assessments • safeguarding assessments for children. <p>It must only include services which are not provided under Section 2 of the Chronically Sick and Disabled Persons Act 1970..</p> <p>Section H2 can also include any adult social care provision to meet eligible needs for young people over 18.</p>
<p>SECTION I Educational Placement</p>	<p>This is where we name the education setting or type of setting that is most suitable for the child. These details will only be added to the final EHCP, not the draft EHCP and sent to the child's parents or the young person.</p>
<p>SECTION J Personal Budget</p>	<ul style="list-style-type: none"> • This section should provide detailed information on any Personal Budget that will be used to secure provision in the EHCP. • It should set out the arrangements in relation to direct payments as required by education, health and social care regulations.
<p>SECTION K Professionals Involved and Appendice</p>	<p>This is where we list all the advices (including any private reports) and the named professional that wrote the advice.</p>

Annual Review

Once the Local Authority issues an EHCP it will be reviewed within 12 months to make sure that it is still meeting the needs of the child or young person. When reviewing the EHCP we make a decision to Maintain Amend and Cease process (MAC). These are:

Maintain

The EHCP is maintained when the child or young person is on track to make progress and the EHCP continues to provide them with the right support.

Amend

The EHCP is altered when new targets need to be set or updated if you have moved educational setting or local authority.

Cease

The EHCP is ceased if the child or young person no longer needs the provision listed or has reached the same level as their peers. That is when they have achieved a Level 2/3 qualification, attend university or they have secured meaningful employment. The plan will also be ceased when they become 25 years old.

The Annual Review may be done by a different team, so you will be given a handover to your new co-ordinator after the final EHCP has been issued. They will also give you an annual review information booklet.

When you first receive an EHCP for your child or young person, the review date will be shown on the EHCP. The first annual review should take place 9-10 months from the first date of issue of a final EHCP. Subsequent reviews should be within 12 months of the date of the last review.

In some exceptional cases, an early review will take place. This only happens where there are significant changes to your child's needs.

If your child is aged between 0-5 it may be necessary for a review to be held more regularly due to the pace of their developmental changes. This could be within 6 months.



Glossary

Abbreviation/ Term	MEANING
ACC	Augmentative and Alternative Communication
ADHD	Attention Deficit Hyperactivity Disorder
ARP	Additionally Resourced Provision
ASD	Autistic Spectrum Disorder. Please note, we tend not to use ASD as preference is to use the term Autism
BSS	Behaviour Support Service
CAMHS	Child and Adolescent Mental Health Service
CC	Children's Centre
CCN	Community Children's Nurse
CDC	Child Development Clinic
CDT	Child Development Team
CHC	Continuing Health Care
CIP	Complex Issues Panel
Commissioning	The process of planning, agreeing and monitoring services
CP	Child Protection
CP	Cerebral Palsy
CQC	Care Quality Commission
DLA	Disability Living Allowance
DLD	Developmental Language Disorder
DP	Direct Payment
EASA	Enfield Advisory Service for Autism
EHCP	Education Health and Care Plan
EISS	Early Intervention and Support Service
EP	Educational Psychology/Educational Psychologist
EPC	Every Parent and Child
EPS	Educational Psychology Service
EYFS	Early Years Foundation Stage
FSST	Foundation Stage Support Team
GOSH	Great Ormond Street Hospital
HI	Hearing Impaired
HV	Health Visitor
IEP/ISP/LSP	Individual Education Plan/Individual Support Plan/Learning Support Plan

Abbreviation/ Term	MEANING
JSDC	Joint Service for Disabled Children
LA	Local Authority
LSCB	Local Safeguarding Children Board
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment (visual and hearing impairment)
NAS	National Autistic Society
NMUH	North Middlesex Hospital
ONSB	Overnight Short Breaks
OT	Occupational Therapy/Occupational Therapist
P2P	Parent 2 Parent
PD	Physical Difficulties
PECS	Picture Exchange Communication System
PEG	(Percutaneous Endoscopic Gastrostomy). Tube to supply fluid/nutrition (goes directly into the stomach)
PMLD	Profound and Multiple Learning Difficulties
PT/Physio	Physiotherapy/Physiotherapist
PICU	Paediatric Intensive Care Unit
SALT/SLT	Speech and Language Therapy
SC	Social Care
SCBU	Special Care Baby Unit
SEMH	Social Emotional and Mental Health
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SLD	Severe Learning Difficulties
SLCN	Speech Language and Communication Needs
SN	School Nurse
SpLD	Specific Learning Difficulties
SPOE	Single Point of Entry
SS	Social Services
SSB	Specialist Short Breaks
SW	Social Worker
TA	Teaching Assistant
VCS	Voluntary and Community Sector
VI	Visually Impaired

