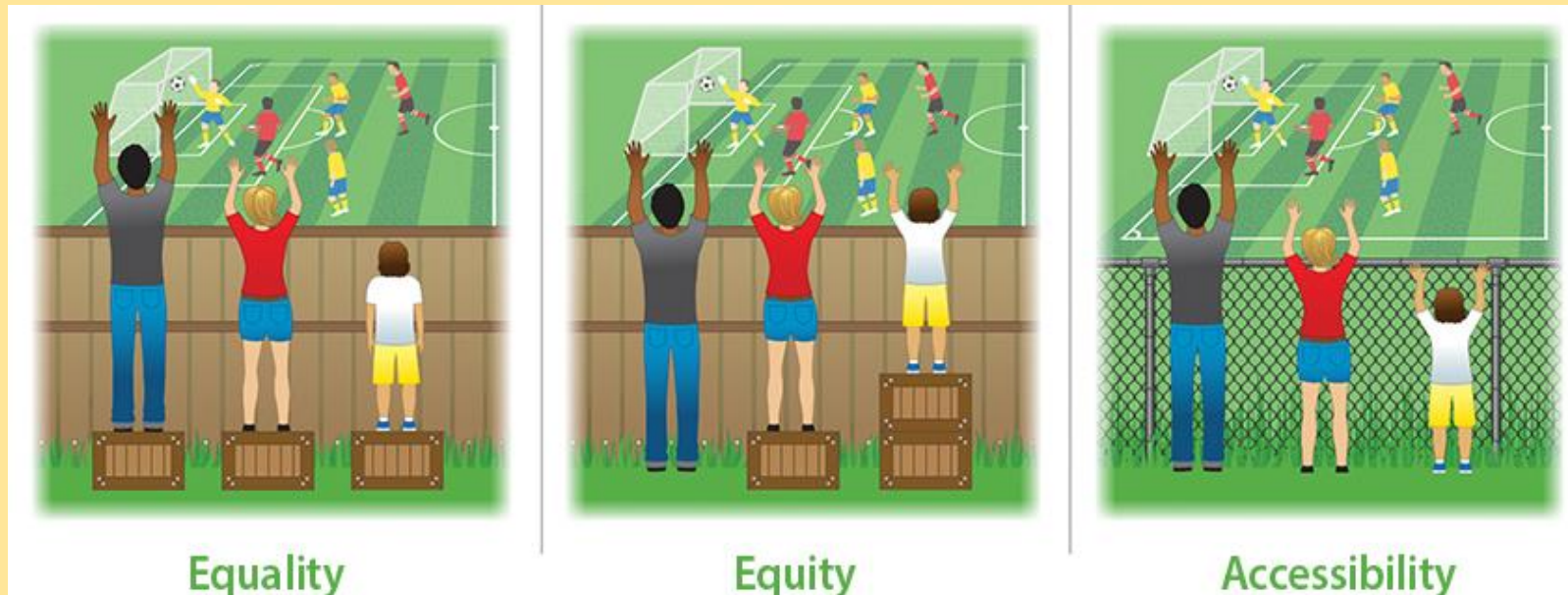


SACRED HEART CATHOLIC PRIMARY SCHOOL

SEND

and the

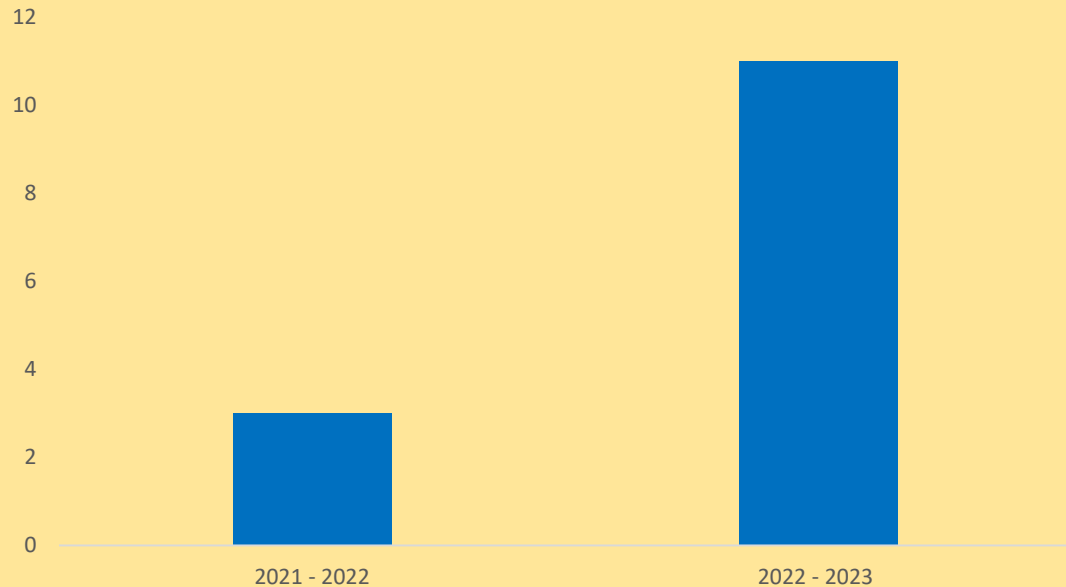
EHC PNA process



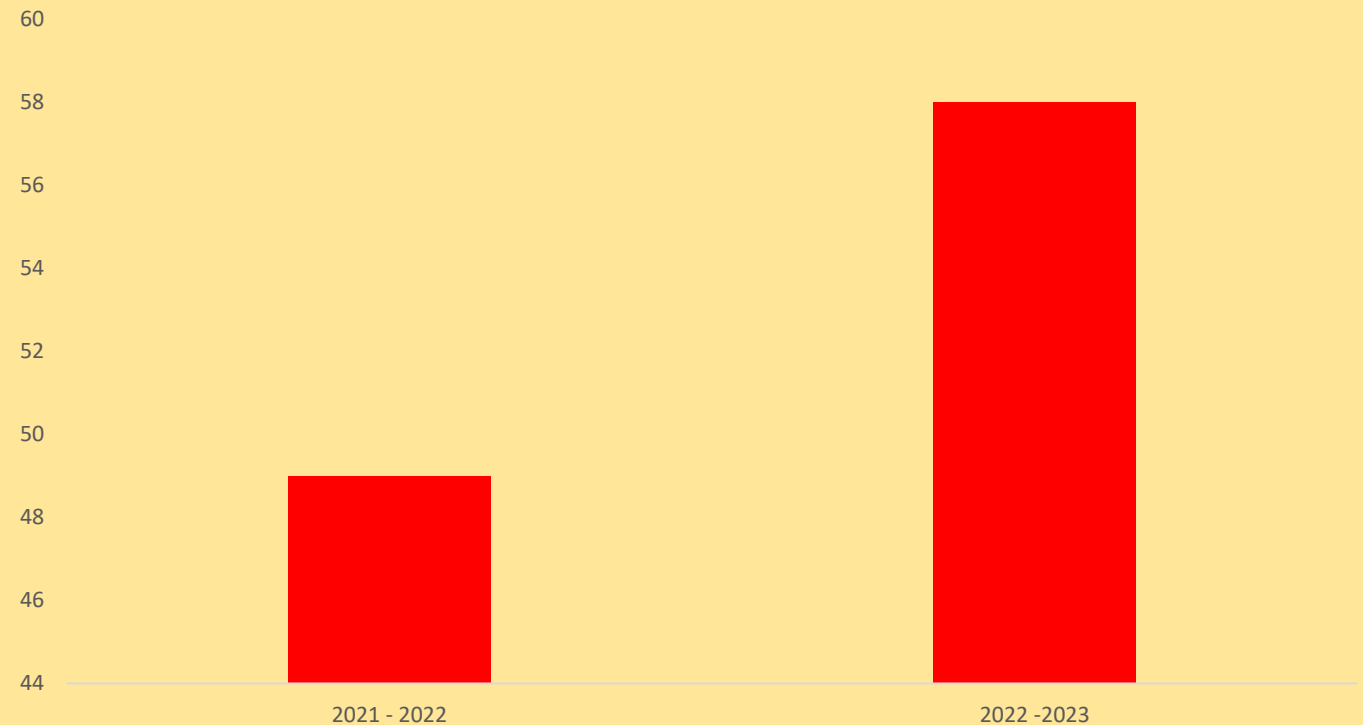
SACRED HEART CATHOLIC PRIMARY SCHOOL

EHCPs and SEND

EHCPs



Pupils on SEND register



SEND Code of Practice 2014

Some of the aims:

- Brings together Education, Health and Care services to develop an integrated planning and assessment process from the ages of 0-25 years
- Develop a Local Offer
- Improved joint commissioning
- Personal budgets for families
- Greater cooperation and planning with parents/carers

SEND Code of Practice 2014

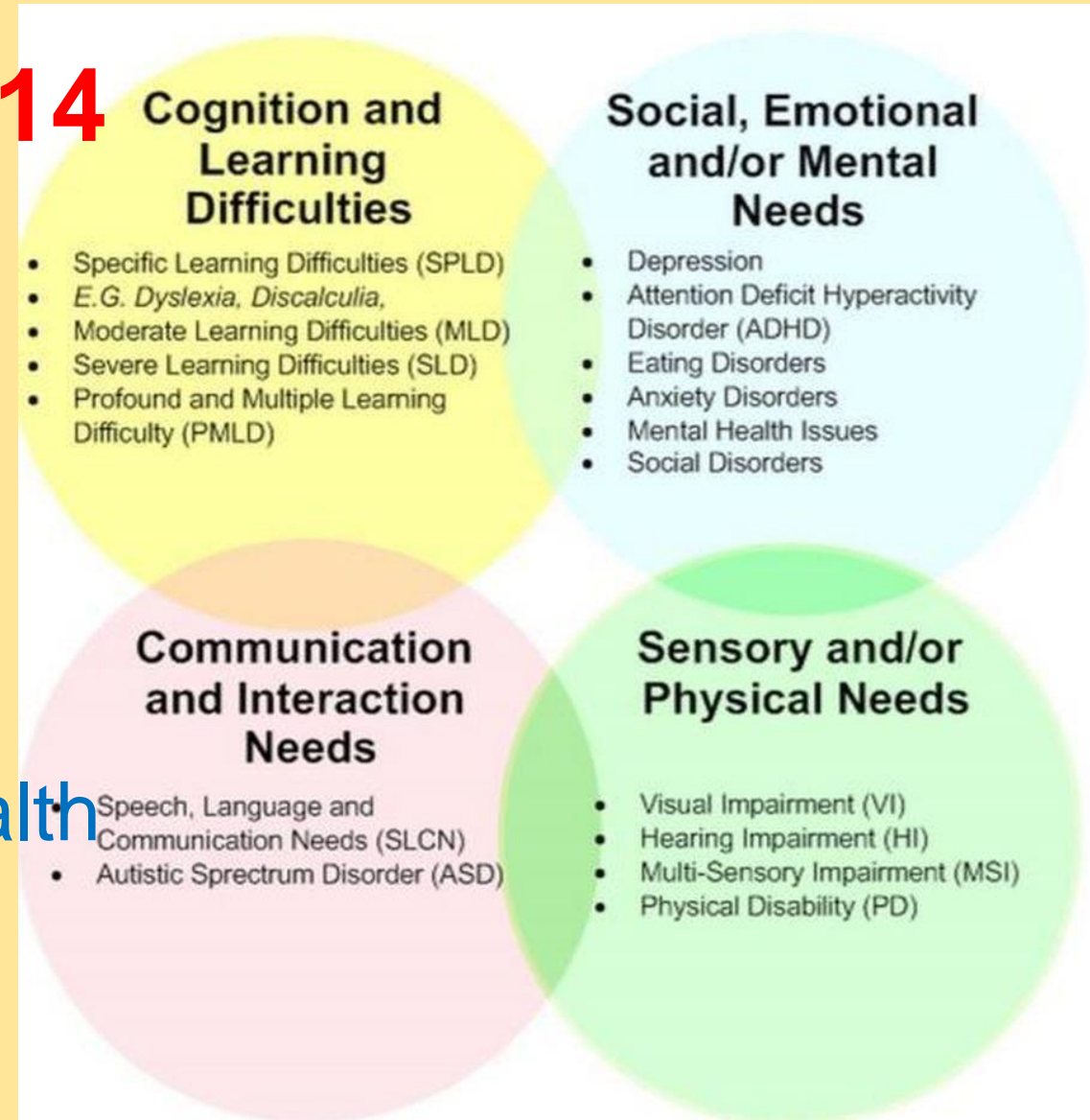
Some of the aims:

- Outcome-focused approach
- A person-centred approach and person-centred planning – engagement with the views and aspirations of pupil.
- School Action and School Action Plus are replaced by a ‘Single Category’ – SEN Support
- Settings should produce an SEN Information Report detailing their SEN provision, key contacts, planning and reviewing processes, which should be clear and available online.

SEND Code of Practice 2014

The 4 SEN categories:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical



There is no 'behaviour' category in the Code of Practice.

What is the graduated approach?



Assess

The first step is to collect the right information and find the right people to be able to plan support.

If a child or young person isn't making the expected progress, draw on:

- information from their teachers
- the views of the child, young person and their family
- any external services or organisations involved.

Plan

During this step teachers, the special educational needs co-ordinator (SENCO), the child and their family should agree on new interventions, support and the expected outcomes.

The agreement should be recorded on the school's systems and explained to the involved teaching staff.

Do

In this step, the plan is put into practice. The child or young person's class or subject teachers are responsible for checking whether the plan is working on a daily basis.

Review

The impact of the plan is reviewed by teachers, the SENCO, the child and their family. Good enough progress may mean SEN support is no longer needed.

The **'assess, plan, do, review'** cycle can be repeated as many times as needed to help the child progress.

Some children will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times.

When do we complete an EHCPNA?

Some children and young people who have special educational needs may need extra support which cannot be provided from the resources available at their school.

To make sure that the right extra support is provided for these children and young people, an Education, Health and Care (EHC) Needs Assessments takes place. This process brings together education, health and social care professionals as required who then work together to assess all the needs of the child or young person.

At the end of the assessment, an EHC Plan (EHCP) is written. This will detail what is required to meet the needs of the child or young person and to achieve the best outcomes for them.

What is an EHCP?



An EHCP is for a child (or a young person) who need more support than their school or setting can provide.



What is involved?

Firstly, a request is made for an EHC Needs Assessment. The request could be made by the parent, their school, setting or a professional working with the family, for example. The request is made to the Local Authority.

Then this detailed assessment of all the education, health and social care needs of the child or young person takes place.

Once the assessment is complete, an EHCP is written. This is undertaken in partnership with the parents and the child and those who know them best. This means that the child and their parents are kept at the heart of the decision-making process. Support will be provided to ensure that the plan is easy to understand.

How long does it take?

The whole process from assessment to the date when the EHCP is produced should not take more than 20 weeks.

1-6 weeks

A parent or school makes a request for an EHC Needs Assessment to the LA.
This is a simple letter saying why you think your child has special educational needs and why his/her needs cannot be met at school without additional support.



The letter gives the right of appeal to SENDIST, see the SENDIST appeal process for more info

Within 6 weeks of making the request, you will receive a letter from your local authority with a decision about the request for an EHC Needs Assessment. If they feel that this is not necessary, the letter will explain why not.

6-12 weeks

Those who are contacted for information related to the EHC needs assessment, have 6 weeks to respond. This is a legal requirement regardless of waiting lists or a shortage of professionals to carry out the work.

As the information from the above is received, the LA should decide whether or not to issue an EHC Plan and reach this decision by week 12. By week 12, the Local Authority should decide if it will be able to start drafting the EHCP. This draft will be sent to the parents and all those who contributed advice and information to the EHC Needs Assessment.

13-16 weeks

If by week 12, the LA has decided to issue an EHC Plan then it must issue the draft version by week 14, sending a copy to parents and all those who contributed to the EHC Needs Assessment. The draft EHCP should be sent along with all of the information and advice received during the EHC Needs Assessment process.

Once the draft EHCP has been issued, the parents have 15 days in which to respond to the draft with their comments and changes, to name the type of school (mainstream or special) and/or the specific school they want named in the EHCP and to request a meeting with the LA if they would like to discuss the EHCP.

Once the LA has received the parent's decision about school placement then they must consult with the school specified by the parents and the school must respond with its decision within 15 days. All responses from schools will be shared with the parents.

If by week 12 the LA decision was to not issue an EHCP then it must notify the parents of this decision and of their right of appeal; this must be done by week 16.



17-20 weeks

Between week 17 and week 20 the LA should issue the final EHCP. A copy should be sent to the parents and to the school named in the EHCP, where the child or young person will be attending.



The final EHCP will explain parental rights & the right to appeal to a tribunal

The 20-week deadline is a legal deadline and any extension beyond the 20 weeks is limited to specific exceptions.

What's next?

Assuming you've received your EHCP without a hitch, you can expect it to be reviewed yearly. For children under 5, the reviews are every six months. The annual review gives the parents, the child, the Local Authority, and the educational facility an opportunity to reflect on the last year and suggest changes.

Presented by:



What happens next?

The EHCP is reviewed every year and, as they get older, this will include adding in support for young people to move successfully into adulthood.

Examples of the support that can be provided include resources to help young people to live independently and gain employment. Support through an EHCP can be provided up to the age of 25, depending on the needs of the young person.

Who can apply for an EHCP?

An EHCP can be requested by a parent, young person, teacher or anyone else such as a social worker who has concerns about a child.

Do all requests result in an assessment?

London Borough of Merton must, by law, comply with a request for an assessment unless:

- your child already has an Education, Health and Care Plan
- an EHC needs assessment has been made within the last six months
- the local authority believes upon examining evidence that an EHC needs assessment is not necessary.
- The local authority will only carry out an EHC Needs assessment if they believe your child probably has special educational needs and that they need, or probably need, to determine the level of your child's special educational provision by writing a plan.

What steps do I need to take?

You should make your request for an EHC needs assessment directly to London Borough of Merton if your child is a Merton resident. If you live outside Merton but your child attends a Merton school or setting, please write to your local authority.

Please ensure you have consulted your educational setting about your concerns before doing this.

You should clearly set out the reasons for making the request and provide information about the help that your child has already received and why you feel their needs cannot be met using the resources made available so far. The local authority will consider a number of factors as part of the decision-making process

How is the request considered?

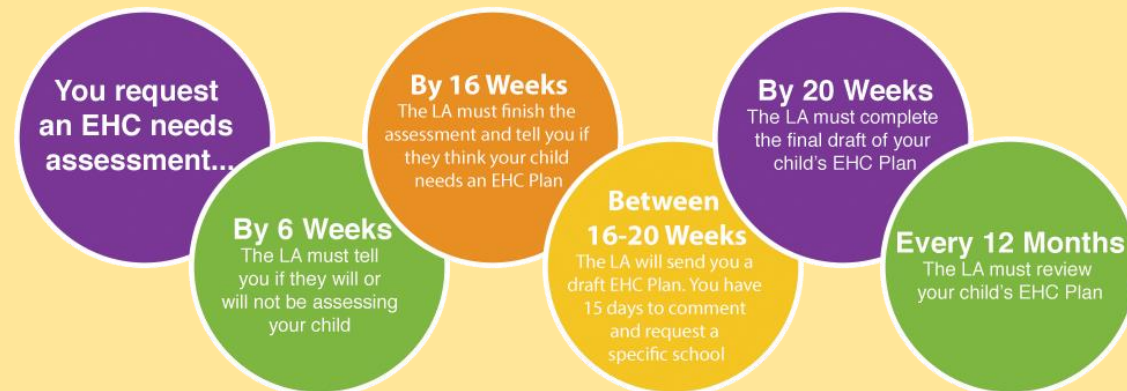
The Local Authority will write to you to tell you whether they are considering carrying out an EHC needs assessment. As part of the decision-making process, London Borough of Merton should take into account:

- your views and the views of your child
- evidence of your child's academic attainment and progress
- information about the nature, extent and cause of your child's SEN
- evidence of the action already being taken by the school to meet their needs
- evidence that, where progress has been made, it has only been as the result of a lot of additional instruction and effort over and above what the school would usually provide
- evidence of your child's physical, emotional and social development and health needs

How is the request considered?

The local authority has six weeks to decide whether or not to carry out an EHC needs assessment from the date that they first receive the request. During this time they may ask you, the school and other professionals for information.

If the local authority determines that an EHC needs assessment is not required, it must notify you and also let you know about your right of appeal, via an independent disagreement resolution and mediation service and offer routes for further information and support.



What is a Local Offer?

The SEND Local Offer provides information about support and services for children and young people with Special Educational Needs and disabilities and their families. To help families find out more about what is available, Merton have created the Local Offer with all the information in one place.



What is included in Merton's Local Offer?

The Local Offer is co-produced with families and professionals in Merton.

The Local Offer provides details of services and support from birth to the age of 25. It includes information about:

- schools, colleges and further education
- childcare
- health services
- social care
- leisure activities
- support and advice



Where can families get support?



Additional support Sacred Heart offers you may not find in other schools:



- Pet Therapy sessions
- Pilot scheme working with Local Authority that offers 'surgery' style appointment slots for parents with Educational Psychologist
- 2 ELSAs
- School commissioned specialist paediatric OT
- Training of support staff in ASD; behaviour management; precision teaching; how to support pupils in the classroom with a focus on the pupil remaining an independent learner.

