

A parent/carer guide

The EHCP Process

What is an Education, Health and Care Plan?

Schools in England must provide support to children with special educational needs and disabilities (SEND) as part of their standard offer to children.

Where a child requires additional support that goes beyond what a school, college, or nursery can typically deliver from their own budgets or staffing then they may need an Education, Health and Care Plan (EHCP).

An EHCP is a legally binding document outlining a child special educational, health, and social care needs. The document has to list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified (sometimes

called SMART). The plan has to state the school/setting which is to provide the provision and the plan is legally enforceable.

Who needs an EHCP?

EHCPs are for those children (0-16) or young people (16 -19) or adults (19-25) with special educational needs and disabilities who require support beyond that which an educational setting can usually provide. A child who has educational needs may also have additional health and social care needs and those can be included in the plan so long as they relate to education.

Why should you seek an EHCP?

Here are a few reasons why we think you would want to consider going forward with the EHCP process:

 An EHCP gives your child the individual support they need to meet their SEND, going beyond what the school

Specific means that your goal is detailed and exact. It can answer the questions who, what, where, when, why, and which. Measurable means you can track your progress and know exactly when your goal is met. It usually involved numbers. Attainable means that your goal is a reasonable one. It is not completely out of reach, or too easy for you. Relevant means that your goal is worthwhile. It is something that is actually important to you right now. Timely means that your goal will be accomplished in a set time frame. such as two weeks, three months, or one year.

https://applesandbananaseducation.com/smart-goals-for-kids/

can offer and providing additional resources to improve the quality of their learning experience.

- The EHCP states the provision that a child needs and that has to be provided regardless of any LA funding issues.
- An EHCP names a school which can include a specialist independent school if necessary, on a residential basis.

The EHCP is a legally binding document that gives assurances over your child's education and offers them a great chance for an even brighter future. If the EHCP says it is going to do something, then it must be provided.

Phase one: EHCP Assessment Application

The request can be made by:

- The parents
- The school
- An interested party
- A paediatrician
- A social worker

A simple written request must be sent to the Local Authority to initiate this process. The Local Authority then has **6 weeks** from the date of the request to make a decision on whether to assess the child or not.

Schools, like Castle Newnham, will use a form called an ECHNAF. This can be found on the local borough website if you want to use it to apply for an EHCP. (https://localoffer.bedford.gov.uk/kb5/bedford/directory/advice.page?id=DIOI7rT1-n4 and click on Bedford Borough SEND Team Documents for Parents/Carers and Schools)

Ideally, the LA will agree to make an assessment so that we can move on to the next step.

Phase two: LA decides on issuing an EHCP

After an assessment, the Local Authority must decide whether to issue the EHCP or not. There are two options at this point:

- 1. The LA agrees to issue the EHCP and they then have up to 12 weeks from the date of the EHC assessment agreement to issue the Draft EHCP and a further 2 weeks to issue the final plan making 20 weeks in total.
- 2. The LA refuses to issue the EHCP they must inform you of this decision within 10 weeks of the date of the EHC assessment decision was made.

In the case of option 2, when the LA refuse to issue an EHCP you can choose to appeal and the information of how to do this will be found in the letter

Phase three: The Education, Health & Care Plan

As parents/carers you will receive a draft EHCP, and you have 15 days to comment on and request revisions. The Draft EHCP will not name the school. The accompanying letter will normally identify the school the LA is suggesting they will name. Once any potential changes are made or comments are resolved, the EHCP is finalised.

What does an EHCP look like?

What an EHCP looks like will differ from local authority to local authority, but there are some essential similarities and sections that you will see:

- Section A: the views, interests and aspirations of the child and their parents, or the young person;
- Section B: the child or young person's special educational needs (SEND)
- Section C: the health care needs which relate to their SEND
- Section D: the social care needs which relate to their SEN or a disability
- Section E: the outcomes sought for the child or young person
- Section F: the special educational provisions required to meet their SEND
- Section G: any health care provisions reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
- Section H: social care provisions required by social services under the Chronically Sick and Disabled Persons Act 1970, and/or reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
- Section I: the name of the school or institution to be attended by the child or young person, and the type of institution
- Section J: details of any direct payment which will be made
- Section K: copies of all of the advice and information obtained as part of the EHC needs assessment

The areas in **red** are the specific things that school will support your child with, while they are at Castle Newnham. These are reviewed annually with you and your child.

Annual Review

An EHCP review takes place once a year. The SENDCo (or the AP Teacher) will invite you to a meeting to discuss the EHCP. An annual review involves the parents, the school/college, and the local authority. The reviews are usually done annually at the school, and may be in-person or virtually, and give an opportunity to you the parents/carers to raise any issues or concerns. It also looks at whether the support is suitable for the needs of your child for the following year, and whether revisions could result in better progress.

Before the meeting

Ahead of the meeting you will be sent some forms to complete:

- The family story will need updating
- You will need to complete a GDPR form
- The young person's contribution form your child can complete this by themselves, if they are old enough, or you can complete this with them
- The parental contribution form this allows you to think about what you might want to say ahead of the meeting

We ask you to send these back to us ahead of the meeting so that we can get all the forms ready before the meeting starts.

If outside agencies have been involved, such as doctors or Educational Psychologists or social workers, they will be invited to contribute a report to the EHCP. Some may be invited to the meeting, if appropriate.

During the meeting

Usually, the SENDCo will check that the personal details within the EHCP are still correct and then the outcomes and targets will be reviewed. Generally, your child will have met some of the targets and these can be changed to reflect the progress your child is making. Any unmet objectives/targets will also be reviewed and changes made if necessary.

After the meeting

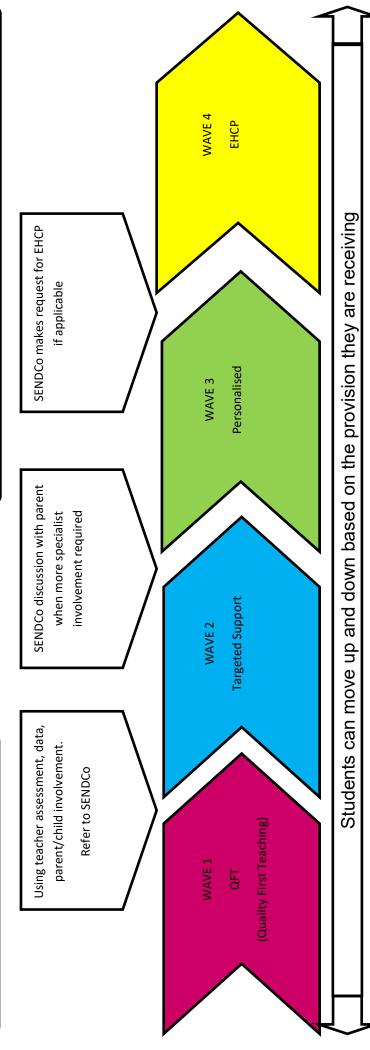
Once the EHCP review takes place the documents are sent off to the LA who issue the official new EHCP.



The Graduated Approach



Castle Newnham School SEN Model



*What every child receives

*All staff responsible for ensuring Wave 1 provision is delivered

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*Teachers Standards

*Class teacher had implemented QFT classroom strategies (pupil profile) and follow cycle of Assess/Plan/Do/Review

*Reasonable adjustments are in

*Not making expected progress

*Not making expected progress

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*Ongoing, specific support to address child's SEND. Evidence based intervention monitored by SENDCo

*Young person will have individual learning plan (ILP), measurable targets, provision outlines

*Specialist support from outside agency

completed with recommendations

*Baseline assessments to be

*QFT and Short Term specific intervention required (specialist

class or curriculum)

*SENDCo involved in coordinating provision, assessment, measuring impact and liaising with outside agency

*Student recorded as SEND support (K)

*Support over and above, additional and different

*Highly personalised and closely monitored specialist provision

*Specialist support from external services

*Student recorded as EHCP (E)