

## EHCP Survey 2016/2017 Results

The EHCP survey was sent out to young people, parents and carers who have children with an Education Health & Care Plan (EHC Plan) and had either been involved in the EHC Needs Assessment Process or the Conversion of a statement into an EHC Plan. The aim of the survey was to gather feedback on their experience of the EHCP process to enable us to continue to improve and develop the EHC process.

The survey was co-produced with the following agencies/service areas:

- Reading Families Forum
- Reading SENDIASS (Special Educational Needs and Disabilities Information and Advice Support Service)
- Representatives from the SEN Team
- Family Information Service / Local Offer

The survey ran from 30<sup>th</sup> November 2016 - February 28<sup>th</sup> 2017. The survey was sent out via Schools, Senco's, Reading Families Forum, Family Information Service/Local Offer.

To ensure the survey was more accessible two versions of the survey were created, one for parents and a young person friendly version. The survey was available online and for those who did not have access to a computer a hard copy was also available.

A total of 43 parents carers, young people took part in the survey. The summary of the results of the survey are as follows:

Whilst co-production is now more routine further work is required to ensure children, young people and families are fully involved in the EHC process.

- Over 72% of those surveyed felt that they were given the opportunity to express their views and aspirations
- Over 81% of parent / carers felt that they were given the opportunity to express their views / thoughts aspirations for their child
- Over 59% of parent/carers said that the outcomes written in their child's plan are working towards their aspirations for them
- Over 69.8% of those surveyed said that they felt quite or fully involved in the EHC Needs Assessment or Conversion process

EHC plans need to more readily accessible to families.

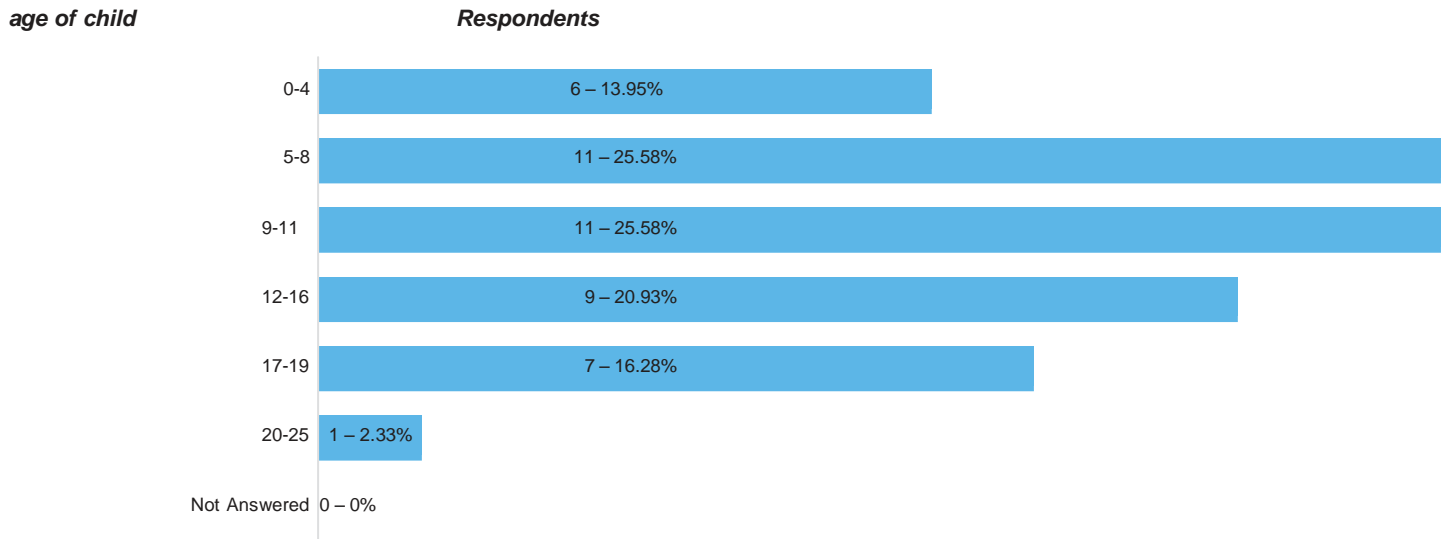
- Over 50% of those surveyed felt that their EHCP was not easy to read and understand

The Local offer is not always known to young people & parent carers.

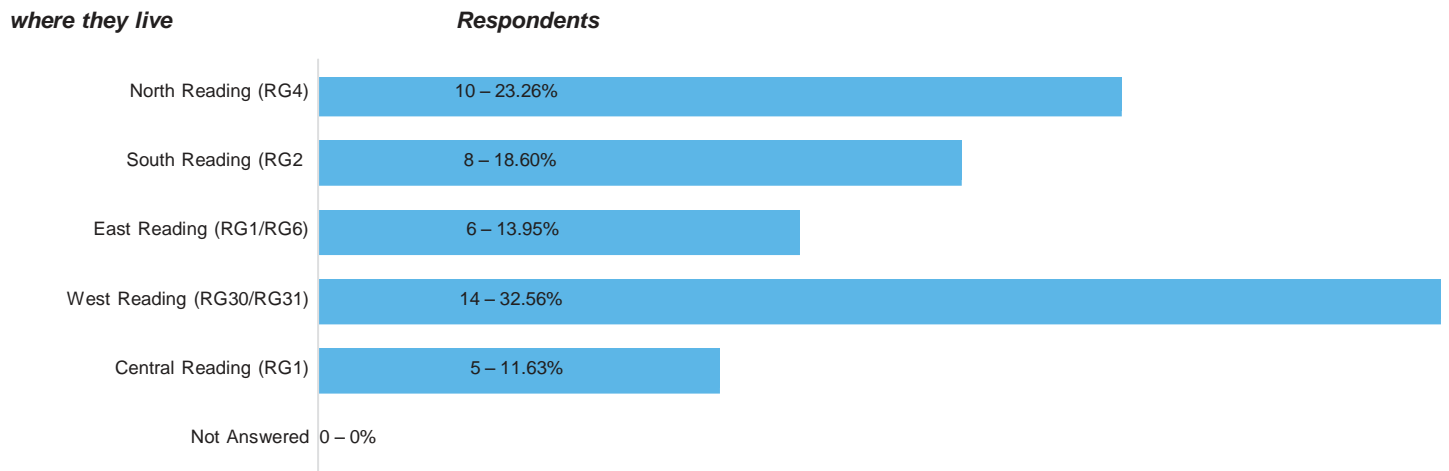
- Over 37% of those surveyed had not heard of the Reading Services Guide / Local Offer

**Education Health and Care Plans (EHCP's) in Reading: Summary report:**

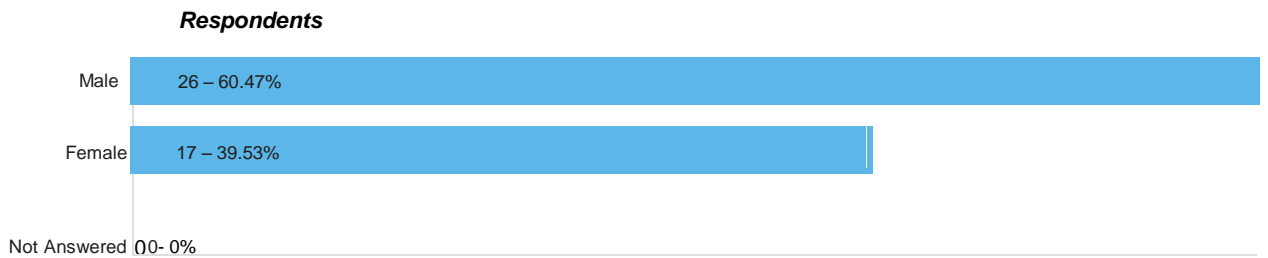
**Question : How old are you? (please complete for your child)**



**Question : Where do you / your family live?**

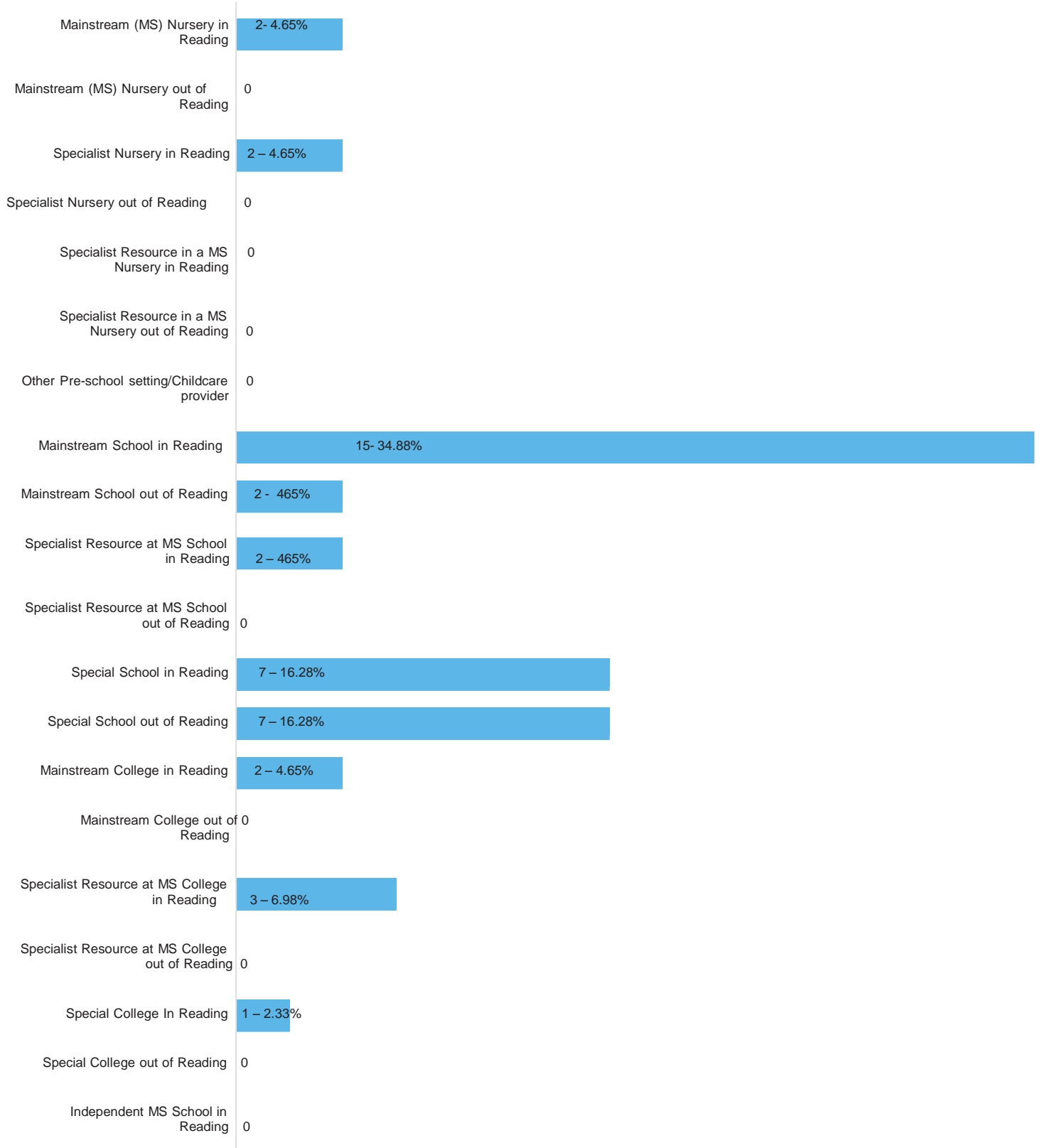


**Question : What gender do you identify as? (please complete for your child)**



Question : Which of the following do you attend? (please complete for your child)

**Which provision does your child attend**  
**Respondents**





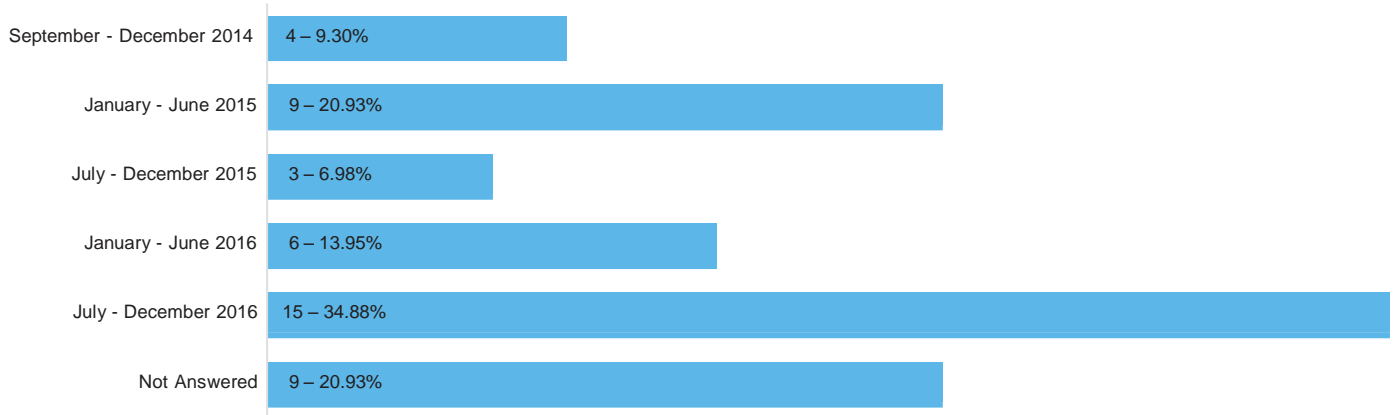
**Question : Did you have a Statement of Special Educational Needs? (please complete for your child)**

*yes and no to EHCP Conversion      Respondents*



**Question : When was your Education Health and Care Plan finalised? (please complete for your child)**

*Date when the EHCP is finalised      Respondents*



**Question : How involved did you feel in your Education Health Care Needs Assessment or Conversion from a Statement to an Education Health and Care Plan?**

*How involved did you feel*

*Respondents*

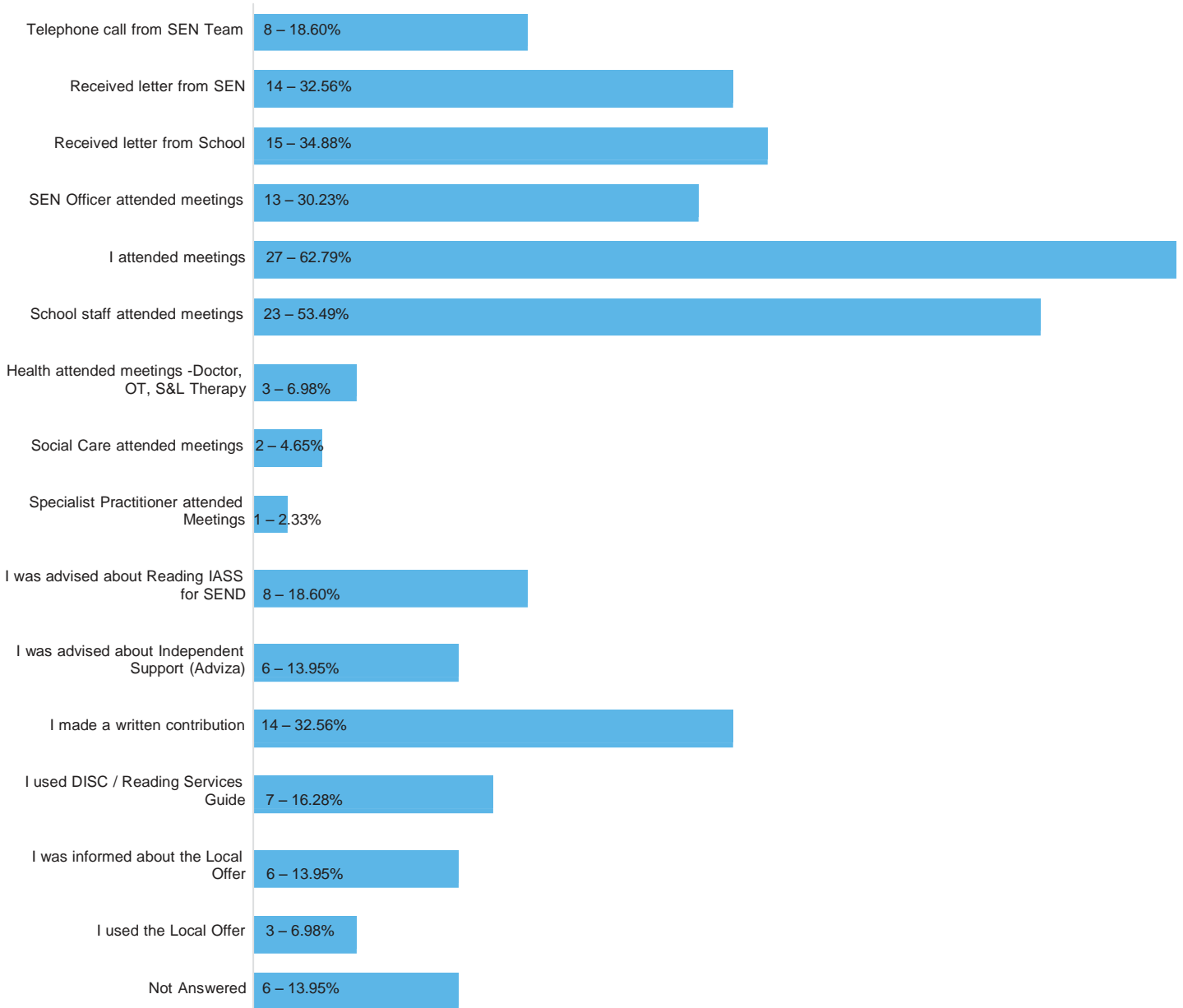


**Question : Which of the following took place as part of the Education Health Care Needs Assessment or Conversion? (you are able to tick more than one box)**

Respondents were asked to choose more than one selection where appropriate

*What took place as part of the EHC Needs Assessment / Conversion*

*Respondents*



**Question : As part of your Education Health Care Needs Assessment / Conversion is there anything else that could have been done differently? (please complete for your child)**

**Yes / No to Health involvement Respondents**



**Question : If yes please tell us more**

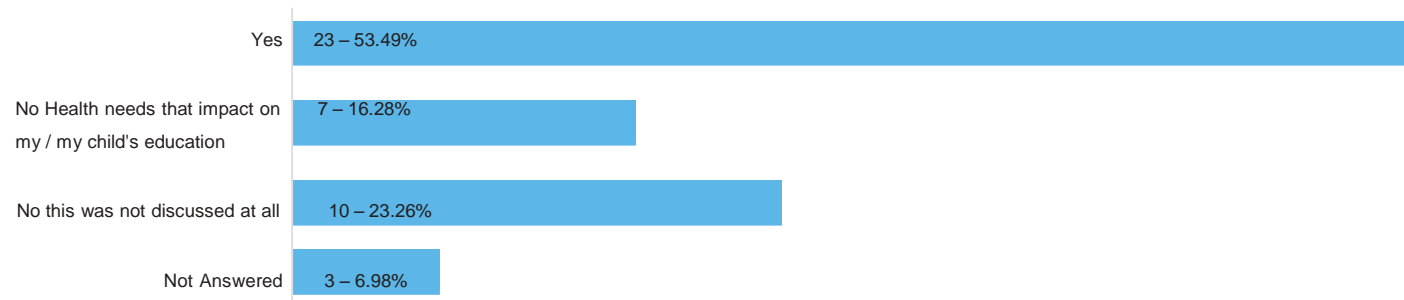
**Please give your comments about anything else that could have been done differently**

**There were 25 responses to this part of the question and these have been summarised:**

- Most meetings happen during the day, this makes it very difficult for working parents.
- I think that the plan needs to work at understanding the child that doesn't always fit criteria to a rule and sometimes they need a help too Other professionals dealing with my son's care and needs should have given more input instead i had to give more written information.
- I was able to do this but if a parent was illiterate or didn't speak English well their child would be at a disadvantage from the start.
- The requirement for professionals to provide reports - the service we have received from OT has been appalling - at least 5 different practitioners over the years
- Also lack of notification for change in SEN case officers assigned to child
- Complete lack of effective processes for EHCP children in year 6 needing updated plans to submit to secondary schools
- Section E1 and E2 should be renamed Section E and F respectively in order to help identify whether provision is in the correct Section and for ease of checking the RBC plan against national guidelines.
- I can't fault the support I have received from the school in involving me. it was explained clearly and I was involved in the educational aspect as much as possible
- Social services did not attend the EHCP meeting and so an important area of my daughters request for someone to go out with her was not able to be addressed. The EHCP was rescheduled for a couple of months later and desired outcome was achieved.
- During the EHC plan update I would prefer to have an expert along with parents and teachers to discuss what the current progress means in terms of development of the child and what can we expect as next target etc...
- Face to face meeting with someone at the Council would have saved a lot of time and bother
- There was nobody from health present, so the focus was on education, so not that different from a statement. She has significant anxiety issues around health appointments, which haven't been included in the EHCP.
- Put more information on the forms and making sure the senco officer knew more as she had never filled one in before so more training for school staff in Reading needed
- Not much information is given about how it happens a pack will all the info would be good. Also what to do about school application. Seems pointless having to apply for a main stream school if you know your child will not be able to attend
- The school is brilliant and the class teacher was present. No other invited parties turned up.
- Physio and OT did not attend even though they had attended all previous annual reviews. Conflicting info from therapists and their management.
- My Child had been out of school for over a year due to not having a place at a SEN specialist school available. No up to date information was placed on the new EHCP.
- We have been waiting for an updated assessment from an Ed Psych for the last three reviews and still we have not seen anyone or had a representative at the EHC meeting, the specialists always seem too busy to attend EHC reviews even though that is supposed to be the point of them. A call from our SEN officer ahead of the meeting to explain the new process would have been useful.
- We had the review meeting for the EHP in February 2016 and didn't receive the first draft of the EHP until November 2016 by which time it was completely out of date and need significant amendment. The plan needs to be issued within a month of the meeting. We were not at all happy that we had to wait so many months for it. The final EHP was not received until January 2017 and our son's next review is scheduled for Feb 2017!

**Question : Were your Health needs discussed as part of the Education Health Care Needs Assessment / Conversion? (please complete for your child)**

**Were Health Needs discussed Respondents**



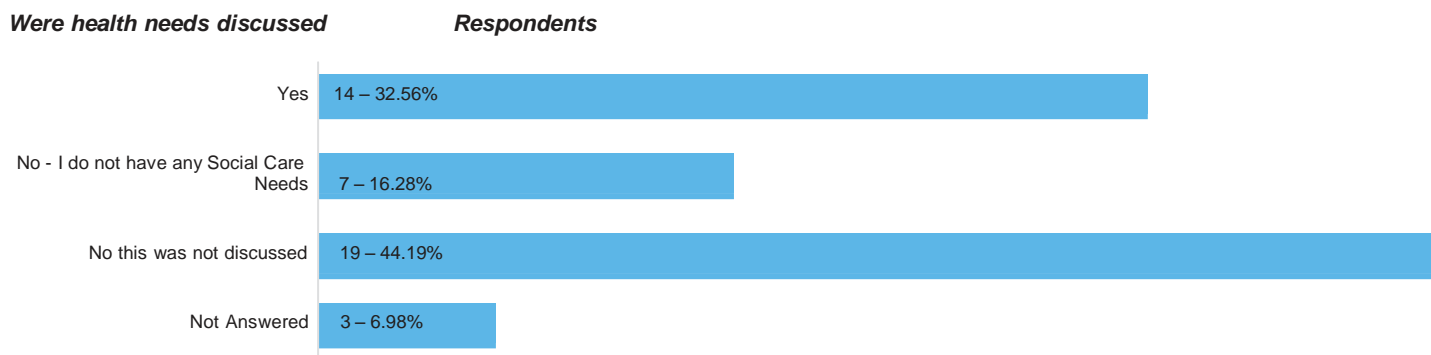
**Question : If yes, what do you/your child access and was this included in your Education Health & Care Plan?**

**Please tell us more – Were your Health needs discussed**

There were **18** responses to this part of the question and these are summarised:

- Mental health needs. My son currently accesses adoption counselling through the Adoption Support Fund and the BACCS (BAACS?) service. This is not included in the EHC Plan.
- Support for epilepsy is an outcome BUT no professional report requested - there doesn't seem to be a process for soliciting reports and ensuring they are produced!
- My child requires SLT and OT support in order to access education. However, some OT support was not put under Section F. However it was fully discussed despite no representation from Health
- My child was in main stream education and they had no idea how to deal with my child. -As a result of of EHC Plan he has a placement in a school with an ASD resource and they are able to deal with any issues and my son is receiving an education.
- Sensory consortium services, various consultants
- It was mentioned in passing, but there was nobody from health present, so the focus was on education, so not that different from a statement. She has significant anxiety issues around health appointments, which haven't been included in the EHCP
- someone see my son on a weekly appointment at college and talks to him about how he feels not sure if this is the plan or the college who arranges this but really good so thank you for that
- Nursery, OT, Speech therapy, Physio, Paediatrician, Portage
- We access a lot of health services and some which are both health and education. I am not happy with the way this provision is dealt with. E.g. seating, wheelchair services, specialist psychological assessment all are both health and education but no joint working with health and RBC insists most of this needs to go under health where we have no way to enforce this.
- OT, Physio, CAHMS, Paediatrician, Neurologist

**Question : Were your Social Care needs discussed as part of the Education Health Care Needs Assessment / Conversion? (please complete for your child)**



**Question : If yes, what do you/your child access and was this included in your Education Health & Care Plan?**

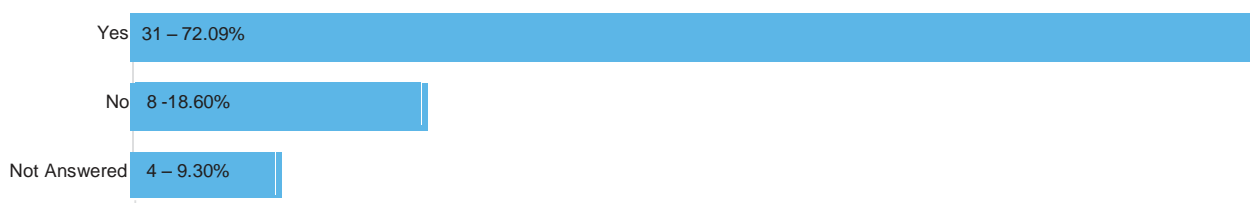
***Were your Social Care Needs discussed***

There were 14 responses to this part of the question and these are summarised:

- Speech therapy
- The EHC plan is focused on education. Our social care needs are taken care of through post-adoption support in Reading.
- Reward & buddying systems, social stories etc.
- No formal involvement from children's services.
- My son accesses Social Care but again this was not included in Section F despite the fact that this care support educates and trains him. However, it was discussed even though there was no representation from Social Care.
- EHCP was postponed and social worker attended. Desired outcome for daughter was direct payments which has enabled her to go out without her parents
- I think it is part of the plan for toilet training and eating or tasting different foods.
- Repeatedly promised visits and phone calls from social services but I have now been waiting 5 years despite my child having several of the min criteria.
- Speech therapy
- Help with walking, Nappy changing, General care
- Social Worker sent apologies for conversion meeting and didn't produce report in time. Left for 8 -9 months without provision has left our family in a very difficult place. Social care need to engage more and assess needs not just list provision

**Question : Did you feel that you were given the opportunity to express your views and aspirations/hopes for the future? (please complete for your child)**

***Were you given the opportunity to express your views and aspirations***  
***Respondents***



**Question : Please tell us more**

***tell us more about if you were given the opportunity to express your views and aspirations***

There were 19 responses to this part of the question and these are summarised:

- I have two daughters with an EHP we discussed senior school choices in regards to my youngest and post 16 choices with my second daughter.
- There was plenty of opportunity to express views and aspirations. I did feel though that the structure of the application document made it difficult to work up a coherent argument. There was repetition, and i was unsure sometimes of where to put certain points. There again, i didn't realise that there were people who could help you fill it in, so i was doing it blind.
- Open round table discussion BUT I can see that in schools without collaborative partners this could easily not be the case - outcomes are not very SMART !!!
- The special School is in are very attentive to his future ambitions and support him the best way possible by involving us in developing a curriculum and support that will hopefully nurture his strengths and accommodate his special and individual needs.
- The school did a great job in including our daughter and her views
- Yes, we gave our inputs on what we would like to see improving as part of next terms plan
- Yes my son has now been given a life made friends and has really found himself now he is getting the right support and the right people showing and him how to learn
- As my child is unable to give any indication on what he might like to do when leaving school, both I and my husband specified that they would remain living at home for the long term future. Reading College would probably be the only option open to us when it is time to leave school.
- I was able to express these but not sure anyone took much notice.
- No the meeting was just about trying to find her a space at a school.
- I prepared a brief presentation about my life and hopes for the future

**Question : Do you feel that the outcomes written in your plan are working towards your aspirations/hopes for the future? (please complete for your child)**

***Do you feel the outcomes written in your plan are working towards your aspirations***  
***Respondents***





**Question : Please tell us more**

***tell us if you feel that the outcomes written in your plan are working towards your aspirations***

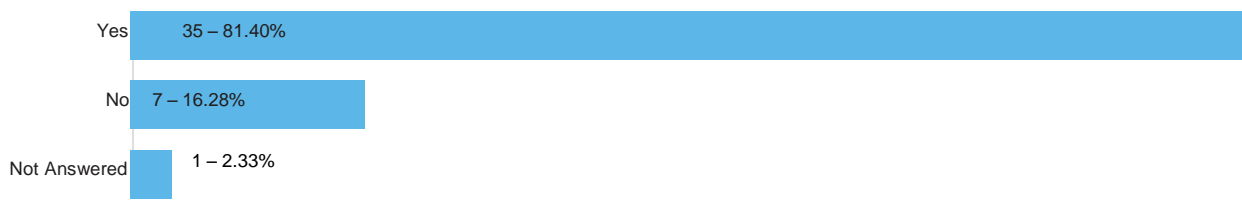
There were **16** responses to this part of the question and these are summarised:

- Learning well at school he is happy
- It's so early days, it is hard to tell whether it is having the impact that we would have hoped. Again families are very vulnerable if the teacher/head/SENco are not co-operative/supportive/open - many parents feel a complete lack of value in their opinions especially as many behaviours are only seen at home !
- I do still worry about what the future will bring when his time comes to an end at school and we need to consider transition to college or further education. Although this is a way off - it would be good to have these things in mind as what support he is getting now may influence the decisions he / we make for the future.
- Still waiting to receive new report had meeting in September no other communication.
- What is on the paper is not what is provided. e.g. mobility sessions promised and not delivered, technology for the classroom is now a term late, QTVI should visit every fortnight and has only been twice all term.
- 100% working without this plan in place my son would of been just another child lost in the system he now wants to work and learn and take driving lessons all the things a teenagers should be doing
- Yes but... Only working towards them because mum constantly shouts at RBC CYPIT and social care to get them to do what they say. Well I have given up now and I have stopped hoping my child will have any future because I don't have the energy any more. Hoping I will be pleasantly surprised.
- Do not have a copy of my child's final plan....not an up to date one. So am unsure.
- I feel I was listened to and my school and family are supporting me to achieve my future goals.
- Yes, totally. On our child's level.
- As yet we have not had a follow up with school and I am still waiting to find out how they are supporting my child to achieve the targets set. I understand it is more difficult as they get older, have a number of different teachers and do not always want 'visible' help but they still need support!

**Question : If you are a parent / carer do you feel that you were given the opportunity to express your views / thoughts / aspirations for your child?**

***Parents views /thoughts aspirations for your child***

***Respondents***



**Question : Please tell us more**

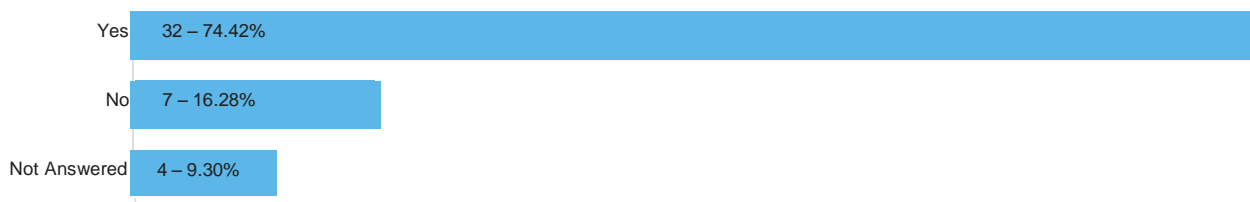
***Tell us more about parent/carer opportunity to express views / thoughts***

There were **15** responses to this part of the question and these are summarised:

- Both schools are incredibly supportive.
- i wrote the EHC plan myself. The school advised us that there was no point, as we wouldn't get one
- I was informed that the mainstream school he was due to attend could deal with his condition and if they felt they needed further assistance they would apply for it
- There was confidence in the Chair - who had good knowledge of my son but also was open to critique without taking it personally.
- yes we have always been included in these decisions, the school can't always accommodate, but they do their best
- Our view were sought before meeting with the school. Felt like our ideals were being championed.
- I was listen to it did take a while and i had to fight for things but got the right people in the end to help me and has open doors for all the family
- All the people who we have deal with have asked our opinion and be kind and considerate
- I expressed my thoughts but that's no good if people ignore them. I said all of the above at the conversion meeting and a fat lot of good it did anyone.
- The school is very supportive and open to suggestions from us as they recognise that we know our child better than anyone and may have constructive ideas to support him better at school.
- So important to do this. Always great to be prepared. Right a list off questions the week of meeting. Always works with us.

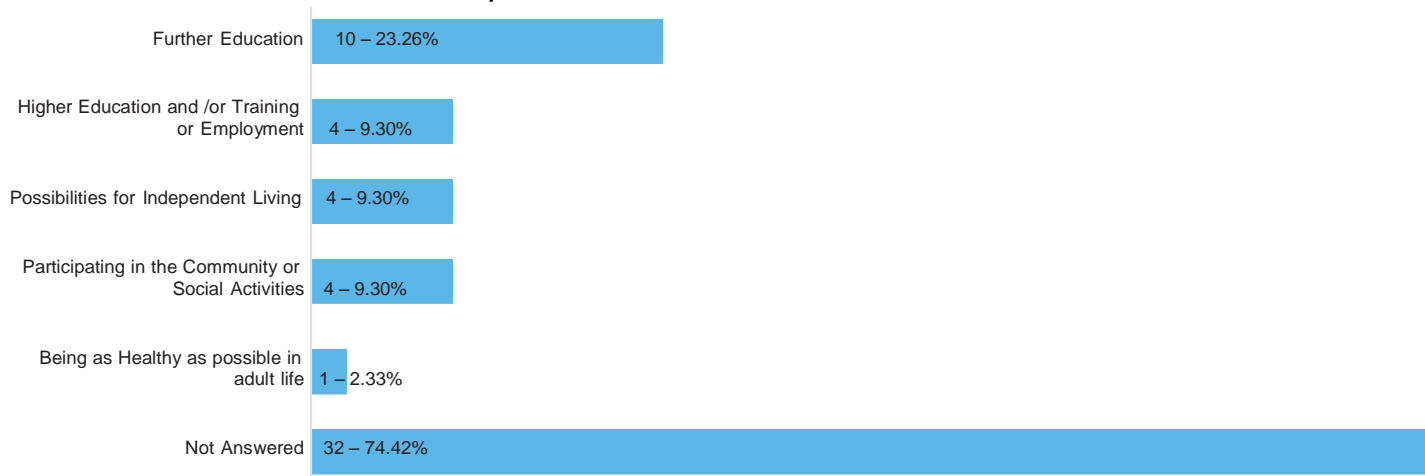
**Question : Do you feel as a parent/carer that the outcomes written in your child's plan are working towards your aspirations for them?**

***Do you feel as a parent the outcomes written in the plan are working towards aspirations***  
***Respondents***



**Question : If you were 14 or above (Year 9 upwards) at the time of the Education Health Care Needs Assessment or Conversion were any of the following discussed with you? (please complete for your child)**

***Any of the following mentioned to you during your assessment***  
***Respondents***



**Question : Do you think that your Education Health & Care Plan (or your child's) is easy to read and easy to understand?**

*Do you think your EHCP is easy to read and understand*  
**Respondents**



**Question : Please tell us more**

*tell us more about how you feel about your EHCP being easy to read and understand*

There were **14** responses to this part of the question and these are summarised:

- Most of the EHC continues to focus on school no support or advice given for out of school - clubs etc that my daughter's could attend. We are still expected to find this out on our own. I would love advice and support on home situations.
- Need help sometime to understand some of it
- It's all in tabular form and photocopied on both sides - it's very difficult to pull it altogether and get an overview of it. A written paragraph of a summary would help me, but that might be just me.
- It's quite long so not easy to read for everyone. It should be more compact
- The whole EHCP process seems less rigorous and impartial and while the outcomes are child focused there is very little scope for guarantees over provision making parents and children vulnerable to heads removing support because it's not explicit in the EHCP - especially with regard to the hours of support provided !
- The Section titles (A B C etc) don't match the national guidelines. This makes it hard to cross check. The document is incredibly wordy and it becomes confusing and a tad overwhelming when trying to plough through it to check that my sons support is secure/legally binding.
- yes- the sectioning is clearly laid out and personalised which is important - we review the previous plan which informs the next, looking at targets and aspirations and being realistic about what the EHCP should contain before it's agreed.
- Very disappointing that having spent 9 months fighting to get the EHCP it is not the end of the process. I have now spent a whole term fighting for it not to be a worthless piece of paper and for the contents to actually be provided. I am also terrified that we will then be told my child does not need the provision if she has not had it this term. She urgently needs it but I can't keep her at home waiting for it so we just muddle through. For example, no mobility services provided from SCS to encourage her to walk so she is still dependent on her buggy.
- No it's not easy as you need to put the right information down to get help
- I preferred the old statement system.
- I thought the whole point of the EHCP was to list needs and match them with provision to meet those needs. But there is no matching up of needs and provision and it is very hard to see which need each bit of provision is meeting.
- I can read and understand it, but I am University-educated, however I think for many people it would be seen as confusing and unnecessarily complicated.
- Far too slow a process and plan out of date by the time it was finalised.

**Question : Is there anything more you would like to tell us about how you found the Education Health Care Needs Assessment / Conversion Process?**

*Please give us your comments*

There were **20** responses to this part of the question and these are summarised:

- In the end it was more straightforward than i expected, but never found anywhere any straightforward diagram of routes into it, who you needed to speak to, etc -maybe it's out there and i just didn't find it. but even trying to find the Reading SENDIASS online after i'd heard about it was nigh-on impossible - it seemed to have no web presence at all?
- Conversion in year 5 was okay though being the schools first conversion we all muddled through together BUT review in year 6 with planning for secondary has been very hard - we made our own contacts with our preferred placement (feeder school) and their SENCO attended meeting and was very helpful in planning – I think this should be recommended !
- It was useful to have SENDIAS support. I don't have faith that my child will receive the best support to achieve best outcomes because the Councils need to save money is more important to them than my child/the 'expensive' children in the borough.
- A lot of information was sent forward, it took a long time to process and understand. I have one son has benefited by the conversion because of the timing of his Statement and automatic conversion process into his ECHP but unfortunately my younger son with SEND - cannot have a ECHP (he was only diagnosed in July due to a delay in CAHMS and issues over diagnosis at school which is a worry for us as he has many needs - possibly more medical and occupational health issues as I strongly believe he requires an ECHP
- Health did not attend the conversion meeting and there were no reports from Health. I had to refer my daughter to CYPDT after the meeting myself.
- For us we were lucky. My son was severely disruptive but the school LIKED him. They wanted him out of their school but wanted him to go to the right places. I have 2 relatives in the same borough who are desperate to get an EHC plan for their child but they are not too much trouble for the school band so they are not reaching their potential as they do not receive the help they need.
- Very long and draw out a lot of emails and phone calls a lot of tears and joy but got there in the end and god it was so worth it for our child
- Sometimes need it explained to me can find it difficult to understand all of it -this is not a fault of the paperwork but my own learning disability
- Not much different from an annual review tbh. Apart from the fact that the paediatrician came. Shame that CYPIT staff and SW didn't make it a priority as then we could have had a really useful meeting. Shame also that case officer is not willing to record provision needed as opposed to provision available.
- The plan was just copied over from the statement. No discussion or up to date information included until I asked where it was. Meetings were just about finding a place at a school for my child. They were not about the actual plan.
- I found the lady that attended the meeting from RBC very welcoming, knowledgeable, informative and she put me at ease. This made me feel confident expressing my concerns. Thank you!

**Question : Have you heard about Local Offer / Reading Services Guide?**

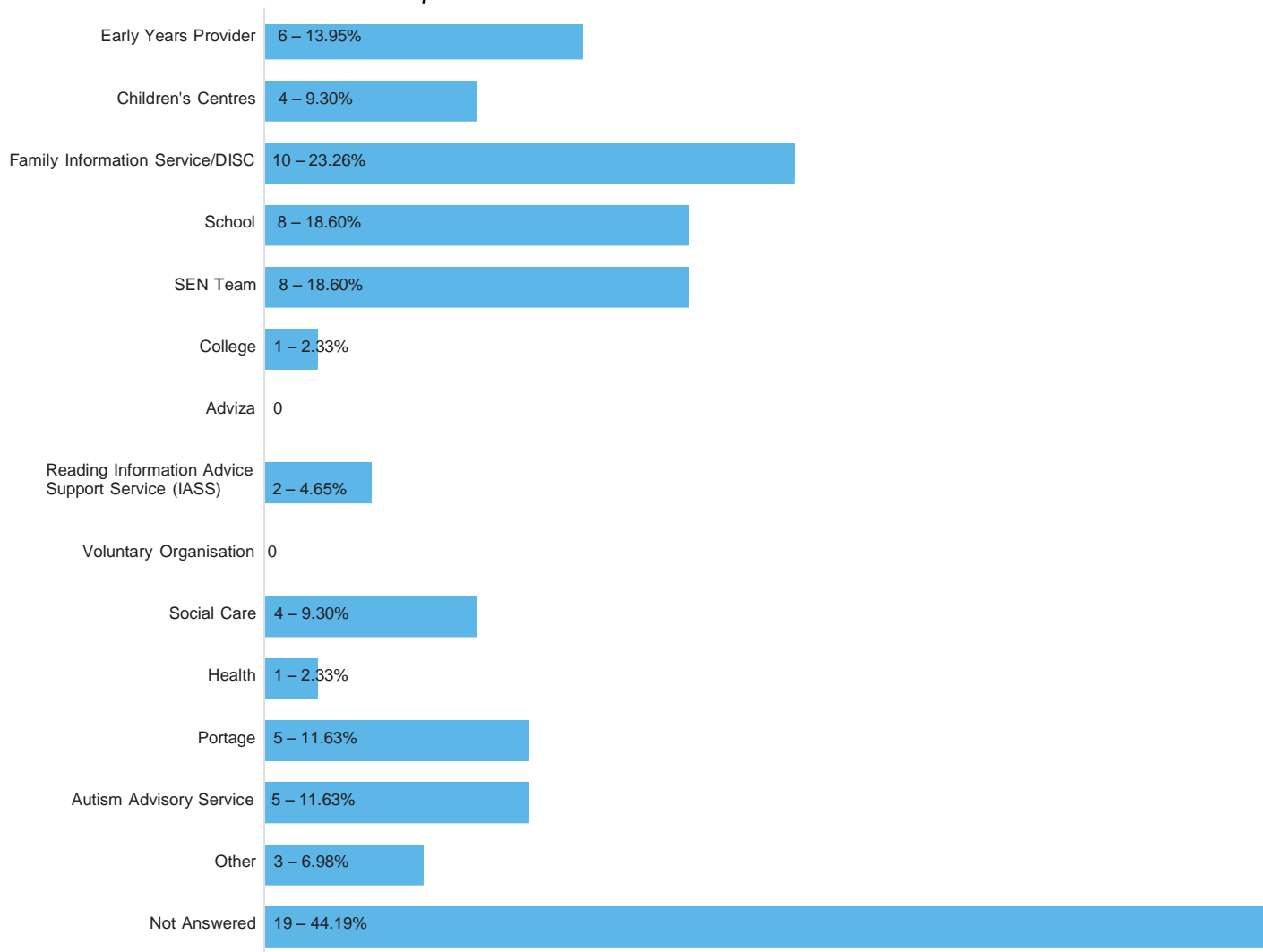
*Have you heard of the Local Offer or Reading Services guide Respondents*



**Question : If you have used the Local Offer / Reading Services Guide who told you about it?**

Respondents were asked to choose more than one selection where appropriate

**Who told you about the Local Offer / Reading Services Guide**  
**Respondents**



**Question : If you have used the Local Offer / Reading Services Guide did you find it useful?**

*did you find the Local Offer Useful Respondents*



**Question : Please tell us more**

*Please tell us more*

There were 15 responses to this part of the question and these are summarised:

- Austim advice service, has been my listen post so many times and given me advice when I didn't know what to do, this service is priceless to myself and my family.
- My son had input from portage when he was nursery based, this helped him a lot and now we have an autism advisor that I can contact if needs be
- I use it because of my work - I manage a drop in centre for people with disabilities.
- I have used after school club and holiday club, which has been funded by social services.
- Great local information, Just providing a easy, clear system for all.

**Question : Finally, to help us further improve and develop the Local Offer / Reading Services Guide, is there anything else you would like to see added?**

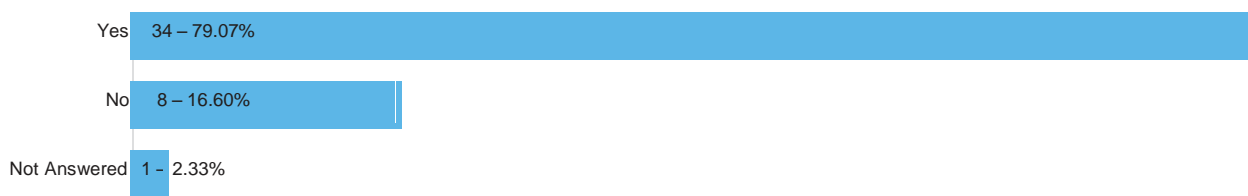
*Please provide your comments*

There were 14 responses to this part of the questions and these are summarised:

- Would like to be told about it..
- Meeting all the people involved face to face and hearing everything
- Speak to parents so they understand what is available for their children and their siblings
- A clear pathway would be helpful
- Engagement from early years with families and schools - supporting SENcos - consistency of staff with SEN team - fully funding and expanding SENDIASS team to engage and advocate - seems disconnected from core services ! Adviza - met someone last year - not sure what their role is supposed to be even now !
- Good concept
- I found the ASD course very useful. I would find a half yearly refresher very useful. It was good for networking but also picking up tips. As children grow older their needs and behaviour changes so it would be good to have a avenue to discuss with like minded parents with some expertise support.
- more discount things to do for teenagers in Reading and easier ways to get bus passes ect with out having to fill in long forms and doctors letters to get things
- Transport to and from educational establishments should remain free for all disabled children. My child is unable to travel independently, and needs supporting at all times.

**Question : Would you be willing to take part in any other future survey's?**

*Future survey's yes or no Respondents*



**Question : If yes please provide your email address.**

*Please provide your email address*

There were 31 responses to this part of the question.

**Question : Data Protection**

**Question : I agree to the above statement**

**Data Protection Question**

**Respondents**



## Action Plan

This action plan details the next steps on how we intend to improve the process based on the feedback received.

We asked you	You said	We did / intend to do	Review date
How involved did you feel in your Education Health Care Needs Assessment or Conversion from a Statement to an Education Health and Care Plan?	39.53% of you said that you felt quite involved and 30.23% of you said that you felt fully involved. However, 13.95% of said that you did not feel involved at all and 6.98% of you did not feel very involved	<p>We intend to ensure co-production takes place throughout the EHC Needs Assessment and Conversion Process and we will be reviewing this.</p> <p>We will put in place plans to ensure co-production meetings are available for all new EHC needs assessment requests We will look to have a plan in place by October 2017 and will look to implement the process by end of financial year at the latest.</p>	October Review with implementation of new process by the end of the financial year
Do you think that your Education Health & Care Plan (or your child's) is easy to read and easy to understand?	34.88% of you said that your EHCP was not easy to read or understand	<p>We intend to review the EHC template in consultation with Reading Families Forum / Parent Carers by the end of November 2017.</p> <p>Meet with key partners to support improved assessments to inform EHCP e.g. smart outcomes</p> <p>Simon McKenzie and Ami Lal will look to undertake an audit of 10 completed EHC Needs assessments to identify areas of need and any training required to Improve the accessibility of EHCP's. By the end of October 2017</p>	<p>Review by the end of November 2017</p> <p>Audit to take place by the 31<sup>st</sup> October 2017</p>
Were your Social Care needs discussed as part of the Education Health Care Needs Assessment / Conversion? (please complete for your child)	44.19% of you said that your Social Care Needs were not discussed as part of the EHCP needs assessment /conversion	Meet with colleagues in Social care to improve the quantity and quality of input into EHCP's and to outline their statutory responsibilities.	By 31 <sup>st</sup> October 2017
If you have used the Local Offer / Reading Services Guide did you find it useful?	41.86% of you did not answer this question and only 34.88% of you said that you used the Local Offer and found it useful	We intend to link more with providers and services to ensure the range of services available in the Borough are included on the Reading Services Guide and Local Offer. We will continue to promote the services guide to ensure that Reading families can access the information they need. We constantly monitor and review the services guide and local offer and we work with our Families and Youth to develop it further. Action Plans have been developed and are available.	ongoing