Redcar and Cleveland Borough Council

Education, Health and Care Plan Pathway

Guidance and Support for Assessment and Education, Health and Care Planning

Drafted - May 2014

Updated - August 2014
NEW EDUCATION, HEALTH AND CARE PLAN PATHWAY

Introduction

Within Redcar and Cleveland the majority of children with special educational needs (SEN) will have their needs met in the local mainstream school, sometimes with the help of outside specialists. In some cases, children attend specialist bases in mainstream schools or special school depending upon needs of the individual child.

The council must have regard to the new SEN Code of Practice, the Special Educational Needs and Disability Reforms and the introduction of Education, Health and Care Plans (EHCP) to replace statement of SEN. The local authority is updating all documentation in relation to these areas, including preparing a Transition Plan for moving statements and Learning Difficulty Assessments to EHCPs. This will include advice and guidance for parents.

With effect from September 2014, any new statutory assessment of SEN covers a child’s education, health and care needs, if they have needs in these areas. In all cases, children must be identified as having a special educational needs to have an EHC Assessment. The assessment will be co-ordinated by the Local Authority’s (LA) Special Educational Needs Service.

Any professional working to support a child can request that the LA carries out an education health and care assessment. Requests are most often made by the Special Educational Needs Co-ordinator (SENCO) of a child’s education setting. Parents and carers can talk to any of the people who support their child about EHC Assessment, discuss whether an assessment is needed and if so complete the relevant request form.

This information pack is intended to provide an overview of the new assessment pathway and give some examples of the processes, forms and information which will be used and issued.

The information pack is the product of discussion and input with parents, school staff, social care staff, various health professionals and officers across the local authority, plus cross representation with similar representatives from Middlesbrough Local Authority. It will be amended over time as part of the ongoing monitoring of progress regarding the implementation of the SEND Reforms.

For more information regarding SEN in Redcar and Cleveland please contact the SEN Service:

Tel 01642 304503 / 304504

Email: sen@redcar-cleveland.gov.uk
**EDUCATION - HEALTH - CARE PLAN ASSESSMENT PATHWAY**  
Updated August 2014

**Referral Planning Meeting (RPM)**
RPM instigated by responsible body/lead professional (LP) that has identified potential barriers to a child’s / young person’s learning. Early Help Assessment Form to be completed, if not already done so.

Attendees: lead professional (chair), parents, any agencies family is accessing

Outcome: to refer for assessment or not

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**Referral Made**
Existing information/evidence collated by LP and submitted to Multi Agency EHC Panel (MAEHC)

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**MAEHC Meeting**
Considers referral and agrees to assess or not

YES

NO

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**Needs Met**
Child’s needs are met from provision and services already involved, or from other / new services agreed – further intervention and support. Early Help Plan, if not already in place will be offered to the family as part of the Early Help Assessment process.

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**Parents Confirmation**
LA confirms with parent/carer/ young person of decision and right to appeal – offers meeting with RB to discuss how needs will be met without the need for statutory provision. Early Help Plan, if not already in place will be offered to the family as part of the Early Help Assessment process.

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**Summary Assessment Meeting**
EHCPC prepares summary assessment, sends to all parties and arranges Summary Assessment Meeting (SAM) to discuss with parents, child and add any additional views to summary

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**MAEHC Meeting**
Consideration of Summary Assessment and all views/reports, and decides whether to issue an EHC Plan or not.

YES

NO

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**Draft Plan & Consultation**
EHCPC drafts plan and sends to:
Parents/ carers/ young person and professionals for comments and to name educational setting.

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**Parents Confirmation**
LA confirms with parent/carer/young person of decision and right to appeal – offers meeting with EHCPC to discuss how needs will be met without statutory provision. Early Help Plan, if not already in place will be offered to the family as part of the Early Help Assessment process.

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**Provision Consultation**
LA consults with Governing Body, Principal or proprietor of educational setting.

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**Finalisation of Plan**
MAEHC signs off EHC and LA issues to parents/carers/young person

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**Start – 0wks**

- 4wks

- 7wks

- 3wks

- 2wks

- 4wks
Stage 1 - Referral Planning Meeting

This meeting will be arranged by the responsible body / lead professional that has identified possible barriers that may impact on a child’s / young person learning. This could be a Health Visitor, Social Worker, nursery leader, SENCo, therapist etc. However, in the majority of cases it is likely to be the school.

The lead professional will be responsible for organising the initial meeting, inviting all professionals involved with the child / young person and their family.

The purpose of the meeting is to draw together everybody who is involved with the child / young person and their family to share their knowledge and current support on offer, and to look at what other things may still need to be undertaken to provide further support.

The lead professional should ensure that the parental and child’s view forms have been sent out for completion and that they are available at the referral planning meeting. School will have copies of the forms. Appendix D and E.

The meeting will need to have some formal minutes to record:

- who was present
- concern(s) raised about the possible barriers to the child / young person’s learning;
- main points of discussion;
- what assessments/ involvement professionals have had up to that point;
- agreed action for those in the meeting to follow-up to provide any further support;
- decision on whether to refer for assessment or not.

The Referral Planning Meeting Proforma - Appendix A, is to be used for minuting the meeting.

Alongside this there is a specific SEN Referral form which will form part of the evidence - Appendix B. This will capture specific issues regarding the child’s / young person’s areas of additional needs against:

- schools identification of additional learning need;
- timeline for identification – assess, plan, do, review;
- involvement of other professionals;
- use of allocated resources to support children and young people with additional needs (6K plus and additional);
- individual education plans / provision map.

Schools and colleges will need to clearly demonstrate if they have taken all relevant and purposeful action in trying to meet a child’s / young person’s needs.

In some cases an Early Help Assessment (previously CAF) may have been undertaken. If not yet done, the relevant form Appendix C must be completed in addition to the SEN Referral Form. The Early Help Assessment form will help form a baseline to determine current circumstances and support around the child and the family. This will be vital to
establish a clear picture of the child, their needs and possible routes for support. The Early Help Assessment should be discussed with parents as part of the referral planning meeting. When submitted as part of the referral paperwork the early help assessment will be considered as part of the referral information. It will be logged with the Early Help Team. Unless it is a specific action agreed at the referral planning meeting, it will not be actioned under the usual Early Help Assessment procedure until potentially a later stage, and only if parent are happy for this to happen. If a parent is happy to progress an early help assessment at a later stage, the lead professional will take responsibility for meeting and reviews following the usual early help process.

If the decision is to proceed with the referral to the Multi-agency EHC Panel, then all documentation and support evidence will need to be submitted as a complete pack of information by the Lead Professional, who will need to request information from the School Nursing Service regarding Health and Social Care regarding any issues, knowledge or information relevant to the child/young person.

Once informed that an assessment is to be undertaken, the Lead Professional must set a date with all agencies and parents/carers to hold Summary Assessment Meeting (see flowchart) to ensure attendance by key personnel when the content of the EHCP will be determined. **The lead professional should have contacted the SEN Service prior to the Referral Planning Meeting in order to have got a date and time slot for the Summary Assessment Meeting. This is in order to ensure an officer of the SEN Service is attached to the particular case and is present for the Summary Assessment meeting.**

A checklist of what needs to be submitted is attached – Appendix F. Please note that some of the documentation, evidence, and reports are mandatory and if these are not submitted, the referral will be returned. The referrals for statutory assessment will be made to the Special Educational Needs Service, who will co-ordinate the referral being heard at a Multi-agency EHC Panel meeting.

If the decision is not to proceed with the referral, then the recorded actions and outcomes in the Referral Planning Meeting Proforma should be used to ensure professionals follow up on what’s been agreed, setting appropriate timescales for these to take place and scheduling a review programme. This could also mean the opportunity to use the Early Help Assessment process to review and monitor actions and progress through the ‘team around the family’ meetings. The lead professional should re-consider the next steps, and discuss this with the family.

Please Note: Lead Professionals can contact the Early Help Team for support and advice on the ‘Early Help Assessment’ process.
Stage 2 - Multi-agency EHC Meeting (referral)

The Multi-agency EHC Panel will have multi-disciplinary representation and will be made up of:

- Special Educational Needs Manager;
- Education Psychologist;
- Social Worker;
- Consultant Paediatrician;
- Representation from a Primary, Secondary and Special School;
- Parental representation – where appropriate.

The Panel has its own terms of reference - Appendix G.

The Panel will meet every two weeks within school term time, with additional panels held during the summer holiday period as necessary to ensure statutory time limits are adhered to. The Panel dates will be agreed and issued annually in July for the school year.

The purpose of the Panel is to:

- consider all referrals for assessment from schools and responsible bodies;
- consider all referrals for assessment from parents / young person where of age;
- recommend whether or not to undertake a formal assessment;
- agree to the issue of Education, Health and Care Plans following assessment;
- consider amendments to existing Education, Health and Care Plans, where significant change is required following an interim or annual review;
- consider any other cases when a multi-agency view may be helpful in determining provision required;
- consider assessment places within a specialist provision

On receipt of a referral, the MAEHC Panel must consider its content and recommend whether or not to undertake a formal assessment with 4 weeks.

The MAEHC Panel will minute its decisions made for each referral, and a standard proforma will be used to show main points of discussion and the rationale for specific recommendations - Appendix H.
Stage 3 - Confirmation of Assessment

Yes to assess

If the decision is to undertake the statutory assessment for the child or young person, then the Local Authority SEN Service will take the lead on co-ordinating the assessment process, and will collate any further assessment reports.

The Local Authority will inform all those involved with the child / young person and the family that an assessment is to be undertaken. If required, further relevant reports or advice from professional will be requested by the SEN Service as part of the assessment process.

A member of the Special Educational Needs Service will be allocated to each case, and will be the EHC Plan Co-ordinator. This will act as a single point of contact for the family and all professionals during the assessment.

No to assess

If the decision of the Panel is not to assess the child or young person, then the parents / carers will receive confirmation within 10 working days of the decision, and the ways in which they can appeal if they so wish. This would initially be through contact with the SEN Service, mediation if not resolved, and then the right to appeal to the Special Educational Needs and Disability Tribunal.

Parents will also have the opportunity to access support via the Early Help Assessment process, unless parents choose not to accept such an offer at this point. The Lead Professional should review the actions within the plan and consider the next steps with the family. This should happen as soon as possible following the Panel's decision to decline the assessment, and parents have received the notification letter of not to assess.
**Stage 4 - Summary Assessment Meeting**

The date for this meeting will have been agreed at the Referral Planning Meeting at the beginning of the process. This will allow a SEN Officer to be allocated to the case, and they will become the EHC Plan Co-ordinator.

The EHC Plan Co-ordinator will collate all views, reports, evidence and assessments needs, and draft a Summary Assessment of the information - *Appendix I*.

This will form the basis of discussion at the Summary Assessment meeting with parents, the child / young person where appropriate, and the range of professionals involved. The Summary Assessment meeting will start to share the overall information about the child / young person’s needs and allow parents to consider the information / views being given by professionals. The broad areas of additional need, objectives and possible provision will be used to formulate the EHC plan.

The Summary Assessment Planning Meeting will be formally recorded on the main points of discussion, what was amended / changed / deleted, and what else was added to the summary assessment at this point - *Appendix J*.

All alterations made to the summary assessment document will be kept in hard copy format with the hand written alterations on it.

The Summary Assessment Planning meeting should be no more than 1 hour 15 mins.

There is a period of 7 weeks from the decision by the Multi-agency EHC Panel to assess a child / young person to holding the Summary Assessment Planning meeting.

To support and help parents and the child in preparing for the summary assessment meeting, they will have already completed the Parental and Childs view forms at the beginning of the process at the referral planning meeting. However, at this point at the summary assessment meeting, there will be the opportunity to provide any further information.

The aim of the meeting is to have some overall outcomes and objectives for the child agreed, which will allow the EHC Plan to be drafted following the meeting.
Stage 5 - Multi-agency EHC Panel – (EHC Plan)

The purpose of the MAEHC Panel is to receive all information and reports gathered during the child/young person’s assessment and recommend whether or not to issue an EHC Plan. There is three weeks to make that recommendation.

The Panel will also consider the allocation of additional resources from individual services required to meet the child/young person’s needs above that which would usually be available from education, health and care services.

The Panel will be minuted, and a standard proforma will be used, to show main points of discussion, decision arrived at, and reason for this - Appendix K.
Stage 6 - Draft EHC Plan or SEN Support Plan

Yes to issue an EHC Plan

If the agreement by the Multi-agency EHC Panel is to issue a plan then the EHC Plan Co-ordinator will take the information from the Summary Assessment meeting and start to draft a more formalised EHC Plan.

This will be shared with parents, child / young person (where appropriate), and the professionals who have contributed to the assessment in order to get collective ownership and accountability of the plan. Comments will be expected from all in shaping the final version of the EHC Plan.

The EHC Plan Co-ordinator will pull all the comments together and amend the plan accordingly in order to draft a final version. A record of all comments and changes will be kept as part of the documentation on the child’s / young person’s record.

Parents will be asked for their views on the provision they would like for their child and appropriate schools/setting will be considered by the Local Authority.

The Local Authority must issue a draft EHC Plan within 2 weeks of agreeing to issue a plan.

No to issuing of an EHC Plan

If the decision of the Multi-agency SEN Panel is not to issue an EHC Plan, then a SEN Support Plan will still be issued, giving advice and recommendation to the those involved with the child / young person of what can be done further to support the child / young person.

Parents will be informed within 10 working days of the decision and reasons not to issue an EHC Plan. A SEN Support plan will be issued, and details of parents right to appeal. This would initially be through contact with the SEN Service, mediation if this was not resolved and then the right to appeal to the Special Educational Needs and Disability Tribunal.

Parents will also have the opportunity to access support via the Early Help Assessment process, unless parents choose not to accept such an offer at this point. The Lead Professional should review the actions within the plan and consider the next steps with the family. This should happen as soon as possible following the Panel’s decision to decline the issuing of a plan, and parents have received the notification letter of not to issue a Plan.
Stage 7 - Consultation and Finalisation of EHC Plan.

If parents and the child / young person have given their views in relation to the draft EHC Plan, and agreement reached on changes made, then consultation would take place with the preferred educational setting that parents have asked for.

If the local authority and the education setting are in agreement that the child’s needs can be met at the preferred establishment expressed by parents, then the draft EHC Plan can be finalised naming the school/setting.

Each agency that will be providing support that is identified and agreed during the assessment will confirm their commitment to associated funding by formally signing the relevant funding section in the EHCP.

Disagreement Resolution and Mediation

If agreement with parents/carers/young person cannot be reached:

- further discussion between the parents/carers/young person and the EHC Plan Co-ordinator will be held;
- mediation will be offered to try and resolve the situation;
- parents will be informed of their right to appeal to the SEND Tribunal.

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