SEND Guidance:
The Graduated Response
CONTENTS

1 Person Centred Planning .................................................................................................................3
2 The New Code of Practice: Implications for Practice .................................................................4
3 The Principles Underpinning the Code of Practice ...................................................................5
4 What are Person Centred Approaches? .......................................................................................6
5 SEND Pathway – A Graduated Response ....................................................................................8
6 Requesting an Education, Health and Care Assessment .........................................................21
7 Appendices ..................................................................................................................................25
1 Person Centred Planning

The Code of Practice sets out its vision for children, young people and adults with special educational needs and/or disability which is no different than the vision for all children and young people – that they achieve well in their early years, at school and college and go on to lead happy and fulfilled lives.

The reforms aim to ensure that children and young people’s experience of the system will be less confrontational and more efficient. They should have their special educational needs picked up at the earliest point, be able to access support quickly when it’s needed and their parents will know what services they can reasonably expect to be provided. There is also emphasis placed on increased involvement with children, young people and their parents or carers being fully involved in decisions about their support and what they want to achieve. There should be an increased focus on life outcomes, including employment and greater independence and that by doing this the aspirations of children and young people will be raised.

Oldham is committed to working in partnership with all education, health and social care agencies to jointly plan and commission services for children and young people who have special educational needs or are disabled and to ensure that meeting the needs of children and young people with special educational needs and/or disability remain central to both policy and practice.

This guidance is one of a set that has been written to support settings in the implementation of the Code of Practice and aims to reflect the cultural shift that is one of the underlying principles of the Code of Practice. This booklet introduces Person Centred Approaches and provides key information and guidance on the new process with a focus on the graduated response and sets out to explain Oldham’s ambition to implement this vision to ensure the best possible outcomes for children and young people with special educational needs and disabilities.

The other booklets are

- Person Centred Toolkit
- Guidelines for requesting an EHC plan

Further booklets are planned to provide information on assessment and intervention. This guidance is designed to provide information for early years providers, schools and post 16 providers, parents, CYP, Health and Social Care Professionals on expectations in terms of delivering the special educational needs and disability Code of Practice: 0 to 25 years.
2 The New Code of Practice: Implications for Practice

The diagram below summarises the key themes in children's and families bill that are reflected in the SEND Code of Practice, including the participation of CYP and their families in assessment and decision making.

Key Themes

As well as promoting the involvement of CYP and their families in the assessment process there are number of other fundamental changes in the new Code of Practice and these are summarised in the diagram below:-

![Diagram showing key themes in the new Code of Practice]
This new Code of Practice represents the biggest change in special educational needs legislation since the 2001 Code of Practice and with it are some fundamental changes in practice. The principles detailed in the Code are set out below.

### 3 The Principles Underpinning the Code of Practice

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people (CYP) and those with special educational needs (SEN), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents in relation to the support they receive
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with special educational needs (SEN)
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

The Code outlines how local authorities must ensure the children, their parents and young people are involved in discussions and decisions about their individual support and about local provision. It also states that early years providers, schools and colleges should also take steps to ensure that young people and parents are actively supported in contributing to assessments and developing and reviewing education health and care plans.

It also refers to articles 12 and 13 of the United Nations Convention on the rights of the child which states that children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. The view should be given due weight according to their age, maturity and capability. A key approach in delivering this ambition is through the use of Person Centred Approaches. 9.21 of the Code highlights how using a person centred approach in assessment and planning can ensure that children, young people and parents are involved in all aspects of that planning and decision-making. Section 9.99 also makes reference to Person Centred Approaches as part of the development of EHC plans.
4 What are Person Centred Approaches?

Person Centred Approaches are about discovering and acting on what is important to the person, what is important for them and finding the balance between them. It is a process of continual listening and learning, focusing on what is important to someone now and in their future, and acting on this. The listening is used to understand the person’s capacities and choices. Person Centred Approaches from a basis for problem solving and negotiation to mobilise the necessary resources to pursue a person’s aspirations. These resources may be obtained from someone’s own network, service providers offer non-specialist, non-service sources (Department of Health 2001).

The principles of Person Centred Practice are fundamental to the use of person centred tools. These principles are about listening, sharing power, responsive action and connecting with citizenship. In writing about these principles Thompson et al (2008) suggest they are written with an implicit hierarchy and that each principle underpins and interconnects with the others. As an example they suggest it is not possible to share professional power effectively without listening to what is important to a person first.

Each of these four principles is described below:

**Listening**

Listening in Person Centred Planning and approaches involves earnest attention and intention. Attention to body language, words, meaning, inspirations and aspirations. There is an intention to understand, to know, to connect with, to make possible, to be alongside and to support a person. Listening with intention and attention is important to create conditions that give voice to those who are at risk of or have been silenced or ignored.

Listening in Person Centred Practice involves listening both to what is important to someone and what is important for them.

**Sharing power**

Person centred planning supports self-determination by offering ways to listen to what is important and to act upon these things. Person Centred Approaches challenges power balances between people with learning disabilities and professionals. In the past the power to know what a person needs was located with professionals who then figured out how to meet this professionally identified need using service structures. Person Centred Approaches focus on working with people and not doing things to them.

**Responsive action**

Listening alone is insufficient if there is not a sense of a clear intention of acting on what is heard. Responsive action involves being clear about what we are responsible for in our professional roles with people and what is outside our sphere of influence or none of our business. In the exchange model there is a core assumption that the person is the expert on their own life problems, and a professional expertise lies in helping to create a shared understanding of the person in the situation, to go shaking, problem-solving and co-designing solutions.
Connected with citizenship

Person centred planning, thinking and practice should make a significant contribution to the journey towards citizenship for individuals. Person centred planning is granted in beliefs and actions which serve to shift political location of people with learning disabilities from needy recipients to equal citizens.

Duffy (2003) proposed six keys that collectively enable the achievement of full citizenship:

1. self-determination - the authority to control our own lives
2. money - to live in control our own life
3. direction - plan or an idea of what we want to achieve
4. home - a place that is our own base and a base for life
5. support - help to do things that we need help to achieve
6. community life and active engagement in the life of the community and the development of our own network of relationships.

The new Code of Practice sees these principles underpinning the new approach to SEND and highlights how the assessment and planning process should:

- focus on the child or young person as an individual
- enable children and young people and their parents to express their views, wishes and feelings
- enable children and young people and their parents to be part of the decision-making process
- the ease of children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child or young person’s strengths and capabilities
- enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor to support the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes focused and coordinated plan to the child or young person and their parents
5 SEND Pathway – A Graduated Response

Emphasis is made of early identification and that ‘high quality teaching’ that is differentiated and personalised will meet the individual needs of the majority of children and young people. The Code goes on to recognise that some children and young people will need educational provisions that are additional to or different from this and that schools and colleges must use their best endeavours to make sure that such provision is made for those who need it. The Code emphasises that special educational provision is underpinned by high quality teaching and is compromised by anything less. Appendix 1 illustrates the requirements that make up this high quality teaching.

Early years providers, schools and colleges should know precisely where children and young people who have SEN are in their learning and development.

The diagram below represents SEND Pathway as it has developed in Oldham and shows the graduated response to identifying and meeting SEN.
Integrated SEND Pathway for 0-25s

SEND Integrated Assessment & Plan Process

- Person centred
- Needs Led
- Outcome Focused

Assessment → Plan → Review → Do

Send Integrated Assessment & Plan → Assessment

Assessment → Plan → Review → Do

Review Identifies need for ongoing support, or
Identifies need for additional resources, or
That need has been addressed

Info from external agencies informs subsequent plan

Actions undertaken within agreed timescales

Decision Making Panel

Approach consistent both before and statutory decision

Statutory EHC Plan Process

Assessment → Plan → Review → Do

Next steps identified and plan amended as required

High Quality Teaching Provision

Graduated Response
What are the expectations?

This next section looks in more detail at the different stages that can make up the graduated response in educational settings. The table below gives an overview of different parts of the graduated response and what might be seen at each of those points.

<table>
<thead>
<tr>
<th>Identification of SEND</th>
<th>Suggested form of meeting</th>
<th>Suggested paperwork &amp; resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 EHC plan</td>
<td>EHC planning meeting 6 weeks after production</td>
<td>See below +</td>
</tr>
<tr>
<td></td>
<td>Annual review</td>
<td>• EHC targets</td>
</tr>
<tr>
<td></td>
<td>Termly reviews plus ‘parents evening’ meeting</td>
<td>• EHC plan</td>
</tr>
<tr>
<td>2 SEN support</td>
<td>Termly reviews plus ‘parents evening’ meeting</td>
<td>See below +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IAP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• External agency reports &amp; recommendations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• provision map,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• working towards IAP,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Person centred</td>
</tr>
<tr>
<td></td>
<td></td>
<td>review &amp; action plan-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>agreed targets &amp; outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 4 plus 1 for reviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Other appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>person centred tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 1 page profile</td>
</tr>
<tr>
<td>3 Cause for concern/monitoring</td>
<td>‘parents evening’ meeting</td>
<td>• structured</td>
</tr>
<tr>
<td>group</td>
<td></td>
<td>conversation,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>possible provision map</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• agreed targets &amp; outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• progress data</td>
</tr>
<tr>
<td>4 Medical &amp; Disability</td>
<td>‘parents evening’ meeting</td>
<td>• personal care plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 1 page profile</td>
</tr>
</tbody>
</table>
There should be regular assessments of the progress of all CYP and settings should seek to identify CYP who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:-

- significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. The quality of teaching should be regularly reviewed and should include where necessary improving teachers’ and staffs’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

It is critical that the children and their parents and young people are actively involved and so where there are concerns the setting must inform parents. In order to follow the principles of the Code of Practice this can be done through a person centred conversation. The involvement of children and young people should increase as the child grows older. For a very young child it will be their parents who are deciding aspirations and consulting with the setting in deciding on appropriate outcomes to meet these aspirations. However, consideration should always be given to how the child can be involved and the degree to which they are involved will increase over time. This cannot be prescriptive as it will depend on children’s individual circumstances but it is essential that the child’s aspirations are sought as these may not necessarily coincide with other’s aspirations for them.

Adopting a Person Centred Approach is a key way of supporting and actively promoting the involvement of CYP and their families.
What is involved in a person centred approach?

A person centred approach is about listening and acting on what has been heard. It is about co-production and equalising power. It’s not about ‘telling’ which is disempowering but about ‘asking’.

Person centred tools can be helpful in supporting a person centred conversation. The table below summarises some of the common person-centred thinking tools and how they can be used with CYP and their families:-

<table>
<thead>
<tr>
<th>Person-centred thinking tool</th>
<th>What this tool can do</th>
<th>How it can be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is important to... and what is important for ...?</td>
<td>Identify what matters to the young person and what is important for them to stay healthy and safe, and find a balance between them.</td>
<td>To create a one-page profile that captures what matters to them and how best to support them, along with what people like and admire about the young person. This can then form the basis of a person-centred plan.</td>
</tr>
<tr>
<td>What is important in the future</td>
<td>Capture young person’s aspirations and ideas about the future</td>
<td>Opportunity to capture information about what is possible and an important part of a person centred review</td>
</tr>
<tr>
<td>What’s working / not working</td>
<td>Help to reflect on the child’s life and school experience.</td>
<td>Can be looked at from different perspectives: - CYP, family, school others. To enable people to build on what is working and to identify what is not working, who it is not working for and what can be done about it.</td>
</tr>
<tr>
<td>Like and admire</td>
<td>Provides a way to appreciate and recognise the positive qualities of a CYP</td>
<td>To create ‘feel good’ folders for young people that describe what other people appreciate and admire about them. It helps staff working with them to understand what others like and admire and provides a counter focus to ‘what’s wrong’</td>
</tr>
<tr>
<td>Person-centred thinking tool</td>
<td>What this tool can do</td>
<td>How it can be used</td>
</tr>
<tr>
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</tr>
<tr>
<td>Relationship circle</td>
<td>Provides a way to identify who is in the child or young person’s life and their relationship</td>
<td>To identify relationships that can be developed and or strengthened</td>
</tr>
<tr>
<td>Communication charts</td>
<td>Provides a way to describe in a simple way how the CYP communicates through their behaviour and how others communicate with them.</td>
<td>Provides vital information for children and young people who do not communicate through words</td>
</tr>
<tr>
<td>The Doughnut</td>
<td>Identifies specific responsibilities- what is core, where people can use their judgement and creativity and what is not part for the job</td>
<td>A way to clarify who is responsible for what in a young person’s life. Teachers and other staff are helped to identify what are their core responsibilities, where they can use creatively and judgement.</td>
</tr>
<tr>
<td>Learning Log</td>
<td>A record of what happened and what was learned</td>
<td>Is a way of recording situations that focus on learning.</td>
</tr>
<tr>
<td>4+1 Question Tool</td>
<td>This is another tool for reflection and learning about what works and doesn't work. Answering the first 4 questions lead to the +1 question – what should we do next</td>
<td>These questions are powerful to use in meetings and reviews. It can be an easy way to update one-page profiles and develop more detailed person-centred descriptions. It can be an efficient way to gather collective learning and to make this visible to everyone.</td>
</tr>
</tbody>
</table>
A one page profile is also a useful tool in summarising information about a child including what’s important to them, what people like and admire about them and how they can best be supported.

Assess- Plan- Do- Review

Where a child or young person is identified as possibly having a SEN, Settings should adopt a graduated response using a person centred approach with 4 stages of action:-

Where a CYP is identified as having SEN, settings should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of CYP. The next sections will look at each of these 4 stages.
Assess

Here there needs to be a clear analysis of pupil need and should involve:-

- CT/Subject teacher’s assessment
- Experience of the pupil, previous progress and attainment as well as information from the school’s core approach to pupil progress, attainment and behaviour
- Subject teacher’s assessment where appropriate
- Views and experience of parents
- The pupils views
- Where appropriate advice from external support services
- Liaison with health or social services where they are involved to inform assessments

(See Appendix 2 summary of some common assessment tools – who can use and when)

Plan

Based on the information gathered from the assessment, and in consultation with the parent and CYP, staff (usually the teacher in schools) and SENCO (in schools and preschools) there should be an agreement reached about:-

- The outcomes sought for the child based on the information and assessment to date including the child’s response to earlier intervention
- The evidence based adjustments, interventions and support to be put in place
- The expected impact on progress, development or behaviour,
- Date for review.

The plan should be drawn up using person centred approaches and the plan can be summarised in an action plan. The action plan should state the agreed actions (including outcomes sought for the child), what will be put in place, who will be responsible and when it will be reviewed.

However, the Code states that where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. There is no prescriptive format for the plan however, in implementing the plan all teachers and support staff who work with the pupil should:-

- Be made aware of their needs and of the outcomes sought,
- Be aware of the support being provided and any teaching strategies or approaches that are required. This could include how parents can be involved in reinforcing and or contributing to reinforcement at home

This should be recorded on the school’s information system and should be readily available for parents. This would be a minimum requirement and ideally plans drawn up to support a child should be co-produced with all involved.
But what are outcomes?

Outcomes are not provision but are a clear description of what a child or young person will be doing at a specific point of time in the future. They may be steps to aspirations but should be clear and

- **S** Specific
- **M** Measurable
- **A** Achievable
- **R** Realistic and Relevant
- **T** Time limited

The following test can be applied to clarify if something is an outcome

What would it:-

- Give you
- Do for you
- Make possible for you
- Where, when and with whom do you want it to happen
- What is stopping you
- What would you do instead
- Does it just describe provision?—then it’s not an outcome

Appendix 3: examples of evidence based adjustments, interventions and support

DO

The class or subject teacher/tutor should remain responsible for working with the CYP on a daily basis. Where the interventions involve group or one-to-one teaching away from the main tutor group or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. In the case of schools and preschools, the SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

A review using person centred principles should take place on the agreed date and should explore:-

- The effectiveness of the interventions and support
- The views of the pupil and parent
- How the plan should be revised in light of the progress made and views of parent and child including whether there needs to be any change to the outcomes and support.
The use of person centred tools may be helpful to support the review process. At certain stages it may be felt that a full person centred review is needed.

A person centred review 'is a way of learning or updating what is important to and for the pupil, together with the people who are important in the pupil's life. The process involves looking at what is working and not working from the pupil's perspective, the family perspective and the school's perspective (and others perspective). Outcomes and actions are agreed to build on what is working and to change what is not working' (Person-centred practice in schools, Sanderson)

Typical headings for a person centred review:-

- **Introduction/Ground Rules:**

- **Record who is at the meeting:**

- **Like and Admire:**
  Everyone in turn to say what they like and admire about the child or young person. This includes strengths, personal qualities and characteristics.

- **What's Important To the CYP and What's Important For the CYP:**
  Everyone to say what they think is important to the CYP and what they think is important for them.

- **What's Working and What's Not Working:**

- **Reviewing and Action Planning:**
  This is the time to develop the actions that need to be taken and describe what the action is, who will take it and by when. It is important to date the actions giving an indication as to when the actions are to be reviewed regarding progress. (See the PC tool kit for more detail, also Person centred practice in school, Sanderson)

However, in other cases it may be felt that using some of the tools (e.g. what's working, what's not working) culminating in an Action Plan could be seen as sufficient. The 4 + 1 Question tool is also an excellent tool to use to review an action plan. As such a number of the person centred thinking tools outlined above could contribute to a person centred review. Another way can be to revisit what was written at a previous review and identify things that need to be added. Whatever the approach selected a new outcome focused action plan should be drawn up and as a minimum requirement parents should have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

**Involving Specialists**

As part of the process it may be identified that it would be useful to ask for further assessments and or interventions from specialist services. Information from these services should then inform the 'assess, plan, do, review cycle'.
The Code highlights that establishments might need to commission these services directly and that such services include but are not limited to:-

Educational Psychologists, Specialist teachers or support services (Quality and Effectiveness Support Team), Teachers of Hearing Impairment and teachers of Visual Impairment.

Therapists including speech and language therapists, occupational therapists and physiotherapists.

**Integrated Assessment Plan (IAP)**

As the information grows about a child or young person, this information may most usefully be summarised within an Integrated Assessment Plan. This document, which should be coproduced, pulls together information from a variety of sources including person centred reviews, as well as assessment information from other professionals and parents. It is seen to be a useful document where needs are complex, maybe involving social care and health and perhaps where there is a likelihood of a request for an EHC being made. An example of an IAP is provided in appendix 4 and contains the following headings:-

1. What we know about: strengths and areas of needs
2. Summary of needs (Health, Social Care and Educational)
3. Aspirations and outcomes sought (long term, medium term and short term)
4. Child’s support plan
5. Review date
6. Contributors to the plan
7. Key information
8. One page profile

In evaluating your Integrated Assessment Plans it will be useful to consider the following areas (adapted from The Council for Disabled Children’s document):-

**Clarity of language**

Is the plan clear and written in a way that is easy to understand? Where technical terms are necessary, are they explained?
Advice

Is it clear how the advice obtained through the assessment has been taken into account in the plan?
Is the advice included in the appendices?
Is there a list of those who contributed advice?
Is there advice from all the relevant professionals? The CYP? Their parents/carers?

Other assessment and planning processes

Is any other assessment integrated with the assessment and planning process.

Have local agencies and services co-operated to integrate the assessment?

If this is not an integrated assessment, are appropriate links made to any other assessments?

Participation

Is it clear how the child or young person participated in the development of the plan?

Is it clear where views were gathered directly from the CYP and where they were provided by parents/others?
Is it clear how they were supported to communicate their views?
Is it clear how they participated in decision-making?

Child’s story

Does the plan include the CYP’s story including: the achievements of the CYP?

Who and what is important to them?

Is there a one-page summary that communicates essential information about the CYP?

Aspirations, views and interests

Does the plan include the CYP’s interests, views and aspirations and those of the parents/carers for a child?

Does this include, as appropriate, details about: education, play, health, friendships, sixth form, further education, independent living, university and employment?

Special educational needs

Does the plan include the special educational needs that have been identified through the ongoing assess, plan, do, review cycle.

Health and social care needs

Does the plan include any health and social care needs?
Outcomes sought

Does the plan list the outcomes sought for the CYP?

Do the outcomes reflect the aspirations of the CYP?
Is it clear how people will know whether or not each outcome has been achieved?

Are the outcomes specific and measurable?

Do they specify timescales – i.e. those that are short term, those that are medium term and those that are long term?

Provision and responsibilities

Special educational provision

Does the plan specify the special educational provision sought for the CYP?

Is the provision detailed, specific and quantified (for example, in terms of the level of support and who will provide it)?
Is it clear how the type and level of provision will support the outcomes?
How has evidence of what works informed the specified provision?

Health care provision related to CYP’s SEN

Does the plan specify the health care provision reasonably required by the learning difficulty or disability which results in him or her having special educational needs?

Social care provision related to CYP’s SEN

Does the plan specify the social care provision reasonably required by the learning difficulty or disability which results in him or her having special educational needs?

Other health and social care provision (if applicable)

Does the plan specify other health and social care provision reasonably required by the child or young person? This is provision that is reasonably required but not linked to the learning difficulty or disability that results in the special educational need.

Other resources

Does the plan include the informal, additional support available to the CYP through friends, family, community?
Plan

Is there an action plan bringing together everything that everyone is going to do to enable the child or young person to achieve the outcomes identified in the plan?
Is it clear who is going to do what?
Are timescales and review points clear?

Review

Planning to review
Does the plan include a date by which the plan must be reviewed? This must be within 12 months of the date on which the plan was made, or within 12 months of the last review date.

For a child in year 9, and thereafter, will the review meeting consider what provision is required to assist in preparing the young person for adulthood and independent living?

6 Requesting an Education, Health and Care Assessment

For some children and young people, quality teaching together with appropriate differentiation will be sufficient to enable them to make required progress towards the outcomes identified. For other children and YP additional SEN support from within the school or educational establishment is sufficient. However, for a small minority of children and YP, as the understanding of their needs develops it may become apparent that in order to achieve the identified outcomes, the interventions and support required are over and above what could be reasonably be expected for a school or other educational setting to deliver from their internal resources. There is no prescription as to the number of cycles that are needed before reaching this decision.

See Appendix: Requesting and Education, Health and Care Needs Assessment for details.

Where there is a clear indication from all sources of information that the child’s needs are over and above what can be realistically met from the settings own resources, then a request for an education health and care plan assessment can be made. Making this request would usually be the responsibility of the educational setting. However Parents, YP or others can also make a request if they believe that the child or YP needs cannot be met from within the settings resources. The following is taken from the Council document ‘Requesting an Education, Health and Care Needs Assessment’ suggesting when a request for an assessment should be made:-
When should a request be made

In almost all cases before making a request for a statutory EHC needs assessment, the LA will expect early years providers, schools and post 16 institutions to have:

- provided the necessary information and support to enable the CYP and parents to participate as fully as possible from an early stage in discussions and decisions and so to be able to give their views, wishes and feelings;
- fully implemented the graduated response with clear evidence of the assess, plan, do and review cycle over a sustained period;
- involved specialists as described in the SEN Code of Practice 2014;

This means that a CYP in early years provision, school or post 16 institution should only be referred for a statutory EHC needs assessment if:

- Placements have utilised all relevant available resources.
- The CYP has received SEN Support over time;
- Need has been assessed;
- Interventions to attain individual outcomes have been put into place;
- The effectiveness of these have been reviewed and amended as necessary through Person Centred Approaches in partnership with the CYP and parents.

The length of time spent with SEN support will not in itself justify a request for a statutory EHC needs assessment, however, as a general guideline it is expected that the CYP will have received SEN Support for at least 2/3 cycles of assess, plan, do and review without adequate progress being made at an expected level for the CYP’s ability and age. This progress will be measured by the setting, school or post 16 institution using consistent methods of assessment.

For children who have not yet reached statutory school age or for those in post 16 institutions, the LA will expect evidence to show what SEN support has been provided and the child’s response to a range of interventions.

For a very small minority of CYP the LA might wish to move directly towards a statutory EHC needs assessment without the need to demonstrate staged interventions.

This might include, for example, where a CYP with clear severe and complex needs moves into the Authority without a previous assessment being completed, or where a CYP’s needs change dramatically following an incident or illness, or where a child has a severe degenerative or life limiting condition.
In putting together a submission settings and others should refer to the full guidance (Appendix: Requesting and Education, Health and Care Needs Assessment) which has further information on:-

- Who can request an assessment
- What evidence is required
- What happens when a submission is received council's guidance on what should be included

What Happens Next?

The following provides a brief description of what will happen following the submission.

The application will be considered by the SEND Moderation Panel who will consider the evidence provided.

If an Education Health and Care needs assessment is agreed, parents and the education provider will be notified of the decision in writing. At this point the 20 week time limit will begin. In the case that a needs assessment has not been agreed, full reasons as to this decision will be provided to the submitter. This will also give details of how to appeal this decision.

Any additional advice that is required will automatically be requested by the designated case officer. All other professionals involved with the child or young person will be notified that the evidence submitted within the application has been deemed sufficient for the purposes of the needs assessment.

A time will be requested at or around the week 10 of the process when the Person Centred Planning (PCP) meeting can take place with all involved to discuss the needs and aspirations of the child/young person, the outcomes that will need to set to achieve the aspirations and finally the provision required to reach the outcomes.

When all advice has been provided and the PCP meeting has taken place, a decision will be taken on if an EHC plan is required.

If an EHC plan is not deemed to be required this will be communicated to parents and the education setting along with the process for appealing this decision.

If an EHC plan is to be drafted this will be pulled together from all provided advice and outcomes from the discussion at the PCP meeting. The draft will be then circulated to all who have had input into the plan.

Once the content is agreed this will be signed off by the relevant services and issued.

The diagram below shows the timeline of decisions once a submission for a request for an Education and Health Care Plan assessment has been made.
The Graduated Response

Whole process to be completed in 20 weeks

INDEPENDENT SUPPORT AVAILABLE TO PARENTS/CARERS

- Prior to Week 0
  - Request for an EHC needs assessment submitted and recorded
- Week 1 - 6
  - Deciding whether to assess
  - Child's parents or young person must be consulted – Person Centred approach – Initial meeting with parents/caregivers offered once decision has been made to undertake EHC Needs Assessment
  - Case considered by Triage/CDNo Provision Moderating Panel
- Week 7 - 16
  - Assessment and Evidence Gathering
    - Providing agreement has been reached that existing advice and information is sufficient for EHC needs assessment, no new evidence should be requested
    - New advice, if required, is requested and received as soon as possible within the 6 week timescale. All assessment to be carried out to inform personal budgets for Education, Health and Social Care, whilst advice is being sought
    - Person Centred meeting to be held with parents and young person to discuss/agree the draft plan as soon as possible following receipt of all advice. The outcome of which will be included within the draft plan. Plan drafted based on information available to the SEND Panel.
- Week 17 - 18
  - Comments, placement request and seeking agreement for personal budget from parents or young person
- Week 19 - 20
  - Consultation with education provider and further consultation with the parents/young person

Deadline for issuing of the final EHC Plan

EHC Plan agreed
- YES
  - Email/letter(s) sent to all parties informing of outcome with copy of draft plan
- NO
  - Parents or young person have the right to appeal at this stage. Must contact POINT regarding mediation prior to submitting appeal

Deadline for issuing of the final EHC Plan

NO
- Parents or young person have the right to appeal at this stage. Must contact POINT regarding mediation prior to submitting appeal
- YES
  - Email/letter(s) sent to all parties informing of outcome with copy of draft plan

Statutory Assessment agreed
- NO
  - Parents or young person have the right to appeal at this stage. Must contact POINT regarding mediation prior to submitting appeal
- YES
  - Email/letter(s) sent to all parties informing them statutory assessment is under consideration and requesting any additional evidence
7 Appendices

Appendix 1  Criteria High Quality Teaching

Appendix 6  IAP proforma

Appendix 8  One page profile proforma
## Appendix 1 High quality teaching

<table>
<thead>
<tr>
<th>School will provide -</th>
<th>…which in a classroom means the teacher will -</th>
</tr>
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<tbody>
<tr>
<td>A full-time placement appropriate to their educational setting</td>
<td>• Provide a curriculum/environment that allows the child to be included at an appropriate level.</td>
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<tr>
<td>For a nursery aged child, this would be 15 hours.</td>
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</table>
| A safe learning environment so that the health, safety and well-being of all pupils is paramount | • Provide a safe learning environment.  
• Make reasonable adjustments to resources or levels of support within the classroom to allow all children to feel safe. |
| Access to a broad and balanced curriculum, including the appropriate level of statutory curriculum (Foundation Stage, National Curriculum, accredited courses, Further Education and training) appropriate for the age and stage of development of each pupil | • Provide a modified/differentiated curriculum and/or level of support that allows the child to learn at their own level and in an appropriate way. |
| Good quality teaching, following a curriculum which ensures progress and success, builds self-confidence and independence, and encourages good learning habits for all children. | • Provide quality opportunities for the child to learn and make progress at their own level and in an appropriate way, both academically and socially/emotionally.  
• Teach to the CYP’s preferred learning style.  
• Differentiate to support, motivate and challenge, adapting teaching to the strengths and needs of the group and individuals.  
• Modify language and support CYP’s understanding with visual approaches if necessary.  
• Differentiate homework tasks.  
• Engage CYP in the evaluation of their own learning and agree next steps |
| Provide support to the CYP and family to ensure positive transitions. (eg entry to school / class to class / end of Key Stage / Primary to Secondary / Post 16) | • Assess and monitor the progress of the child in an age/stage appropriate manner, eg. through observation, teacher assessment, tests, etc.  
• Encourage self-esteem, resilience and independence through mutual respect and understanding.  
• For each point of transition, ensure timely holistic planning to devise and implement a good transition plan in order to prepare and familiarise the child and their family with the next step in their education, eg. visit the new setting/classroom, get to know the new teacher/TA, etc.  
• Teacher/SENCo to share detailed information about the child with the new teacher/SENCo regarding the child’s optimum conditions for learning and their present levels of achievement (One page profile.)  
• Ensure that information about the CYP is incorporated into lesson planning and delivery.  
| Short term support (intervention) to ensure students make reasonable progress | • Access to short term targeted approaches and opportunities to revisit previous learning.  
• Work collaboratively with colleagues or outside agencies to agree appropriate interventions  
• Monitor and evaluate the impact of interventions |
<table>
<thead>
<tr>
<th>Ensure fair access to formal assessments (tests /SATs /exams)</th>
<th>• Provide CYP with appropriate support and access arrangements which will allow them to demonstrate their learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pastoral system to support pupils’ social/emotional needs across the school community. This will include a named person as point of contact for the CYP. (eg class teacher / form tutor / H of Y / learning mentor)</td>
<td>The named person will • build a positive and trusting relationship with the child and their parents/carers to meet the child’s social/emotional needs. • Ensure equal partnership working with parents and enable concerns to be discussed and addressed in person centred way. • Encourage CYP to be an active participant in the school community.</td>
</tr>
<tr>
<td>Good adult models of language, learning and social behaviour</td>
<td>• Expect all the adults working with the child to be positive role models. • Clear expectations of appropriate social behaviour for all CYP.</td>
</tr>
<tr>
<td>An ethos supportive to all CYP regardless of their need or presentation, and which allows concerns to be voiced</td>
<td>• Ensure an inclusive environment where diversity is celebrated and everybody is respected and valued. • Provide support for CYP in a manner which suits their need. • Foster and encourage mutual respect and provide inclusive opportunities alongside peers where the CYP is acknowledged as a valued member of the school community.</td>
</tr>
<tr>
<td>A supportive school and classroom environment to develop positive behaviour</td>
<td>In line with the school behaviour policy, a consistent approach of • Clear rules (‘rules’ or ‘expectations’), routines and firm boundaries, age appropriate to the CYP • A motivating system of rewards and consistent sanctions</td>
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<tr>
<td>Activity</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>If necessary, provide a modified behaviour management system relevant to the needs of the child.</td>
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<tr>
<td>A family-centred approach to meeting the needs of all CYP, where partnerships with parents/carers are encouraged and valued, and opportunities for good, effective home: school provision are fostered</td>
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<tr>
<td>Build a positive and trusting relationship with the C/YP and their parents/carers to ensure mutual trust and respect.</td>
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<tr>
<td>Take into account parents' views and aspirations.</td>
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<tr>
<td>Sharing information so actions can be agreed for home and school with a consistent approach.</td>
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<tr>
<td>Access to extra-curricular activities, where CYP encouraged to participate fully</td>
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<tr>
<td>Provide appropriate support to enable the C/YP to access activities.</td>
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<tr>
<td>A clear process for accessing specialist advice</td>
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<tr>
<td>Share concerns with the SENCO to identify barriers to learning and agree next steps, as part of a graduated response.</td>
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<td>Consultation with external agencies around specific areas of need, and implementation of advice, and targeted approaches</td>
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<tr>
<td>Regular training opportunities for all staff to develop and enhance knowledge and skills in meeting the specific needs of CYP within school</td>
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<tr>
<td>Take part in regular training to enable them to meet the needs of all children.</td>
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Appendix 6 - IAP proforma

Integrated Assessment Plan

Plan

Insert photograph or picture chosen by the pupil

He likes to be called
1. What we know about ‘s strengths and areas of need
   (based on profiles / assessments provided)

2. Summary of ‘s needs, Health, Social Care and Educational
<table>
<thead>
<tr>
<th>Outcomes and Aspirations including those identified by the pupil</th>
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<tbody>
<tr>
<td>1 Aspirations for 's future</td>
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<tr>
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<tr>
<td>2 Long term Outcomes (Achievable within a year)</td>
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<tr>
<td>3 Medium Term Outcomes (achievable within next 6 months)</td>
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<tr>
<td>4 Short Term Outcomes (achievable within 6 – 8 weeks)</td>
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<tr>
<td>'s Support Plan</td>
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</table>
### Actions to address 's needs

<table>
<thead>
<tr>
<th>Prioritised Outcome</th>
<th>By Whom</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>What needs to happen</td>
<td></td>
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This plan and actions will be reviewed by:

Within  months

The meeting will be coordinated by:
The following have been involved in ‘s support plan by attending the meeting and/or providing written report.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact</th>
<th>Attended meeting</th>
<th>Report and date</th>
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‘s views have been gathered from

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<th>Who facilitated</th>
<th>Date</th>
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<tr>
<td>Full Name:</td>
<td>Preferred name:</td>
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<thead>
<tr>
<th>Address:</th>
<th>Telephone</th>
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<th>Email</th>
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<tr>
<th>Parent carers</th>
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<tr>
<td>Mother:</td>
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<td>Father:</td>
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<tr>
<th>Parental Responsibility</th>
<th>Address (if different from above)</th>
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<td>Telephone/email if different from above:</td>
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Other important information about the child or their family, including barriers, or times that make it difficult to attend appointments or meetings:

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<th>Placement:</th>
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<th>Key contacts:</th>
<th>School/ Setting</th>
<th>Education</th>
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<tr>
<th>Health Professionals:</th>
<th>Social care</th>
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<tr>
<td>School health advisor:</td>
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</table>
**Resources agreed:**
This should be completed in order to make an application for High Needs Funding or EHC Needs Assessment

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Resources</th>
<th>Indicative Costs</th>
<th>Funding Source</th>
<th>Personal budget?</th>
<th>Outcome</th>
<th>Date Achieved</th>
<th>Review date</th>
<th>Comments</th>
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<td>Support</td>
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Appendix 8 One page profiles: Ref One page profiles Helen Sanderson et al.

Name's One Page Profile

Like and Admire

This section lists the positive qualities, strengths and talents of the young person

What's important to.....

This is a bullet list of what really matters to the young person from their perspective (even if others do not agree). It is detailed and specific. It could include:

• Who the important people are in the young person’s life, and when and how they spend time together, for example ‘Sitting next to my best friend Lucy in class, and going to her house after school on Tuesdays’

• Important activities and hobbies, and when, where and how often these take place, for example, ‘Playing on my X box as soon as I get home from school every day’

• Any routines that are important to the young person, for example ‘Getting to school early so that I have time to play football with James and Lucas in the playground before the bell goes’

• Important and favourite lessons and school activities, for example ‘Singing and playing the guitar at school, and being in the school band’

• Things to be avoided that are particularly important to the young person, for example “That people do not take things from my pencil case without asking’

How to support Name at school

This is a list of how to support somebody at school, and what is helpful and what is not. It can include any specific ‘buttons’ that get pushed, and how to avoid or handle them.

The information in this section includes what people need to know, and what people need to do.

Examples

• Laura can perceive a negative comment as a ‘big telling off’.

• Anna is naturally quiet and can seem like she is ‘no trouble’, she needs gentle questions to draw her out.

• James struggles to ask people to work in pairs with him. It helps him if you suggest people for him to work with and use other ways to pair children up.

• Joe finds circle time very difficult. It is easier for him if he is sitting near the front and has an opportunity to say something early on.

Further details of how to complete a one page profile are contained in the document One Page Profiles in Schools by Helen Sanderson et al.

http://www.helensandersonassociates.co.uk/media/38450/oppinschlguide.pdf
References


