

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITY (SEND)
EDUCATION, HEALTH AND CARE PLAN
HANDBOOK**

EDUCATION SETTING HANDBOOK

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1. Introduction

Oldham Council must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. From referral for a statutory assessment, where appropriate, an EHCP has to be finalised within 20 weeks.

During the period August 2016 to November 2016 a focussed review was undertaken with the Access Team to review existing processes relating to the implementation of the Special Educational Needs and Disability (SEND) Code of Practice 2014 and The Children and Families Act 2014.

This review focussed on specific areas of the legislation and code, specifically:

- The work flow from submission for statutory assessment through to publishing of final education, health and care plan (EHCP)
- Workforce development to ensure staff have the right skills and knowledge
- Quality assurance relating to EHCP, ensuring plans are specific, appropriate, outcome focussed and person centred

As a result of this work, a detailed handbook has been produced for the officers, this handbook has been produced for education settings.

This work has been co-produced with The SEN Team, including Business Support, The Transport Team, representatives from schools and health services. Parent and carer representatives from POINT have also been involved in this work.

2. Purpose of the Handbook

The purpose of this handbook is to support education settings in understanding and supporting the effective implementation of the Children and Families Act 2014, relating to children and young people with special educational needs and disabilities (SEND).

In particular, the handbook will support:

- The effective identification of children and young people with special educational needs and disabilities within educational settings
- How settings can best meet the needs of pupils with SEND through a graduated response
- Good practice and tools around person centred planning
- Can effectively and appropriately refer a pupil for a statutory assessment
- How settings can support the local authority to ensure any education, health and care plan is appropriate, aligned to need, outcome focussed and can support the setting in meeting that pupils needs.

As practices develop, through further review and evaluation, this handbook should be updated to reflect these changes.

There is no blanket policy covering all children and young people in relation to statutory assessment and the publication of education, health and care plans but a set of criteria to advise and inform decision making. Each child/young person's needs are considered individually on their merits.

This handbook will be available electronically on Oldham's Local Offer and on the schools' website hub 'First Class'.

3. Identifying and Meeting the Needs of Children and Young People with Special Educational Needs and Disabilities (SEND) in Education Settings.

The Code of Practice (DfE January 2015) sets out the vision for children and young people with SEND which is no different that 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.

3.1 Defining Special Educational Needs

The definition of special educational needs and disability (SEND) within the Children and Families Act 2014 and the SEND Code of Practice states:

- child or young person has SEN if they have significant learning difficulty or disability which calls for special educational provision to be made for him or her

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning that the majority of others of the same age; or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 provision
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age

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 is needed and their parent/carers will know what services they can reasonably be expect to be provided. There is also an emphasis placed on increased involvement with children, young

people and their parent/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 remains central to both policy and practice.

3.2 SEN Funding Context

SEN funding changes implemented in April 2013 have altered the way funding is **provided** to schools.

All mainstream schools are provided with the resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by the local funding formula, discussed within the local school's forum, which also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.

SEND Code of Practice 6.95

The new funding system is interpreted by all local authorities locally, within Government guidelines, and in discussion and agreement with local forums.

Funding nationally is given to schools under 3 main headings:

Element 1: An amount of money for each pupil within the school

Schools receive most of their funding based upon the number of pupils in the school. Every pupil in a school attracts an amount of money called the age weighted pupil unit (AWPU). Secondary schools receive slightly more money than primary schools do and £4000 per pupil is in line with national expectations. This is the schools basic funding and it is used to make general provision for all pupils in the school including pupils with SEN.

Element 2: The school's notional SEN budget

Every setting should allocate an additional amount of money to help make special educational provision to meet children's special educational needs. This is called 'the notional SEN budget'. The national determined threshold is up to £6,000 per pupil.

For the majority of pupils with SEN, their needs should be able to be met within the school's resources (approximately £10,000) normally available to the school. It is expected that £10,000 should provide 15 hours of teaching assistant support.

Only in the most exceptional cases, where the pupil has severe and complex needs, will the school or setting need to consider requesting further input from the local authority.

Element 3: Top-up funding from the high needs block

Where the school or setting is unable to meet the needs of the child or young person from within their notional budget and can demonstrate they have fulfilled their duties at SEN Support, a request for a statutory assessment may be submitted to the local authority, which may or may not result in an education, health and care plan.

It should be noted that funding arrangements for post-16 institutions are different, There is a notional funding allocation from the Education Funding Agency (EFA) of £6000 and any additional funding to meet need would come from the element 3 top up funding as outlined above.

3.3 Special Educational Needs Support (SEN support) in Schools and Settings

The terms School Action and School Action Plus became obsolete in September 2014 to be replaced by the term Special Educational Needs Support (SEN Support). For schools in particular this means that they should:

- Set clear targets for progress
- Agree what support should be provided
- Track and review how well this is working in line with the targets/outcomes

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have or have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

SEND Code of Practice

The Four Areas of Special Educational Needs

The Code of Practice suggests 4 familiar areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical

In all circumstances, early year's providers, schools, colleges and post 16 providers should ensure they are:

- Providing good quality teaching
- Assessing pupils needs accurately and in a timely manner
- Well trained and confident about identifying a range of needs within a setting

- Accessing specialist services to gain an insight where this is needed
- Aware of a full range of strategies and resources via provision mapping
- Recording data on progress and the rate of progress
- Recording the level of input over a sustained period of time
- Accessing the SEN notional budget where this is necessary up to an agreed level of funding

3.4 The Graduated Response

All education settings are familiar with the 'graduated approach' to managing special educational needs within early years, schools and college settings. This is the 'four-part cycle', which are:

1. Assess COP
2. Plan COP
3. Do COP
4. Review COP

Where a pupil is identified as having SEN, setting 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 were revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the 'graduated approach'. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child or young person.

A format for an SEN support plan is included at the end of this handbook

3.5 Person Centred Planning

A core principle of the code of practice reflects person centred thinking and planning. All meetings, planning sessions and reviews about a child or young person should involve that child/young person and their parents/carers where possible. These sessions should be run adopting person centred thinking and approaches. They will enable the child/young person and their family to be at the centre of the assess, plan, do, review cycle.

If the child/young person is not able to be present at a review, there are other innovative ways to involve the child/young person. This could include them making a video, submitting their own information prior to the meeting or using a review tool that maybe used with the child/young person beforehand and then brought to the meeting by the worker who has undertaken this with them. The one page profile can also be shared at the review. It is vital that the child/young person's voice is heard within the meeting even if they cannot or do not want to attend.

The SEND 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
- Deliver an outcome focused and coordinated plan to the child or young person and their parents

Appendix F at the end of the handbook offers more support around person centred planning.

The link below offers worksheets and tools to support young people in preparing for reviews

<http://www.personalisingeducation.org/resources-2/>

3.6 The SEN Support Plan

There is no set format of planning tools to use when a child/young person is at SEN Support within their setting, but some schools in Oldham have feedback to say they would like a suggested template to use for consistency of approach.

Below is a suggested template that can be used by schools to support the graduated approach of assess, plan, do, review. The SEN support plan should also be submitted if it is determined that the individual pupil should be referred for statutory assessment as it will provide evidence as to the interventions and success of these interventions so far.

An example of an SEN Support Plan is attached as one of the tools in Appendix F

4. Considering a Request for an EHCP Assessment

4.1 Who May Request an EHCP Assessment?

An EHC needs assessment for a child or young person aged between 0-25 can be requested by:

- A child's parent/carer
- A young person over the age of 16 but under the age of 25
- A person acting on behalf of a school or post 16 institution (with the knowledge and agreement of the parent or young person where possible)
- Anyone else can bring a child or young person to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary.

4.2 Who May Need an EHCP?

In all but the most exceptional circumstances:

- The majority of children and young people will have their needs met within the local mainstream early years, school or college
- The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early year's provider, school, post-16 provider or other provider

4.2.2 What Evidence Will the Local Authority Want to See?

Any request for a statutory needs assessment will need to demonstrate that:

'Despite the early year's provider, school or post-16 institution have taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress'

Code of Practice

There is clear guidance on how a setting should refer to the local authority for an education, health and care plan needs assessment attached as Appendix B and Appendix A contains an outline criteria for schools/colleges to refer for commencement of a statutory

assessment. This document also houses the forms to be completed by the referrer and a copy of the checklist as outlined below.

Post 16

In submitting information relating to a young people post 16, the information the local authority would want to see, would include:

Where the young person is now

If they are currently in training or education, what learning programme they are and what types of support do they require, both formal and informal support.

If the young person is not in education or training, it should be demonstrated that they are strongly motivated to access education or training.

Has the young person received additional learning support in the past?

Have they previously had a learning difficulties assessment (LDA), statement or EHCP? If they have not had a plan previously, what has changed that they require one now.

What are the young persons' aspirations and expectations from accessing education or training?

This should include the differing options the young person has explored to help them achieve their goals. How have other government funded work programmes or activities through Job Centre Plus been utilised?

What impartial and independent careers advice and guidance has the young person received to inform their decisions about their chosen pathway?

Are their expectations realistic?

There is further guidance on Oldham's Local Offer in relation to post 16 needs assessment requests.

4.2.3 Planning to Submit a Request for Statutory Assessment

- A successful submission must have planned input from professionals well in advance. Submitting a request for statutory assessment is something that takes time and a good deal of planning.
- The setting must prepare the parents/carers and the young person and have gathered relevant background information over time
- Parents/carers should be helped to understand that a request for a statutory assessment does not automatically lead to either an assessment or an EHC plan
- Because the timescales have been shortened to 20 weeks, more detailed information should be provided at the referral stage. The quality of information should be richer and of statutory assessment quality from the start to ensure a decision can be made within timescale
- As the vast majority of children and young people who are referred will already been receiving a high level of input, there should be a considerable amount of detailed and specific information already available

4.3 EHCP Needs Assessment Submission Checklist

Oldham has developed a checklist for early years' settings, schools and post-16 institutions to ensure as much information as possible is collected at the first stages of the process. This information will support the decision-making process in whether to continue to assessment. As education settings should follow the graduated approach, the information required to request a statutory assessment should be readily available. All the information in bold within the checklist is essential information required. If this information is not submitted as part of the request, the local authority will go back to the setting to ask for the required information which could cause delays. By ensuring all relevant information is submitted at the beginning of the process, this will ensure, where appropriate, education, health and care plans are timely, specific and tailored to the individual needs of the child/young person.

CHECKLIST OF WHAT TO INCLUDE WITH AN EHC REFERRAL

Documents to be included as appropriate. Those listed in **bold** must be included

(Please note that reports should be no more than 12 months old unless agreed to be relevant with the author of the report and the parent/carer or young person if over 16)

Documents / Reports	Date Completed	Report Attached?
One Page Profile (<i>including pupil voice where appropriate</i>)		
Parent / Carer Consent (<i>including views / opinions</i>)		
Evidence of Element 1, 2 & proposed element 3 Funding (<i>see guidance notes</i>)		

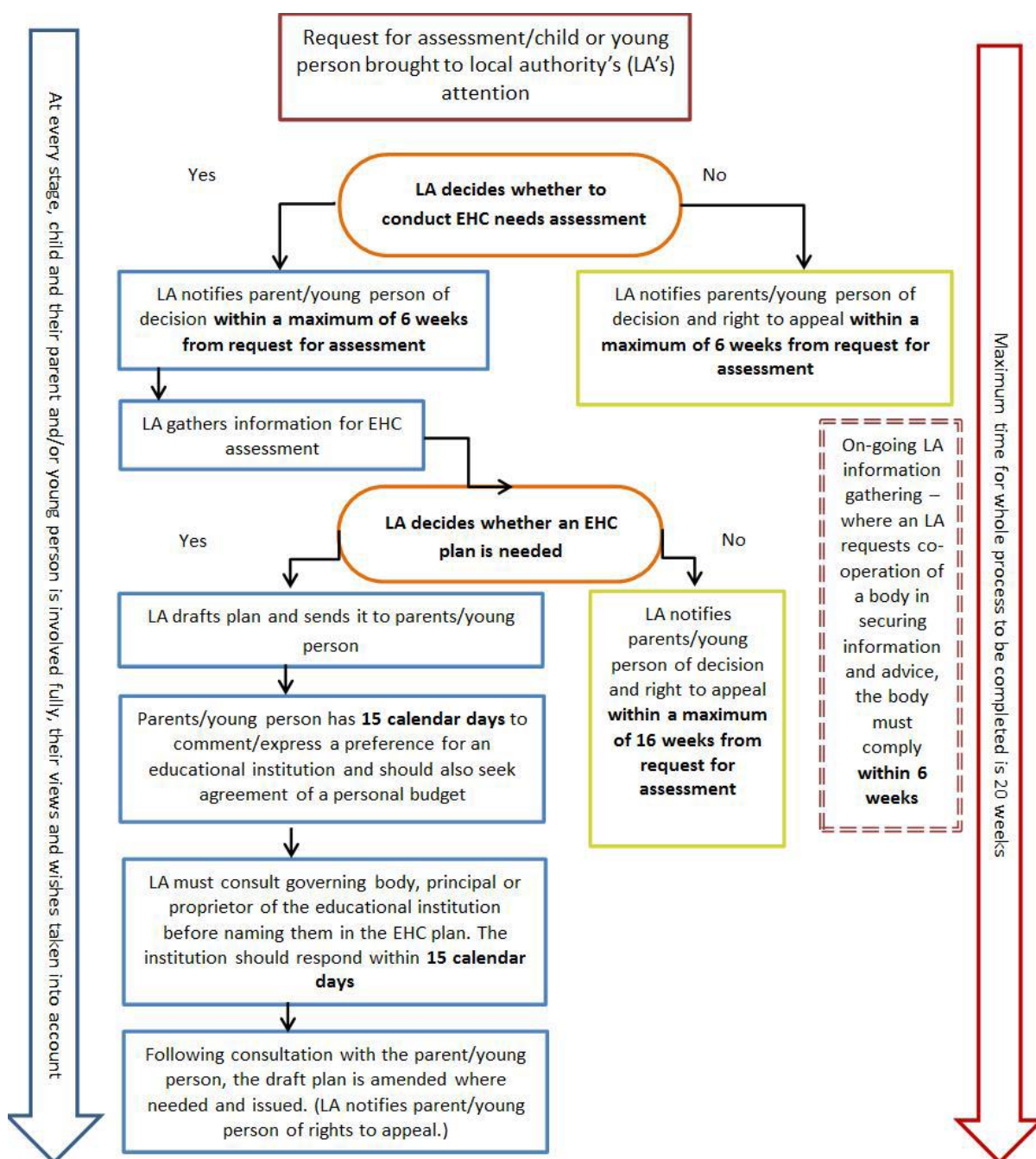
Evidence of Programmes of Support with Evaluation and Outcomes (3 cycles of plan, do, review)		
Current Attainment Stages and Progress over time		
Copy of the SEN support plan		
Evidence of Educational Psychologist Involvement or current report		
Early Help Assessment if in place (<i>a child or young person with identified additional needs should have an early help assessment completed</i>)		
Behaviour Support Service (information and any report)		
Specialist Learning Support Services (Information and any report)		
Speech and Language Therapy Service (any reports held by the school less than 12 months old)		
Physiotherapy (Any reports held by the school less than 12 months old)		
Occupational Therapy (Any reports held by the school less than 12 months old)		
Medical Information		
Sensory Support Service		

Social Care (Involvement and support plan)		
Virtual School (Copy of PEP if available)		
Other – Please state		
<p>Please do not send:</p> <ul style="list-style-type: none"> • Reports more than 12 months old • Please ensure pages are numbered • Copies of emails • Incident logs • Examples of the child's work • Documents in colour • Double sided documents or those on A3 /A5 • Photographs 		

5. Overview of Timescales and the Process

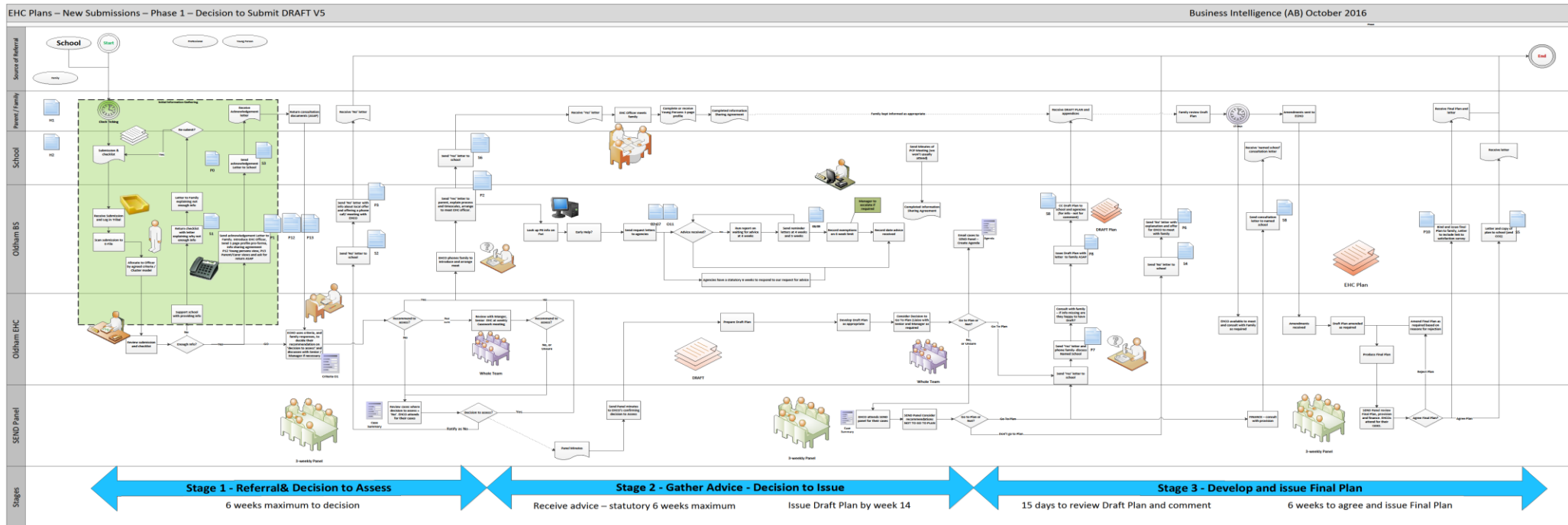
There are clear duties relating to the EHCP process relating to timescales. Below is an overview of statutory timescales relating to the process.

5.1 Statutory Timescales for EHC Needs Assessment and EHC Plan Development

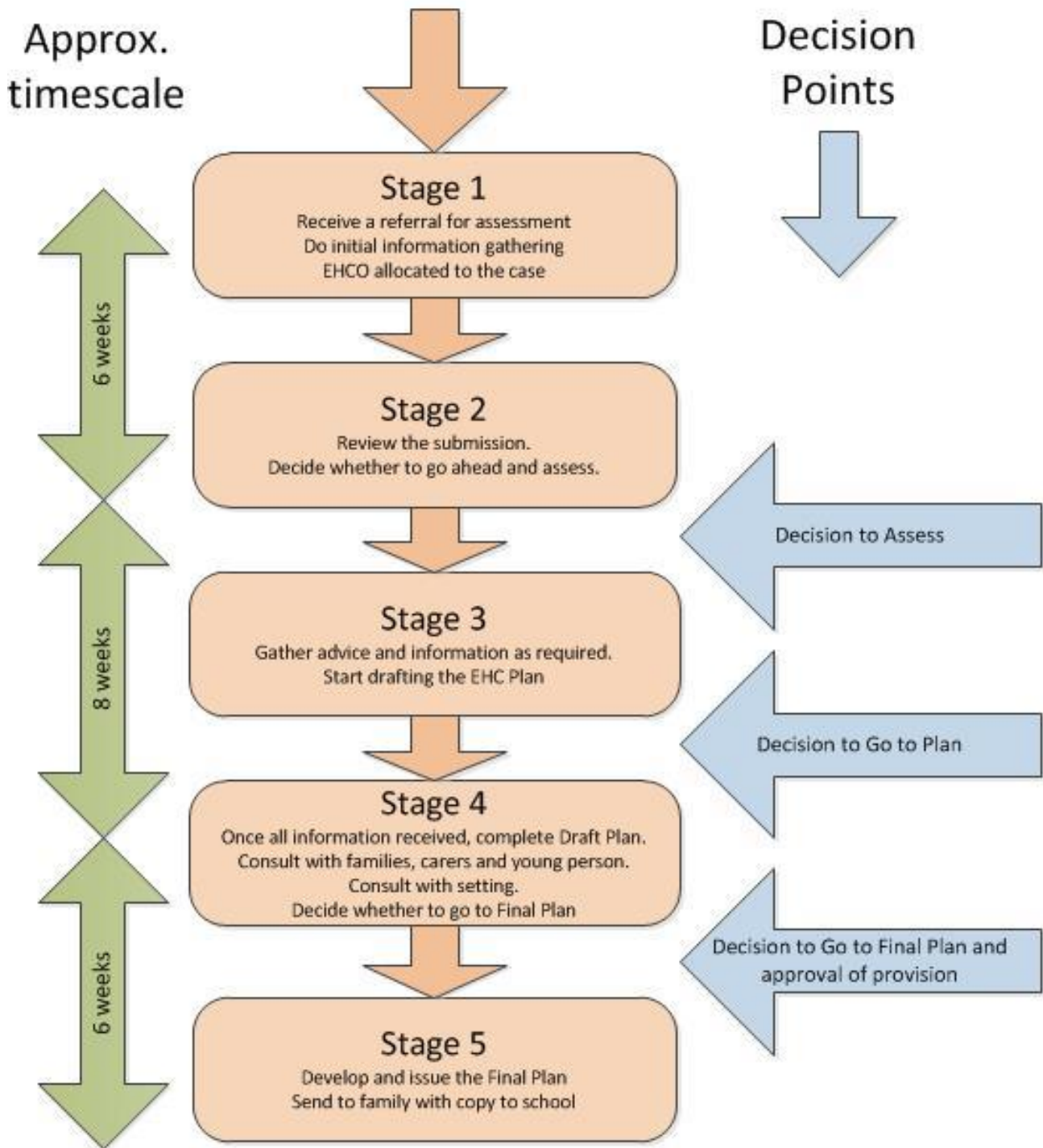


5.2 The Overarching Flow Diagram

Below is an overview of the internal process for the Local Authority to outline the stages from request for statutory assessment to the publication of the final education, health and care plan.



The 5 Stages



5.3 Decision to Assess

Once the submission has been received, a named officer will be allocated to this case to determine whether the submission is complete. The allocation of an officer will be determined by the area the setting is in as all officers will have a 'locality patch'. By allocating an officer at the beginning of the flow, this will enable a consistent point of contact for the family, young person, the setting and the information providers. The officers name and contact details will be on all correspondence relating to this case. The allocated officer will contact the child/young person and their parents/carers and arrange to meet them. This person-centred meeting may take place in school or in the family home.

Under the timescales set out under the SEND Regulations 2014, there is 6 weeks to make a decision following on from the request within which to consider whether it is necessary to carry out an assessment.

The named officer will review the information submitted to assess whether to continue to assessment.

The local authority must secure an EHC needs assessment for the child or young person if, after regards to the views of the parent/care and/or young person and evidence submitted, it is of the opinion that:

- (a) The child or young person has or may have special educational needs, and
- (b) It may be necessary for special educational needs provision to be made for the child or young person in accordance with an EHC plan.

- **Post 18**

In relation to a young person over the age of 18, it must consider whether he or she requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete his or her education or training.

Factors to pay particular attention to for all ages include:

- Academic attainment and rates of progress

- Nature, extent and context of the child/young person's SEN
- Evidence of action already being taken by the placement
- Evidence that where progress has been made, it is only as a result of additional intervention and support above that usually provided
- Evidence of physical, emotional and social development and health needs

Once a decision has been taken as to whether to assess or not to continue to assessment, the education setting, young person and family and the referer (if different) will be informed of the decision and the reasons for this decision.

5.4 Gathering of information

Following on from the decision to assess, advice and information must be sought on the needs of the child/young person, what provision may be required to meet such needs and the outcomes that are intended to be achieved by the child/young person receiving that provision from the following persons on the following topics:

- The child's parent/carer or the young person
- The head teacher/manager/principal of the educational institution, most of this information should have been submitted as part of the request for assessment so any further advice sought should be minimal, if any
- Medical advice and information from health care professionals
- Psychological advice and information from an educational psychologist
- Advice and information relating to social care (even if they are not open to a social worker)
- Any other person thought appropriate
- Any person the child's parents or young person reasonably request to gain advice from
- From year 9 onwards – advice to assist with preparation for adulthood
- Where it appears the child/young person i.e. whether visually or hearing impaired or both, the school or placement should consult with a person who is qualified to teach children/young people with a visual or hearing impairment before they provide their advice
- Advice from a youth offending team, where the young person is in secure accommodation

There is an emphasis that all assessment should have a person centred approach.

There is no need to request advice from the above agencies if such advice has been previously provided for any purpose and the person providing the advice, the local authority and the child's parent/carer or the young person are all satisfied that it is sufficient for the purposes of the EHC needs assessment.

Partners must respond within a maximum of 6 weeks of requests for advice

5.4.1 Exception Reporting

Where there are exceptional circumstances, it may not be reasonable to expect local authorities and other partners to comply within the timescales set out. There are specific exemptions that relate to this which are:

- Information has been requested from an education setting during a period beginning one week before any date on which the school or institution was closed for a continuous period of not less than four weeks from that date and ending one week before the date on which it re-opens
- Exceptional personal circumstances affect the child, the child's parent, or the young person during the time period
- The child, the child's parent/carer, or the young person are absent from the area of the authority for a continuous period of not less than four weeks during the time period
- Appointments with people for whom the local authority has requested information are missed by the child or young person (this only applies to the duty on partners to comply with a request under the EHC needs assessment process within 6 weeks)

5.5 Person Centred Planning Meetings

During the drafting of the plan, a person centred planning meeting (PCP) will be undertaken by the school; ideally this should be after all the information requested for the plan has been received. It is not essential for officers to attend these due to the meeting that has been held at the beginning of the 20 weeks with the family and young person. Attendance will depend on the complexity of the individual's case. Minutes of the PCP meeting will need to be submitted to the named officer as soon as they have been undertaken. This should be within 12 weeks of the decision to assess being made to ensure timescales are adhered to.

Appendix F provides some useful templates and good practice guidelines when preparing for and facilitating person centred meetings, either with the family and young person at the initial meeting with the officer or during person centred planning meetings within schools or undertaking reviews. More pro formas and ideas can be found in Oldham's Local offer at [Education, Health and Care Plans \(EHC Plans\) | Oldham Council](#)

5.6 Drafting the Plan

As requested information is collated, the relevant information should be inputted into the draft plan. Paragraph 9.61 of the SEND code sets out the key requirements and principles which apply to the local authority and those contributing to the preparation of the EHC plan.

These include:

- EHC plans should be clear, concise, understandable and accessible and written so they can be understood by professionals in any local authority
- EHC plans should be forward looking – for example – anticipating, planning and commissioning for important transition points in a child or young person’s life, including planning and preparation for their transition to adult life.

As a statutory minimum, EHC plans must include the following sections, which must be separately labelled from each other.

5.6.1 Format of the Plan

A. The views, interests and aspirations of the child and their parents or the young person
B. The child or young person’s special educational needs
C. The child or young person’s health care needs which relate to their special educational needs or disability
D. The child or young person’s social care needs which relate to their special educational needs or disability
E. The outcomes sought for the young person
F. The special educational provision required by the child or young person
G. Any health care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having any special educational need
H1. Any social care provision which must be made for the child or young person as a result of section 2 of the Chronically Sick and Disabled person’s Act (CSDPA) 1970
H2. Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having special educational need
I. The name of the school, maintained nursery school, post 16 institution or other institution or, where the name of the school or other institution is not specified in the EHC plan, the type of schools or other institution to be attended by the child or young person
J. Where any special educational provision is to be secured by a direct payment, the special educational needs and outcomes to be met by the direct payment

5.6.2 Key Things to Consider When Developing Outcomes

Think about the golden thread

- ✓ There should be a golden thread directly through the aspirations, needs, outcomes and provision
- ✓ This can be achieved by thinking about outcomes as steps on the journey towards aspirations

Outcomes should be holistic

- ✓ Often a multi-agency approach will be needed to support the young person to achieve their outcomes
- ✓ The provision section should clearly set out what each agency is doing to achieve the outcome

Make outcomes smart

- ✓ If they are smart, the purpose of the outcome will be clear, and everyone will know when the outcome should be achieved and when it has actually been achieved

Outcomes should be person centred

- ✓ They should be specific to the child or young person and expressed from a personal perspective, not a service one

Outcomes are not provision

- ✓ Do not mix outcomes with provision. Provision is what must be provided to meet the child or young person's needs and enable the outcomes to be achieved

Supported by cultural change

- ✓ Changes in ways of working, relationships and different conversations are needed
- ✓ Provide advice, training and coaching that support the development of outcomes
- ✓ Develop guidance notes and tools that help staff develop clear, person centred approaches which lead to positive outcomes
- ✓ Support the child or young person and their family to be central to the development of the outcome
- ✓ The outcome must be shared (by the child or young person, family and professionals).

Make use of existing resources

- ✓ Resources and materials should be shared to support the development of outcomes
- ✓ Make use of other resources developed nationally and locally

Outcomes should support aspirations and set high expectations

- ✓ In order to develop aspirations for life, children, young people and their families need opportunities to find out what is possible and what type of support would help them achieve their aspirations
- ✓ They should build on what is working well and address what is not working well

5.6.3 What are Aspirations, Needs, Outcomes and Provision in Relation to an EHC plan

Aspirations (A)	Needs (B, C & D)	Outcomes (E)	Provision (F, G, H1, H2)
<ul style="list-style-type: none"> • Hoped-for, positive outcomes in life • Aspirations for: paid employment, independent living, community participation • Long term aspirations are not outcomes in themselves.. a local authority cannot be held responsible for the aspirations of a child or young person • Local authority must ensure the EHC review at year 9 includes a focus on preparation for adulthood. Planning must centre around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they want to leave post 16 education or training and the support they need to achieve their ambition 	<ul style="list-style-type: none"> • A difference or gap – gives purpose and direction to behaviour • A child has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her • EHC plans must specify the special educational provision to meet each of the child's special educational needs • EHC plans must also specify any health or social care needs a child has 	<ul style="list-style-type: none"> • The benefit or difference made to an individual as a result of the intervention. It should be personal and not expressed from a service perspective • What is important to the, and for them • SMART: Specific, Measurable, Achievable, Realistic and Time Bound • Set out what needs to be achieved by the end of a phase or stage of education. Short term targets set outside of the EHC plan • An outcome for a child of a secondary age might be, for example, to make sufficient progress or achieve a qualification to enable them to attend a specific course at college • From year 9 onwards, the nature of outcomes will reflect the need to ensure young people are focussed on preparing for adulthood (employment, independent living, community participation and health and wellbeing) 	<ul style="list-style-type: none"> • Provision that is different from that made generally for other children of the same age • Detailed, specific and normally quantified, in terms of type, hours and frequency of support and level of expertise, included where this is secured through a direct payment element of a personal budget • The LA must set out in its local offer an authority description of special educational training, health and social care provision it expects to be available in its area • Schools must inform parents when making special educational provision for a child

5.6.4 Specificity in Education, Health and Care Plans

In writing EHC plans and statements, a local authority must by law 'specify' the support children and young people must receive. This means describing it in enough detail so that parents and young people, among others, can clearly tell what must be delivered, how often, how long for and who by – in other words there is a duty on the LA to specify the contents of EHC plans.

Once such detail is set down, it enables the support to be enforced; parents and young people can tell when provision is inadequate or is not being delivered at all. If the provision sections are vague and/or omit things, the EHC plan will not be any use to parents/young people trying to ensure that all the support required is actually delivered all the time.

In particular, what has to be specified in an EHC plan is not only the special educational provision, but also health care and social care provision.

Remember that special educational provision is defined as educational or training provision which is 'additional to' or different from' that made for others in mainstream settings. This additional provision has to be set out and specified.

5.7 Decision to Go to Plan and Consultation

Following on from receiving the required information and drafting the plan, the officer, in consultation with the team manager or senior officer will make a decision as to proceeding to final plan status.

An EHC assessment will not always lead to an EHC plan. The information gathered during an EHC assessment may indicate ways the school, college or other provider can meet the child/young person's needs without an EHC plan.

Whatever the decision, a letter will be sent to the refer, education setting and the child/young person outlining the decision taken, the reason for the decision and any recommendations relating to this.

5.7.1 Draft Plan Consultation

If there is an agreement that an education, health and care plan should be issued, a copy of the draft plan will be sent out to the family and young person for any comments and alterations. Officers are available to meet with the family to discuss the draft if the family/young person wishes to. Attached to this letter is a form for the family/young person to express a preference for the educational setting. Family/young person are also asked to tell us why they think the setting should be named in the child's plan.

The family/young person has 15 days to make representations including on a particular named school. The draft plan must not contain the name of the school, maintained nursery school, post 16 institution or other institution.

It is expected that, through good communication with the family/young person, the officer should already have had conversations about any preferred placement.

A copy of the draft plan is also circulated to the information providers for that plan and a copy to the CCG. This is to ask for comments on the plan but just for information. Services are only asked to contact the named officer if there is any inaccurate information contained in the draft plan.

5.7.2 Consultation and Naming the Placement

If a new educational placement is being considered, a letter will be sent to the school to consult in relation to placing the child/young person.

Where a particular placement/setting is requested, the local authority must consult with the governing body and relevant local authority if out of area. The local authority must name the requested setting in the final EHC plan specified in the request unless:

- The school is unsuitable for the age, ability, aptitude or SEN of the child/young person concerned
- The attendance of the child or young person at the requested setting would be incompatible with:
 - the provision of efficient education for others, or
 - the efficient use of resources

Mainstream education cannot be refused by a local authority on the grounds that it is not suitable. If the local authority considers a particular mainstream place to be incompatible with the efficient education of others it must demonstrate that there are no reasonable steps that it, to the school or college, could take to prevent that incompatibility.

Where a parent/carer or young person does not make a request for a particular setting, the local authority must specify mainstream provision in the EHC plan unless it would be:

- Against the wishes of the parent or young person
- Incompatible with the efficient education of others

A copy of the consultation form for setting to complete and return to the local authority is attached as *Appendix C*

The final EHC plan must be in the form of the draft plan or modified in light of the representations made any the parent/carer or young person and the named provision included.

The provision relating to the final plan must be agreed by the SEN panel, due the financial implications of the decision being made.

A copy of the final plan is sent out to the child/young person and their parent/carers. Parent/carers are also given information relating to their right to appeal, the time limits for doing so and information concerning mediation. POINT have been commissioned by the local authority to provide a number of services for children/young people and their parents/carers in relation to the EHCP process. These are:

- Information, advice and support services
 - Supporting young people and families through the assessment process
- Dispute resolution services
 - This is with an independent facilitator to support all parties in reaching agreements that are acceptable to all parties
- Mediation services
 - A formal disagreement resolution process supporting all parties in reaching agreements acceptable to all

A copy of the final plan is also sent to the CCG and the education setting.

5.8 Reviews

Education, health and care plans need to be reviewed every 12 months. It is expected that the education setting will undertake most of these reviews. Officers will attend the review where there are specific and complex issues arising or where an emergency review has been called. Where the young person attends a school, the local authority can require the head teacher or principal to arrange the review and hold the meeting.

When undertaking a review, it must:

- Consult the child and the child's parent/carer or the young person, and take account of their views and wishes
- Consider the child or young person's progress towards achieving the outcomes specified in the EHC plan and whether these outcomes remain appropriate
- Consult the school or other institution attended by the child or young person

Education, health and care plans need to be reviewed every 12 months. It is expected that the education setting will undertake most of these reviews. Officers will attend the review where there are specific and complex issues arising or where an emergency review has been called. Where the young person attends a school, the local authority can require the head teacher or principal to arrange the review and hold the meeting.

In Oldham, the above is undertaken by the schools on behalf of the local authority.

Officers will attend reviews for the following year groups;

- Nursery 2
- Year 5
- Year 10

These year groups are key to successful transitions for children and young people. At these reviews, officers will be asking what the plans are for the next stage of education.

Again, these reviews should be person centred and tools that can be utilised as part of the review are attached as *Appendix F* and more can be found at [Education, Health and Care Plans \(EHC Plans\) | Oldham Council](#)

5.8.1 Post 16 Reviews

Where a young person is moving from one post 16 institution to another post 16 institution at any time, the local authority must review and amend the EHC plan at least five months before the transfer takes place so that it names the post 16 institution that young person will attend following the transfer.

5.8.2 Transition Reviews

Where the child or young person is within 12 months of a transfer between phases of education, the named officer will attend this review and will amend the plan to include the placement the child or young person will attend following transfer no later than:

- 31st March in the calendar year of the child or young person's transfer from secondary school to a post-16 institution; and
- 15th February in the calendar year of the child's transfer in any other case.

Where it is proposed that a young person transfers from one post-16 institution to another post-16 institution at any other time, the local authority must review and amend the EHC plan so that it names the post-16 institution that the young person will attend following the transfer.

5.8.3 Decision Post Review

When the local authority receives the report from the review held, they must decide whether to:

- Continue or maintain the EHC plan in its current form
- Amend it
- Cease to maintain the plan

This decision needs to be communicated to the parent/carers and/or young person within 4 weeks of the review meeting.

5.9 Ceasing to Maintain the EHC Plan

There are only two bases on which we can decide to cease to maintain a plan;

- The authority is no longer responsible for the child or young person
- The local authority determines that it is no longer necessary for the plan to be maintained. The circumstances include where the child or young person no longer requires the special educational provision specified in the plan.

The procedure to be followed in determining whether to cease to maintain a plan is mandated by regulation 31. In particular the local authority must:

- Inform the child's parent or the young person that it is considering ceasing to maintain the EHC plan
- Consult the child's parents/carers or the young person, and
- Consult the head teacher, principal or equivalent person at the educational institution that is named in the EHC plan

5.9.1 Young People Over 18 Years of Age

In deciding whether a young person over 18 no longer requires the special educational provision specified in the plan, we must have regard to the educational or training outcomes specified in the plan and that they have been achieved. This is

why the outcome section of any plan is of critical importance, particularly a plan for a young person who is approaching transition into adulthood.

Where a young person over the age of 16 disengages from education or training, the local authority must be notified using the form in *Appendix D*

5.10 Personal Budgets

“A personal budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision”

Send Code of Practice 2014

A direct payment element of the personal budget can be requested by the young person or parent/carers to support the needs of the child/young person outlined within the EHC plan.

A direct payment element of a personal budget can only be made if:

- The recipient will use them to secure agreed provision in an appropriate way
- Where the recipient is the child’s parent or nominee, that the person will act in the best interests of the child or young person when securing the agreed provision
- The direct payment will not have an adverse impact on other services which the local authority provides or arranges for children and young people with an EHC plan
- Securing the proposed agreed provision by direct payments is an efficient use of the authority’s resources.

Where a direct payment is proposed for special educational provision, the early years setting, school or college must agree to a direct payment before it can go ahead.

A child or young person may have a direct payment in place for social care provision without having an EHC plan in place. If an EHC plan is subsequently written, the plan should contain the details of the personal budget.

Where a personal budget is agreed, there should be a support plan outlining the amount of personal budget, how this is being spent and what needs and outcomes are being met through this.

6. APPENDICES

Appendix A. Criteria for schools/colleges to refer for commencement of statutory assessment of SEND

Appendix B. Referral guidelines, checklist and referral form for education health and care needs assessment

Appendix C. Response form for schools re request for school place

Appendix D. Notification of a young person with SEND post-16 disengaged from education or training (NEET)

Appendix E. Placement decision request for – Post 16

Appendix F. Tools to support person centred meetings and reviews

APPENDIX A – Referral Criteria

Criteria for schools / colleges to refer for commencement of statutory assessment of SEND

Criteria 1: Provision

The child/ young person has clear outcomes, based on their and parents' aspirations, relevant to the level of need. These have been resourced appropriately from within the totality of resources available to the school/ college

The following evidence will be required:

- **Element 1** Evidence that element 1 has been used to support the child/young person, including support, assessment and review from whole school funded SENCo and teaching assistants. High quality, differentiated teaching has occurred to address need.
- **Element 2 (pre-16)** Evidence that the school's contribution to additional needs, and outcomes, including the Pupil Premium (if appropriate) has been used to provide targeted programmes, support and resources that are unique to the child individually or in a group environment. For children and young people identified as having social, emotional or mental health difficulties, there should be evidence of proactive planning with intervention programmes, classroom strategies used and resources allocated to support targets.
- **Post 16.** It is recognised that there are differing funding arrangements for post 16 settings and therefore for post 16 we would require evidence that the young person requires additional time, in comparison to the majority of others of the same age who do not have SEN, to complete their education or training and remaining in formal education or training. Evidence as to whether the setting cannot meet these identified needs within their notional funding allocation from the Education Funding Agency (EFA) or whether additional

resources (over £6000k = high needs) are essential to enable the young person to learn.

- **Element 3** Submission of a costed plan or provision map that shows how the child/young person's outcomes and needs will be met with Elements 1 and 2 and additional resources from EHC plan (element 3).

and

- Evidence of other provision in the home and local community. Where a child or young person's additional needs spring from environments other than school, a CAF will help identify provision that is needed to support the child/young person holistically so that they are more able to learn in school.
- Evidence of outcomes/ aspirations being a key driver for programmes
- Evidence of a graduated approach to meeting SEN
- Evidence that possible Health and/or Social Care input or concerns impacting on education have been appropriately addressed and resourced

Post 16. Evidence that the young person requires additional time, in comparison to the majority of others of the same age who do not have SEN, to complete their education or training and remaining in formal education or training. Evidence as to whether the setting cannot meet these identified needs within their notional funding allocation from the Education Funding Agency (EFA) or whether additional resources (over £6000k = high needs) are essential to enable the young person to learn.

If the young person is currently in education or training, please provide information about the learning programme and the type of support, both formal and informal which is currently in place. It is helpful to include information about other types of support which are being provided by charitable organisations, volunteer or youth groups which support the holistic needs of the young person. Support which is provided through social care (including personal assistants),

health or youth offending teams is also important information which helps the local authority understand how the young person is currently being supported.

If the young person is not currently in education or training but it can be demonstrated that they are strongly motivated to access education or training, please provide further information about what the young person is currently engaged with, what learning programme or pathway of study they are considering and what discussions have taken place with the education or training provider. We would expect to see information about the young person's learning career so that we can see clearly a chronology of achievements or reasons why a qualification has not been achieved. We would expect this to come from the relevant education or training provider with information as to how the young person was supported.

Criteria 2: Co-ordinated Approach

The child/ young person's needs have been addressed through a coordinated approach, including use of external services. All planning has had the child/ young person and family at the heart in a person-centred way.

The following evidence will be required:

Evidence of 'assess-plan-do-review cycles' over time that includes:

- The involvement of appropriate external services in a holistic way – including, where applicable, input from Health and/or Social Care impacting on education
- The outcomes of provision
- The involvement of child and young person in assessment and planning or reasons why this could not occur
- The involvement of parents or carers in assessment and planning or reasons why this could not occur.

- Involvement and support from the wider community
- Person centred planning approaches
- Clear outcomes being identified and monitored

When a child or young person is new to the area an assessment of need by the school/ external services and/ or documentation from the former school setting should be provided.

When a child or young person has suffered sudden trauma due to accident or illness evidence from medical/educational services, such as a hospital school, should be provided.

Criteria 3: Exceptional, Severe and Complex Needs that are Long Term

The child/ young person's needs are significantly greater than peers of the same age, are long term and require specialist resources or provision to achieve long-term positive outcomes.

Evidence of the exceptional nature of needs will be required, for instance:

- Early years outcomes, National Curriculum (or similar) levels, standardised assessments, academic attainments, records of progression over time.
- A log of behaviour over time.
- Employment, life and social and emotional skills
- Independence skills
- Adaptations required to access the curriculum
- The views of the child or young person
- The views of parent or carer
- Resilience factors, risk factors, mental health complexities
- Predicted time scales and outcomes
- Long term implication for education and employment
- Complexity and severity factors may include Health and/or Social Care impacting on education

Children under compulsory school age / Children aged under 2 / Children aged 2 - 5

Ref SEN Code (January 2015) paras 9.142 - 9.149

Different judgements on likelihood of needing **future** provision or placement rather than request for statutory assessment being made on **past** chronology of evidence.

APPENDIX B – Referral Guidelines

Guidelines, checklist and referral form for education, health and care needs assessment

Introduction:

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education, health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post 16 institutions having taken relevant and purposeful action to identify, assess and meet the special education needs of the child or young person, the child or young person has not made expected progress. To inform the decision making process the local authority will need to take into account a wide range of evidence.

The purpose of this form is to initiate a referral for an EHC assessment. The decision to draw up an EHC Plan will depend on the severity of a child's/young person's needs and the steps previously taken to try to meet those needs. In completing this form the referrer needs to identify where evidence of the child's/young person's needs can be found and the provision / support offered.

We are unable to start the assessment process until the required documentation (**highlighted in bold on the checklist**) has been received.

Contents:

Page 1	Introduction
Page 2	Contents
Page 3 – 5	Guidelines for Schools, Settings and Colleges
Page 6	Checklist for completion of evidence and attachments (to be completed for ALL pupils)
Page 7 – 8	<u>Section 1</u> (to be completed for ALL pupils)
Page 9 – 10	<u>Section 2</u> (to be completed for ALL pupils)
Page 11	<u>Section 3</u> (to be completed for pupils with Social, Emotional and Mental Health Difficulties)
Page 12	<u>Section 3</u> (to be completed for pupils with physical / medical and/or sensory needs)

GUIDELINES, CHECKLIST AND REFFERAL FORM FOR SCHOOLS, SETTINGS AND COLLEGES TO COMMENCE A STATUTORY EDUCATION, HEALTH AND CARE (EHC) NEEDS ASSESSMENT

The following guidelines are intended as a helpful outline of evidence that Oldham would like to see when a school, setting or college requests an EHC Needs Assessment.

The advice outlines the kind of evidence that would normally be available as an outcome of good practice in meeting the needs of children and young people with SEN and/or disability. The guidelines are not exclusive of any other form of evidence and Oldham is committed to depart from criteria where there is a compelling reason to do so in any particular case or where individual circumstances warrant such a departure. (SEND Code of Practice: 0 to 25 years. (paragraph 9.16), DfE, January 2015)

Schools, settings and colleges are asked to note the paramount principle of involving children, young people and families from the outset, in a person centred way, at the heart of practice and process.

Criteria 1: Provision

The child / young person has clear outcomes, based on their and parents' aspirations, relevant to the level of need. These have been resourced appropriately from within the totality of resources available to the school / college (thresholds outlined are prescribed nationally).

The following evidence will be required:

Element 1 (up to £4000 'base' budget)

- Evidence that element 1 has been used to support the child/young person, including support, assessment and review from whole school funded SENCo and teaching assistants. High quality, differentiated teaching has occurred to address need.

Element 2 (up to £6000 'additional SEN resource')

- Evidence that the school's contribution to additional needs, and outcomes, including the Pupil Premium (if appropriate) has been used to provide targeted programmes,

support and resources that are unique to the child individually or in a group environment. For children and young people identified as having social, emotional or mental health difficulties, there should be evidence of proactive planning with intervention programmes, classroom strategies used and resources allocated to support targets.

Element 3 (High Needs 'top-up')

- Submission of a costed plan or provision map that shows how the child/young person's outcomes and needs will be met with Elements 1 and 2 and additional resources from EHC plan (element 3).
- Evidence of other provision in the home and local community. Given that a child or young person's additional needs may spring from environments other than school, an early help assessment is required to help identify provision that is needed to support the child / young person holistically so that they are more able to learn in school.
- Evidence of outcomes / aspirations being a key driver for programmes
- Evidence of a graduated approach to meeting SEN
- Evidence that possible Health and / or Social Care input or concerns impacting on education have been appropriately addressed and resourced

Criteria 2: Co-ordinated Approach

The child / young person's needs have been addressed through a coordinated approach, including use of external services. All planning has had the child / young person and family at the heart in a person centred way.

The following evidence will be required:

Evidence of 'assess-plan-do-review cycles' over time that includes:

- The involvement of appropriate external services in a holistic way – including, where applicable, input from Health and/or Social Care impacting on education
- The outcomes of provision
- The involvement of child and young person in assessment and planning or reasons

why this could not occur

- The involvement of parents or carers in assessment and planning or reasons why this could not occur.
- Involvement and support from the wider community
- Person centred planning approaches
- Clear outcomes being identified and monitored

When a child or young person is new to the area an assessment of need by the school / external services and / or documentation from the former school setting should be provided.

When a child or young person has suffered sudden trauma due to accident or illness evidence from medical / educational services, such as a hospital school, should be provided.

Criteria 3: Exceptional, Severe and Complex Needs that are Long Term

The child / young person's needs are significantly greater than peers of the same age, are long term and require specialist resources or provision to achieve long-term positive outcomes.

Evidence of the exceptional nature of needs will be required, for instance:

- Early years outcomes, National Curriculum (or similar) levels, standardised assessments, academic attainments, records of progression over time.
- A log of behaviour over time.
- Employment, life and social and emotional skills
- Independence skills
- Adaptations required to access the curriculum
- The views of the child or young person
- The views of parent or carer
- Resilience factors, risk factors, mental health complexities
- Predicted time scales and outcomes
- Long term implication for education and employment
- Complexity and severity factors may include Health and/or Social Care impacting on education

Children under compulsory school age / Children aged under 2 / Children aged 2-5

Ref SEN Code (January 2015) paragraphs 9.142 - 9.149

Please note that requests for an EHC Needs Assessment are based on the likelihood of professional reports outlining the need for **future** specialist provision or placement rather than being made on a **past** chronology of evidence.

Checklist of what to include with an EHC referral

Documents to be included as appropriate. Those listed in **bold** must be included

(Please note that reports should be no more than 12 months old)

Documents / Reports	Date Completed	Report Attached?
One Page Profile (<i>including pupil voice where appropriate</i>)		
Parent / Carer Consent (<i>including views / opinions</i>)		
Evidence of Element 1, 2 & proposed element 3 Funding (<i>see guidance notes</i>)		
Evidence of Programmes of Support with Evaluation and Outcomes (3 cycles of plan, do, review)		
Current Attainment Stages and Progress over time		
Copy of the SEN support plan		
Evidence of Educational Psychologist Involvement or current report		
Early Help Assessment if in place (<i>a child or young person with identified additional needs should have an early help assessment completed</i>)		
Behaviour Support Service (information and any report)		
Specialist Teaching Support Services (Information and any report)		

Speech and Language Therapy Service (any reports held by the school less than 12 months old)		
Physiotherapy (Any reports held by the school less than 12 months old)		
Occupational Therapy Any reports held by the school less than 12 months old)		
Medical Information		
Sensory Support Service		
Social Care		
Virtual School		
Other – Please state		
<p>Please do not send:</p> <ul style="list-style-type: none"> • Reports more than 12 months old • Please ensure pages are numbered • Copies of emails • Incident logs • Examples of the child's work • Documents in colour • Double sided documents or those on A3 /A5 • Photographs 		

Referral for Education, Health and Care Statutory Assessment

(To be accompanied by information detailed in the above checklist)

Section 1

PERSONAL DETAILS			
Name:			
DOB:		Year Group:	
School:			
UPN / ULN Number:			
NHS Number: <i>(If known)</i>			

Name of Parent / Carer:			
Relationship:			
Address:			
Postcode:			
Telephone Number:			

Name of GP :			
Address:			
Postcode:			
Telephone Number:			

ANY OTHER ADULT WITH PARENTAL RESPONSIBILITY

Name:	
Relationship:	
Address:	
Postcode:	
Telephone Number:	

Date of entry to present school:	
Attendance:	
Is the pupil looked after by the local authority?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Has the pupil been excluded from school?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please provide details:	
Primary need of the child/young person if recorded	
Is this child/young person on SEN support	

PARENTAL AGREEMENT

I agree to the referral for an Education, Health and Care needs assessment and give my consent to a medical examination and educational psychologist's assessment, should the referral be successful. Please note by agreeing to this referral you are

consenting for your information to be shared between other agencies and education providers for the means of consultation.	
Signature	
Name (PRINTED)	
Date	

Please indicate which agencies have been involved over the past 12 month period and attach the most recent reports that have been used to inform individual planning (for example learning support services, therapy services, etc.):

Agency and Name of Professional	Dates of involvement	Most recent report attached with date?

Section 2: Description of Needs

Parent / Carer Views

Child / young person's view

Please provide evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress

Please provide information about the nature, extent and context of the child or young person's SEN and impact on independence

Evidence of action already being taken by the early years provider school or post-16 institution to meet the child's or young person's SEN (costed provision map)

This request for EHC needs assessment has been completed by:

Name:

Title:

Date:

Please send all completed referrals to:

The SEN Service

Level 12

Oldham Civic Centre

West Street

Oldham

OL1 1XJ

Email: ehcinfo@oldham.gov.uk

Alternatively submissions can be hand delivered to Oldham Civic Centre One Stop

Shop, for the attention of The Access Service, Level 12

Section 3:

Social, Emotional and Mental Health Difficulties

To be completed (where relevant) for pupils whose difficulties include behaviour, emotional and social difficulty

(a) Evidence of behavioural difficulty and intervention

Where a pupil's difficulties include behaviour, emotional and social difficulties the school will need to provide clear evidence of significant and long standing difficulties and the interventions that have been implemented and evaluated.

This information should be largely available within the individual plans and reviews attached to this request and the evidence of curriculum differentiation and access.

Please indicate on the front summary if other information is attached. Please note that incident logs alone are not helpful in evaluating pupils' needs in relation to interventions and should not usually be included as evidence.

(b) Other agencies

It is expected that a referral to a specialist behaviour support teacher would have already been made where the pupil's behaviour, emotional and social difficulties are a very significant area of need. Please indicate:

Date of referral to service (name service)

Report for request for Statutory Assessment attached? Yes No

If not available please give the reason:

Medical / Physical / Sensory Needs

(a) Evidence of medical needs

The school will need to provide clear evidence of difficulties, **including a school health care plan** which clearly identifies the support required to meet need and how these impact on access to the curriculum and what special arrangements are made by the school. Up to date medical reports from professionals involved with the young person will also be required.

(b) Evidence of physical / sensory needs and intervention

Where a pupil's difficulties include physical and/or sensory difficulties the school will need to provide clear evidence of significant difficulties, how these impact on access to the curriculum and what special arrangements are made by the school. Please note that, a medical diagnosis or label is not necessarily an indicator of special educational need. It is the impact on the pupil's education that should be considered.

This information should be largely available within individual plans or personalised provision maps and reviews along with the evidence of curriculum differentiation and access arrangements attached to this request.

(c) Other agencies

It is expected that reports from other agencies will also be available where a pupil has significant physical and/or sensory needs. The school should demonstrate how it has incorporated this advice into individual plans to meet the pupil's needs over a period of time. Please attach relevant recent reports from those outside professionals involved. These might include: medical practitioners, consultants, paediatrician, physiotherapist, speech therapist, occupational therapist or specialist teachers.

(Please indicate in Section 1 which agencies are involved and whether a recent report is attached).

APPENDIX C - Response form for Schools re request for school place

Response from:	To: Oldham LA
Re:	Current school:

It is important that you pass on both the LA and school's collective views in writing or by email to ehinfo@oldham.gov.uk or post to the address on the attached letter. Your response should take into account the criteria provided below and needs to be sent by the date requested so that I can respond to parents within timescales (15 days)

Please note that the LA is required to agree with parental preference unless:

- The school requested is unsuitable for the child's age, ability, aptitude or special educational needs.
- The attendance of the child at the school would be incompatible with the efficient education of other children.
- The child's attendance at the school would not be an 'efficient use of resources'.

I agree to the transfer of the above named pupil and have no comments to make on any of the criteria.	
Signed:	Date:
Print name:	Designation: LA authorised representative

Or: I have made comments as detailed below, for Oldham LA to consider (the boxes will expand if completed electronically):

The school requested is unsuitable for the child's age, ability, aptitude or special educational needs.
The attendance of the child at the school would be incompatible with the efficient

education of other children.

The child's attendance at the school would not be an 'efficient use of resources'

Signed:

Date:

Print name:

Designation: LA authorised
representative

APPENDIX D – Notification of young person with SEND Post 16 NEET

Notification of a young person with SEND Post 16 disengaged from education or training (NEET)

This form is notification to the local authority of a change in activity and should be completed for young people aged 16-24 who have come to the attention of the service as disengaged with education/training provision (NEET) and who have:

- An Education, Health and Care Plan in place;
- Previously held a Statement of Educational Need or / and Learning Difficulty Assessment.

Name of young person:	Address:
Date of birth:	
Age:	Contact number:
Name of parent/guardian:	Previous education setting:
Reason for disengagement:	
Names of other professionals involved (where known):	

Name and contact details of personal advisor:

Date of notification:

Please forward the completed form to the Access Team at

ehcinfo@oldham.gov.uk

APPENDIX E - Placement Decision Request – Post 16

Name of child / young person:	
Date of birth and current age:	
Name of lead EHC review officer:	
Name of education setting:	
Education setting contact:	

Children and young people have the right to request that an institution is named in their EHC plan and local authorities have a duty to name that institution in the EHC plan unless, following consultation with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.

SEND Code of Practice (DfE, 2014).

The local authority **must** consult the governing body, principal or proprietor of the school or college concerned and consider their comments very carefully before deciding whether to name it in the child or young person's EHC plan, sending the school or college a copy of the draft plan.

Please complete the form overleaf to confirm if a placement is available to the child/young person named above.

Kind regards

Oldham Council SEND Team

Important:

Education settings are required to respond to the local authority within 10 working days of receipt of this request; so as not to delay this process, where we do not receive a response within this timeframe, we will assume that there are no valid reasons why the provider will not agree to a placement in that setting.

This form and any supporting evidence should be returned to:

Email: ehcinfo@oldham.gov.uk

If you require guidance about this form, please telephone 0161 770 4269

We have considered the papers provided by Oldham local authority taking into account the criteria provided.

We confirm a placement is available to the above named child/young person.

Signed:	Date:
Print name:	Designation: (Headteacher / Principal or authorised representative)

Or:

We confirm a placement is available to the above named child/young person but have the following comments to make:

▪ #

▪ #	
Signed:	Date:
Print name:	Designation: (Headteacher / Principal or authorised representative)

Or:

<p>We confirm a placement is not available to the above named child/young person on the following basis (additional information and evidence to support this decision must be submitted to the local authority as this will form part of any subsequent formal discussions):</p>	
<p>The education setting is unsuitable for the child/young person's age, ability, aptitude or special educational needs.</p>	
<ul style="list-style-type: none"> ▪ # ▪ # 	
<p>The attendance of the child/young person at the education setting would be incompatible with the efficient education of other children.</p>	
<ul style="list-style-type: none"> ▪ # ▪ # 	
<p>The child/young person's attendance at the education setting would not be an 'efficient use of resources'</p>	
<ul style="list-style-type: none"> ▪ # ▪ # 	
Signed:	Date:
Print name:	Designation: (Headteacher / Principal or authorised representative)

APPENDIX F - Tools to Support Person Centred Meetings & Reviews

There are sheets, diagrams and further examples of person centred practices that can be used on Oldham Local Offer at [Education, Health and Care Plans \(EHC Plans\) | Oldham Council](#)

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. (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 were 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. Page 7 of 38 The Graduated Response June 2015

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
- deliver an outcome focused and coordinated plan to the child or young person and their parents

Format for an Effective Person Centred Meeting

Person centred meetings should always have a clear focus on outcomes. A useful format for a meeting could include:

Good Planning

- Well prepared ground rules for the meeting
- Where everyone is going to park
- Clear poster to outline who everyone is at the meeting and what their roles are, this will make people feel more comfortable and not have to remember names

Clear Structure to the Meeting

The structure could be shared with the family, child/young person before the meeting, this will enable them to feel more comfortable and engage in the meeting as they know what to expect.

'Like and Admire'

If the meeting starts with a sharing of what they like and admire about the child/young person, this will ensure the meeting starts positively and again will further engage the family and child/young person. People will relax and think about the child/young person in a positive way. It is good to record contributions on flip chart; this can then be given to the child/young person and their family to take away with them.

'What is Working Well'

This should include feedback from the child/young person where possible about what is working well and feedback from professionals at the meeting about different strategies that are working well. It is also an opportunity to find out more about mum and dad's needs.

'What is Not Working Well'

Here we can identify what services have been put in place that are not working as well as they could be as they could be creating more issues rather than solving them. This section should aid the development of a clear action plan with timescales attached. Again, issues for parents/carers and issues within the home may be raised here.

Actions

A collective action plan should be drawn together with names against the actions and clear timescales for these to be met in. The actions can be listed into short, medium and long term actions. Once the actions are recorded with who is going to do what and by when, those people should be accountable for those actions and progress can be reviewed.

Other Useful Person Centred Tools

A person-centred approach is about listening and acting upon what is being heard. It is about co-production and equalising power. It is not about 'telling' which is disempowering but about 'asking'.

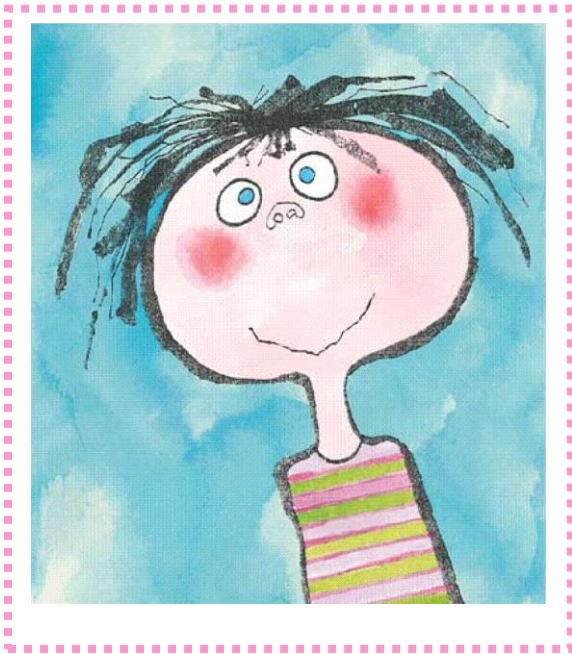
Person centred tools can be helpful in supporting a person-centred conversation. The table below summarises some of the common person-centred conversations and how they can be used with children, young people and their families.

Person Centred thinking tool	What this tool can be used for	How it can be used
Relationship circle	Provides a way to identify who is in a child' life and their relationships	To identify relationships that can be developed or strengthened
Communication charts	Provides a way to describe in a simple way how the CYP	Provides vital information for children and young people who do not communicate

	communicated through their behaviour and how others communicate with them	through words
The Doughnut	Identified specific responsibilities – what is core, where people can use their judgement and creativity and what is not part of their job or role	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 creativity and judgement
Learning Log	A record of what has happened and what was learned	Is a way of recording situations the focus on learning
4+1 Question Tool	This is another tool for reflection and learning about what works and does not work. Answering the first four questions lead to the +1 question – what should we do next	These questions are powerful to use in meetings and reviews. It can be easy to find a way to update the one page profile and develop more detailed person centred descriptions It can be an efficient way to gather collective learning and to make this visible to everyone

Example of a One Page Profile:

One Page Profile



What people like and admire about me...

This section lists the positive qualities, strengths and talents of the person. It can also be called appreciations

What's important to me

This is a bullet list of what really matters to the person from their perspective, (even if others don't agree). It should be detailed and specific enough so that someone who does not know the child or YP understands what's important to them.

How best to support me...

This is a list of how to support the person and what is helpful and what is not.

It should include what staff need to know and what they need to do

Template for SEN Support Plan:



Oldham
Council

Insert photograph of
child

(Parental consent
required)

SEN Support Plan

Name of Setting:	
-------------------------	--

Name of child / young person:	
--	--

Date SEN Support Plan agreed:	
--	--

Signature of plan coordinator:	
---	--

SEN Support Plan review date:	
--	--

SEN Support Plan number:	
-------------------------------------	--

SEN Support Plans should reflect the 4 stage cycle of Assess – Plan – Do – Review and involve parents and the child/young person as the earliest stage. The graduated approach should ensure that earlier decisions and actions are revisited, refined and revised with a growing understanding of the young person’s needs and of what supports the young person in making good progress and securing outcomes. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match the interventions to the SEN of children and young people.

Section A

If this child has an up to date one page profile, this can be inserted here or the information from this can be used to inform this section of the plan.

My Views, Interests, Hopes and Dreams

What people like and admire about me:

What is important to me:

How best to support me:

My Parent / Carer Views:

This might include education, play, health, friendships, further education, preparation

for adulthood, university and employment

Assess

(Please state which agencies are involved or who the young person has been referred to)

My Strengths and Special Educational Needs

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

Interaction	
Independence and Self Help	

Plan

What Works

What is Not Working

A large, empty rounded rectangular box with a dark blue border, intended for writing notes on what works.A large, empty rounded rectangular box with a dark blue border, intended for writing notes on what is not working.

What is Important For Me
(what support do I need? What strategies have other
professionals advised)

A large, empty rounded rectangular box with a dark blue border, intended for writing notes on what is important for the user.

Do

My Support Plan: *(How to support my needs / include interventions have been advised by professionals working with the young person).*

Date support began:	
---------------------	--

Outcome	Intervention / solution	Staff / pupil ratio	Staff	Weekly duration	Weekly cost	Annual cost	Achieved / not achieved
<i>Example: By the end of year 3 I will have achieved level 2c in literacy and numeracy</i>	<i>In class literacy and numeracy support to work on reading spelling and writing</i>	<i>4.1</i>	<i>Teaching assistant</i>	<i>2 hours per day = 10 hours per week</i>	<i>£172 per week</i>	<i>£1662</i>	
					<i>divide by 4 = £43.75</i>		

Total:							

Review

(Evaluate all strategies as advised by other professionals working with the young person)

Review of Support Plan and agreed Next Steps				
Record of meetings held to review this Support Plan to evaluate the impact of targeted teaching, support and interventions and progress towards achieving the agreed outcomes. Appendices should also updated as part of the review progress				
Date of meeting	Agreed Outcome	Progress made	Action <i>(e.g. refine the Outcome or support)</i>	Person responsible

Signed

Parent / Carer / Young person

Signed

SENCO / Headteacher