

SEND FAMILY VOICES

THE GOLDEN BOOKLET

Support for children and young people with special educational needs and disabilities (SEND) in Kingston and Richmond

GUIDE FOR FAMILIES

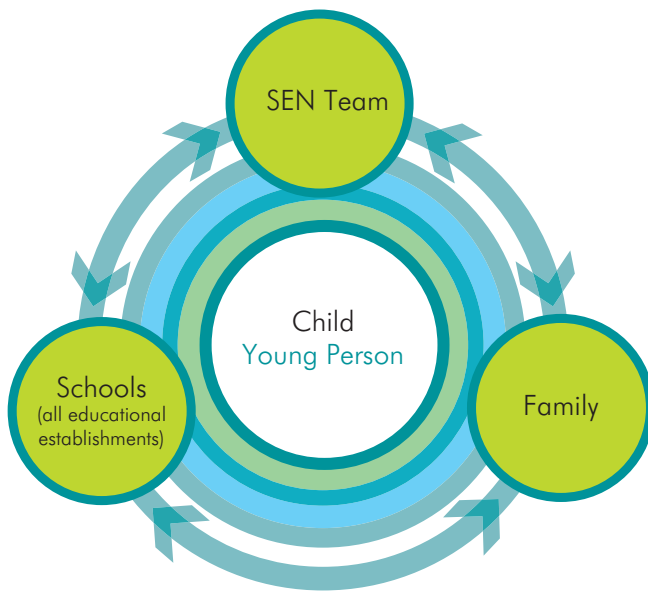
www.sendfamilyvoices.org



IN THE BEGINNING

On September 1st 2014, a new act of Parliament came into effect. This was *the Children and Families Act 2014*, which set in stone the biggest changes to the laws governing special educational needs and disabilities (SEND) for 30 years.

This Act places the child or young person at the centre of all decisions about their support; giving families equal voice and equal partnership with the statutory services.



Education, Health & Care Plans (EHC Plans) replace Statements of SEN (special educational needs) and can support children from the ages of 0 to 25. As the name suggests, an EHC plan identifies education, health and social care needs and sets out the additional support needed to meet those needs. Where educational need is the primary need, the intention is to have just one plan.

These new laws are known as the 'SEND Reforms'.

THE GOLDEN BINDER AND THE GOLDEN BOOKLET

In response to many queries about EHC Plans and other aspects of the SEND reforms, SEND Family Voices worked with Achieving for Children (AfC), health, social care services and schools to publish detailed guidance, nicknamed 'The Golden Binder'.

The intention is for the Golden Binder to provide detailed, accurate and consistent information to families, AfC and other professionals. The complete Golden Binder can be read on-line via the Local Offer website. Printed copies have been distributed to schools, other educational settings and professionals in Richmond and Kingston. Up to date, electronic versions of the forms relating to EHCPs, Annual Review and SEN support should be accessed via the Golden Binder pages on the Local Offer.

This is the Golden Booklet which provides a quick overview of the guidance, based on the key chapters of the Golden Binder.

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SEN SUPPORT

SEN Support is a graduated approach to providing additional support and resources to children and young people who need more than tailored teaching methods (known as 'quality first teaching'). The school or college receives additional funding for the SEN Support they provide to children and young people. Special Education Needs are not just about learning and understanding, they can also be around communication and interaction, social, emotional and mental health or sensory and physical needs.

SEN Support must be based on a 4-part cycle and must involve the parents, child or young person at all stages.

- ASSESS** The school or college will assess the needs of the child or young person.
- PLAN** The school or college then write a plan (the views of the family or young persons **must** be included).
- DO** The plan is then actioned and progress monitored.
- REVIEW** The plan is reviewed (at least 3 times per year) to determine how effective the support has been. Depending on progress, the plan may be changed, continued or ceased.

Who does what
in SEN Support?

EDUCATIONAL SETTING

- Monitor progress to identify children who may have Special Educational Needs.
- Write the child/young person's SEN Support plan.
- Put in place the support.
- Review the support plan every term, involving child/young person and parents.
- Involve professionals in the process.

A SEN Support plan should contain details of the child's needs, define outcomes or targets that the child is working towards and specify the provision or support the school is putting in place. Schools are free to record this information in many different ways. Provision may be extra equipment (e.g. sensory toys), advice from professionals (e.g. speech and language therapist), it may be small group work (e.g. handwriting classes) or some support during the school day (e.g. at play or lunch time). The provision should help the child to work towards the agreed outcomes.

If, during a review, the extra support does not appear to be helping the child to progress, a different type of provision should be discussed and planned. The progress towards outcomes should always be documented in the SEN Support plan.

For children who have more complex needs, the Assess, Plan, Do, Review process may illustrate a need for further support in the form of an EHC Plan. The evidence in the SEN support plan is an important document for the EHC needs assessment.

The law also requires that educational settings make 'reasonable adjustments' so that children with SEND are not disadvantaged. More information on this as well as a short film can also be accessed from the Local Offer.

PARENTS AND CARERS

- Discuss any concerns about the child's progress with the educational setting.
- Make sure the SENCo knows about any other professionals who support your child.
- Review your child's SEN Support plan and understand your role in it.
- Attend review meetings / phone calls.

PROFESSIONALS

- Provide advice and guidance to teachers and SENCos around needs, outcomes and provision.
- Provide training and resources to schools on implementing support for children with SEN Support.

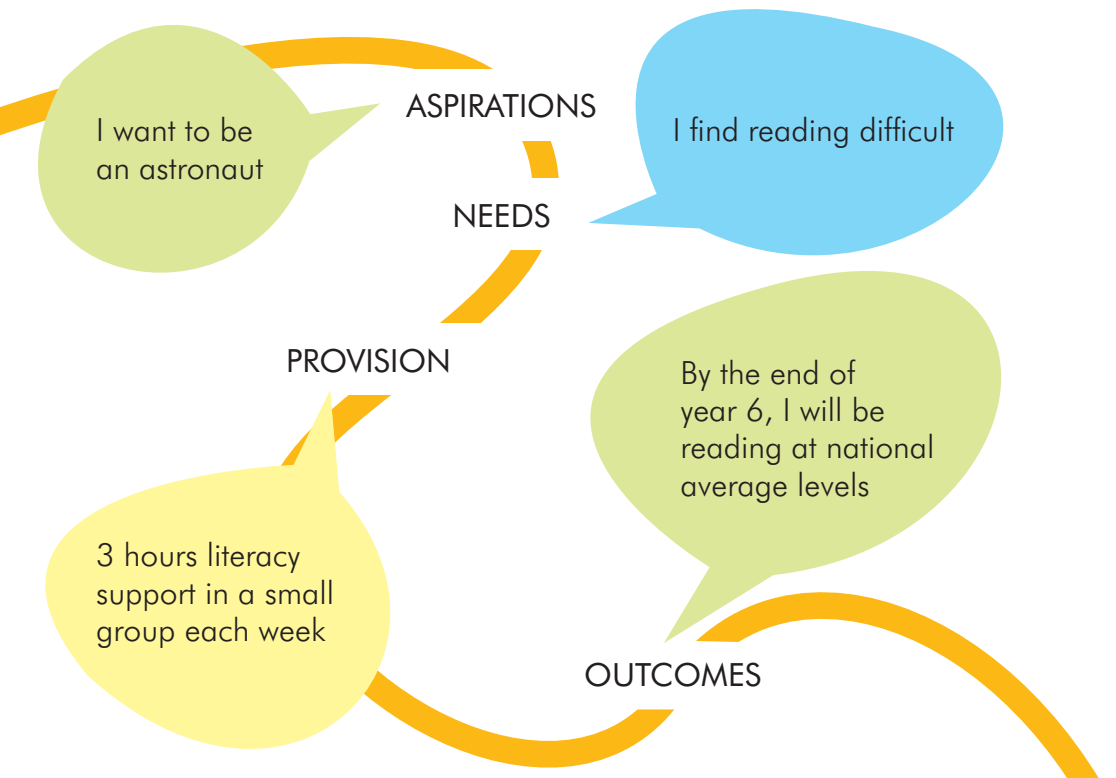
EDUCATION, HEALTH & CARE PLANS (EHC PLANS)

A plan detailing support and provision for children and young people who need more than can be provided through SEN Support.

An EHC Plan is a legal document, which sets out a description of a child or young person's needs (what he or she can and cannot do) and what support or services will be provided by education, health and/or social care to meet those needs.

The aspirations (hopes and ambitions) of the child or young person are the basis for the plan which must contain detailed outcomes that link to those aspirations. The EHC plan must also describe their needs and what the provision for those needs will be. The EHC Plan contains the name of the school or other educational setting and, if requested, may detail a personal budget. You can have an EHC Plan up to the age of 25 providing you are in education or training.

A really good EHC Plan will contain a 'Golden Thread' that links aspirations (hopes and ambitions) to needs, provision and outcomes.



Who does what for an EHC Plan?

EDUCATIONAL SETTING

- Discuss the need for an EHC Plan with the family and complete the EHC Needs Assessment Request form. This often happens at a multi-agency meeting, attended by involved professionals.
- Support the family with completing the forms (Section A and 'outcomes').
- Schedule the 'Assessment Summary Review'; the meeting where everyone involved reviews the draft of the document.

PARENTS AND CARERS

- Review and contribute to EHC Needs Assessment request paperwork. (Parents or a young person may also submit their own).
- Provide supporting evidence from professionals for needs assessment.
- Help the child or young person to complete Section A (contribute to defining 'outcomes').
- Attend the 'Assessment Summary Review' meeting to review draft of the document.
- Name preferred educational placement.

AfC'S SEN TEAM

- Review the request for a EHC Needs Assessment and decide whether to proceed or not.
- Conduct the EHC Needs Assessment, asking for input and advice from a range of professionals and the family and child or young person.
- Draft the Assessment Summary.
- Following the 'Assessment Summary Review' meeting, decide whether to issue the plan and then finalise it.

OTHER PROFESSIONALS

- Wherever possible attend the review meeting where an EHC Needs Assessment request is being discussed.
- Provide professional advice in written format relating to needs, outcomes and provision.
- Review the draft document (if possible attend the 'Assessment Summary Review' meeting).

TRANSFERRING A STATEMENT OF SEN TO AN EHC PLAN

For children who have an existing 'Statement' this is the process of transferring their support to an Education, Health and Care Plan.

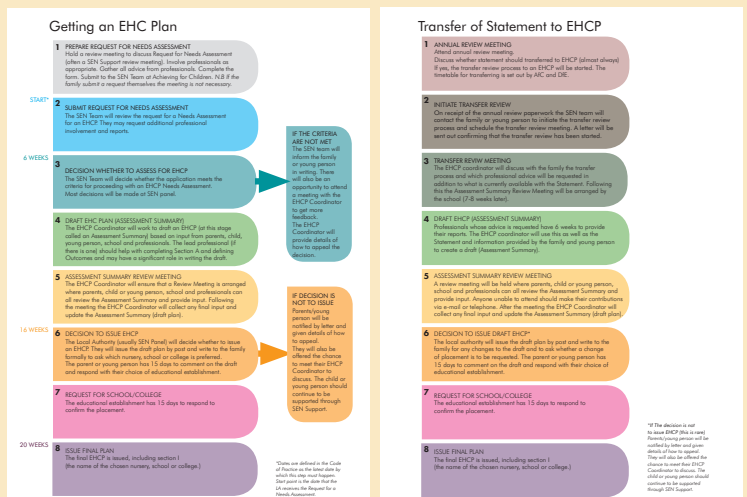
The Local Authority (Achieving for Children) has a duty to transfer every child who currently has a statement of special educational needs to an EHC Plan. It is expected that those who have a Statement and would have continued to have one under the old system will be transferred to an EHC Plan. No child or young person should lose support because the system has changed.

The SEN Team at Achieving for Children will trigger the transfer review process based on an agreed timetable.

The SEN Team will use input from the statement, from the family and young person and updated guidance from professionals. Updated guidance should be requested unless there is explicit agreement from the family, professionals and Local Authority that no new reports are required to draft an EHC Plan.

Once a draft of the plan exists, a review meeting should be held prior to agreeing and issuing the plan.

The Golden Binder chapter 4 describes getting an EHC Plan in full and has an easy to follow 8 step guide to the twenty week process. In chapter 6 the summary way to transfer a Statement of SEN to EHC Plan is documented.



Who does what in transferring a Statement of SEN to an EHC Plan?

EDUCATIONAL SETTING

- Hold Annual Review and invite involved professionals and family to provide reports / discuss 'outcomes'.
- Submit Annual Review paperwork to SEN team.
- Support the family with completing the forms (Section A).

PARENTS AND CARERS

- Review Statement and request updated guidance as required.
- Help the child or young person to complete Section A. Contribute to defining 'outcomes'.
- Request review meeting if wanted
- Attend meeting to review draft plan, if requested.
- Nominate / confirm preferred educational placement.

AfC'S SEN TEAM

- Initiate the transfer process once the Annual Review paperwork is received.
- Contact the family to discuss the transfer review process and professional advice needed.
- Request any additional advice.
- Draft the EHC Plan based on the advice received.
- Issue the draft plan and arrange a review meeting if requested by the family.
- Finalise and issue the EHC Plan.

OTHER PROFESSIONALS

- Wherever possible attend the 'Annual Review' meeting prior to transfer.
- Provide professional advice in written format relating to needs, outcomes and provision.
- Review draft EHC Plan if possible

ANNUAL REVIEW

This is a formal review of progress against targets and outcomes and a chance to revisit and reassess needs and the provision of support.

For every child or young person with an EHC Plan a review of the plan must take place at least every 12 months (every 6 months for a child under 5).

For young people from year 10 and above, the Annual Review should focus on the 'preparing for adulthood' categories for needs, provision and outcomes. (See the Golden Binder for more information.)

The SENCo is responsible for organising the Annual Review. The family must be given at least 2 weeks notice and may ask for the date to be moved if it is not convenient. It is good practice to give around 6-8 weeks notice of the meeting as this means that professionals have sufficient time to prepare their reports and for the SENCo to circulate them before the Annual Review meeting.

Prior to the Annual Review meeting, the child or young person, the family, the educational setting and involved professionals will be asked by the SENCo to submit a report describing progress against outcomes and any changes in needs, provision or outcomes that they think necessary. The family and young person may choose to do this in a non-written format – a video for example. These reports should be reviewed at the meeting and any significant changes needed to the EHC Plan documented. The review meeting itself should be focussed around the child or young person.

Following the meeting the SENCo should document the meeting on the required form and send this along with any reports to the SEN team at AfC. AfC will review the paperwork and decide whether the EHC Plan should continue (the majority of cases) and whether it needs to be updated. They must send the updated version of the plan and the decision to maintain (or cease) the plan within 4 weeks of the review meeting.

Who does what in the Annual Review?

EDUCATIONAL SETTING

- Organise the 'Annual Review' meeting.
- Request written advice from everyone invited to the meeting relating to progress against outcomes and changes in needs or provision.
- Document the review, including progress against outcomes and any changes needed to the EHC Plan.
- Submit paperwork to SEN team at AfC.

PARENTS AND CARERS

- Attend the meeting. Request that it is moved if unable to attend.
- Submit the parent report prior to the meeting.
- If considering a change of educational placement take some time to investigate options.
- On receipt of the amended plan respond with comments within 15 days.

AfC'S SEN TEAM

- Ensure that an Annual Review is done for every child with an EHC Plan.
- Review the documentation following the meeting and update the plan if required (or cease if no longer required).
- Send out the updated plan for comment within 4 weeks of the meeting.

OTHER PROFESSIONALS

- Provide information and advice (in written form) prior to the 'Annual Review' meeting.
- Attend the 'Annual Review' meeting if possible.
- Discuss and agree any changes to outcomes, needs and provision.
- Review the amended plan if changes are made.

EARLY YEARS

Support for children who have special needs identified between birth and when they go to school.

If a parent is concerned about the progress of their pre-school child, they should speak to their GP or health visitor who can then refer them on for assessment and support.

Support is available in the early years from the community health teams, including health visitors, paediatricians, and therapists (physiotherapy, speech & language and occupational therapy). Children with complex needs may also receive early education support from the portage team or support from social care (the disabled children's team).

Once a child has started nursery, the SENCo at the nursery will ensure that the right support is put into place. Early years settings are typically able to meet the needs of most children without additional support, however; if the setting does require support they should access AfC's Early Years Advisory Team. Inclusion funding can be accessed via the Advisory Team in the case of children with complex needs. Most children do not need an EHC Plan for support at nursery as educational need is limited.

However, in exceptional cases, where the child's needs are complex, it is possible to apply for an EHC Plan for a child from the age of 2.



Who does what in Early Years?

NURSERY

- Talk to the parents to understand their child's needs.
- Provide appropriate support to the child
- Contact AfC's Early Years team for advice and funding.
- Support the family with preparing an EHC Plan request if needed.

PARENTS AND CARERS

- Speak to your GP, Health Visitor or nursery if you have any concerns about your child
- Ensure your child has had the appropriate referrals to professionals
- Use the Local Offer website to find more information
www.afclocaloffer.org.uk

AFC'S EARLY YEARS AND SEN TEAM

- Signpost parents whose child will need support on appropriate route to take
- Provide funding and support to Early Years settings for children with SEN

OTHER PROFESSIONALS

- Assess the child's needs and provide support as required
- Provide advice and guidance to the family and / or nursery
- Provide portage and / or therapy programme through 1 to 1 or group work to support child's development

POST 16

Further education, apprenticeships and training.

Some children with SEND will continue into the 6th form at their current school setting after Year 11, but many will be looking for an alternative employment based route.

Options post 16 include:

- full time education, such as school or college, with varying degrees of support
- an apprenticeship, supported internship or traineeships
- part-time education or training if you are employed,
- self-employment or volunteering for 20 hours or more a week

Many young people attend mainstream Further Education colleges, with different levels of support. There are also supported learning programmes specifically designed to help young people with SEND progress in education and employment. If their needs cannot be met by mainstream providers there are also independent specialists offering both day and residential provision.

Independent advice and guidance on post 16 options should be provided in schools from year 9, and you can also look to the Local Offer for more information.

The Opportunities Pack on the Post 16 pages of the Local Offer provides a wealth of ideas and contact details.

The AfC Future Hub website provides information on apprenticeships.
www.afc-futurehub.org.uk

Higher Education is the term used for university; young people attending university do not qualify for an EHC Plan. Instead, the funding to support young people currently comes from the Disabled Students Grant (DSA).

WHAT IS THE LOCAL OFFER?

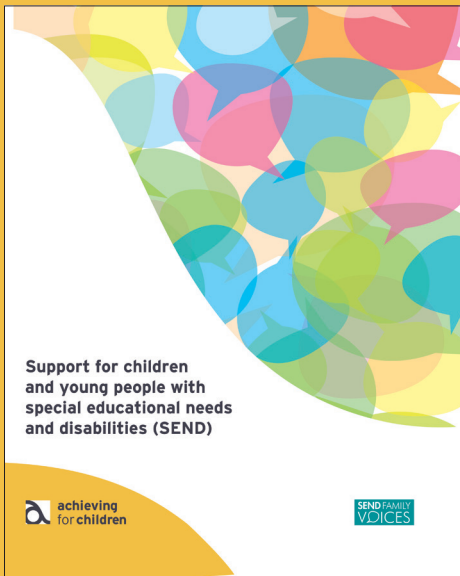
The purpose of the Local Offer is to enable parents, carers, children and young people to see clearly – from a single, up-to-date resource – services available to local families and how to access them.

www.afclocaloffer.org.uk

The Local Offer covers services from birth to age 25, across education, health and social care. It describes state-funded, charitable and private services and services outside the area which are used by local families.

JARGON BUSTER - find more on the Local Offer website

AfC	Achieving for Children - is the provider of children's services in Kingston and Richmond - jointly owned and commissioned by both Councils
Assessment Summary	The working document using the EHC Template. The Assessment Summary will become the EHC Plan if AfC decide to issue, otherwise it will be issued as feedback
EHCP Coordinator	The individual working within the SEN Team at Achieving for Children who coordinates the creation and maintenance of EHC Plans (sometimes called Case Worker)
EHC Needs Assessment	A statutory process undertaken by the Local Authority (Achieving for Children) to determine what support a child or young person needs, normally resulting in the issue of an EHC Plan
MAM1	Multi Agency Meeting 1, a name sometimes given to the initial meeting between the educational setting, professionals and the family to discuss whether to request an EHC Needs Assessment
Review Assessment Summary Meeting	This meeting is usually held at the educational setting, where the draft document can be reviewed by all involved. It may be referred to as a RAS meeting or MAM2 (Multi-Agency Meeting 2)
SEnCo	Special Educational Needs Co-ordinator - a specialist teacher



THE GOLDEN BINDER

The complete Golden Binder can be found on-line via the Local Offer website. www.afclocaloffer.org.uk There you will find up to date electronic versions of all the forms relating to EHC Plans, Annual Review and SEN support, as well as more detailed information on the subjects covered in this booklet.

SEND FAMILY VOICES

SEND Family Voices are an independent charity run by a steering group of 20 volunteers; all of us are parents of children or young people with Special Educational Needs and/or Disability (SEND). We bring people together into a community to improve services, share support and strengthen our common voice. By ensuring families are heard, we empower children, young people and their families to obtain the best possible care and services.

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SEND Family Voices

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