

## GENERAL OVERVIEW

Please use this form to record **key points only** and mostly as bullets.

### What do we mean by person-centred and co-produced by parents and child or young person?

There are things to **admire and like** in every child/young person and all have some genuine skills and achievements. These can be built upon to overcome barriers to progress. Similarly, parents and children and young people will have genuine and detailed **worries about their Child or Young Person's learning and development**. These should determine the priorities when professionals are planning support and help for the child or young person. This form should summarise these priorities just as parents describe them to you. The form should be co-produced so that the voice of the parent/s and child/young person clearly flows through each section.

A joint **action plan** will include extra help and support to meet the child/young person's major needs and deliver measurable outcomes during the current or next phase of education (up to the next transition point). Outcomes should both reflect the parent/s' and child/young person's priorities and should be potentially life-changing, looking forward to how they will impact them in adulthood if possible. This person-centred process would normally result in between **2 and 10** key outcomes.

### Evidence of work done by the setting at SEN Support and via Reasonable Adjustments

Apart from recording this person-centred work which will highlight key needs, strengths and skills, barriers to progress, outcomes, and extra help needed, leading to a proposed action plan, the second purpose of this document is to provide evidence of previous and current interventions through assess, plan, do, review cycles, and to record current attainment levels.

These should be as short and quantitative as possible. Settings should not repeat, copy or enter information into forms for the sake of it; it is acceptable to simply reference items and dates on a good-quality **provision map** and enter basic attainment levels without need for further comment.

## GUIDANCE BY SECTION

### Page 1 and Contents

#### Contribution from the Child or Young Person can include

- **photograph** (can be used during the person-centred meeting)
- **drawing/picture** of something that is important to the Child or Young Person or **work** that they are proud of
- photograph of a friend/object/pet that makes them **happy or calm**
- anything else e.g. secure website address for a **video** they have made

### Section 1. Provider Details

#### Organisation name, address and contact details

Main contact details for the Early Years setting, school or other education provider that is requesting the statutory assessment.

### Section 2: Child or Young Person's Information

- a) **Child or young person's details**
- b) **Parent / Carer's Details**

Please include contact details for all parents/carers that the SEN Team should consult and to whom we should copy documents during the statutory process, and not just the parent/carer with whom you generally engage.

Please record an email address for all parents, if they have one.

Parent's access / communication requirements: this may include hearing impaired parents who require a BSL signer, learning disabled parents who may require an advocate or help from staff to understand documents, visually impaired parents who may require accessible document formats etc.

**c) Health Information**

GP Practice name and postcode **must** be provided. The CCG responsible for the GP Practice is determined by their postcode. If you do not know the CCG, please leave this blank.

**d) Social Care Information**

This helps the SEN Team to gather all relevant information about the child or young person quickly. If they are already known to social care services, please attach care plans or assessments if you have them.

**e) Background and other information**

If the child or young person has changed providers or settings, please provide setting history, if you know it.

Please include all confirmed diagnoses or known disabilities such as ASD, visual and/or hearing impairments, the dates these were confirmed and please attach copies of reports if you have them.

### **Section 3: Summary of person-centred engagement**

#### **How did parents participate?**

Please list any communications in which **parent/s' views** were requested e.g. meetings, phone calls, emails, the date and please list all attendees at meetings.

Please inform parents about the EHC Planning process, its purpose, key decision points, and the timescales involved, handouts are provided below which you can give to parents.

#### **How did the Child or Young Person participate?**

Please record how the **child/young person's perspective** was obtained e.g. 1:1 small meeting, pictures, video, role play, written communication, observations, with dates.

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#### **FAQs**

#### **Must settings hold a multi-agency meeting?**

#### **Is this the same as a person-centred meeting?**

#### **Is this the same as co-production?**

1. Settings **MUST** attempt to complete this request jointly with parents. This is **co-production**. Of course, some parents are highly engaged whereas others find it very difficult to become involved. Some may have learning difficulties, speak little English, a parent or family member may have a serious illness, or mental health issues. Settings **must** make efforts to help parents to engage e.g. offer extra support for literacy difficulties, be flexible in the timing or method of communication, and attempts must be made to find a translator from the parent's or school's community if one is needed. Please tell us the reason/s if parents have not been involved.
2. This form helps you to link the things that matter to the Child or Young Person and family to any proposed outcomes, and strategies that work well and things that work less well to an action plan which is used to complete **Section 9. Extra Help Suggested**.

As a result of this flow through the document, the request will be more **person-centred**.

3. A **person-centred** meeting is simply one which follows a child/young person-led agenda. Start with strengths and qualities, move to barriers to progress, things that work well or not so well, and finally agree an action plan. A person-centred meeting about the child/young person should take place even if parent/s and other professionals are not able to attend. **Do not** be tempted to take a provision-led or budget-led approach to planning.
4. Agencies currently involved with the child/young person **must be invited** to contribute either in person or in writing **unless** they have provided a report within the last 6 months. This is a **multi-agency** approach. Professionals will generally select which meetings to attend based on their own agency's criteria and will not attend every one that they are invited to.
5. Multi-agency attendance is particularly beneficial for child/young person with complex needs where a range of different professionals are involved and perhaps a high degree of risk exists, or their health or other needs are changing rapidly.
6. The 'Child or Young Person's view' **must** be obtained. All children and young people have a right to be involved in decisions that affect them, although the weight given to their views will depend on their level of engagement and understanding. Their views about their own difficulties, strengths and priorities can be deduced from their reactions to things, comments, illustrations, preferred play/toys, and/or written work. Full support must be provided for children/young people with SEN so that they can communicate what is important to them, but staff should also consider attaching materials that show key priorities and state of mind if they are unable to provide their views in another way.

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### Proposed Person-centred Agenda

like and admire:

- include strengths, achievements, things the Child or Young Person is proud of and parents or staff are proud of, pleased with, surprised by

important to me and for me

- include aspirations, hobbies, special people, pets, special interests, and any state of mind or small goal or activity that tells us something about their priorities in life
- parent's aspirations and priorities and staff views on things that should be taken account of when planning for the child or young person, and things that motivate and engage them

working / not working:

- what is helping the child/young person to make progress, what has led to their achievements and will enable their strengths to be developed?
- what is a barrier to progress, what are they still finding difficult or hard to overcome?

- what needs to be achieved over the next 1 – 3 years that would make a significant difference to their life?

action plan:

- what provision would deliver outcomes that build on what is working and change what's not working?
- what provision would deliver outcomes that develop the child/young person's successes and strengths and things they are proud of, are important to and for them, and would help them to move closer to their longer-term aspirations?
- how will outcomes that are delivered by the proposed provision be measured, how will parents know that they have been achieved?

General:

- this section is a summary of the **key points** from engagement meetings or phone calls with parents and children/young people, other materials may be attached, and a copy retained by their family
- the colour-coding continues throughout the form and we expect all sections to flow from this one
- start meetings with aspirations and what is important, strengths and challenges, and arrive at the provision needed to meet a small number of person-centred outcomes. Do **not** begin with the extra provision requested by the setting, difficulties the setting is having, or funding attached to the child/young person
- if the child/young person attends a meeting, content must be made accessible to them. Small but significant changes can help them to feel included. For example, they could offer refreshments they have made and there should be no jargon used in the meeting

Please consider preparation for adulthood at all ages, further details about Preparation for Adulthood can be found on the Hounslow Local Offer website.

**For young people, the person-centred process should generate a vision of their adult life and their aspirations.**

The following questions may suggest some outcomes and interventions relevant for preparing for adulthood:

**Where will the young person be living and how independent will they be?**

- will they be able to travel on their own, cook meals, go shopping, make simple choices, determine their own daily schedule, dress and care for themselves, arrange health appointments, decide what activities to do, recognise danger, handle money including applying for benefits, use a contactless card, live away from home and so on. WHAT COULD THE YOUNG PERSON ACHIEVE AND WHAT HELP WILL BE NEEDED?

**What will they be doing every day and how will they be employed?**

- will they be at university, working, volunteering, part-time work supported by a job coach or personal assistant, running their own enterprise, attending daytime activities in the community, attending a day placement funded by adult social care, attending a voluntary sector employability programme, living in an institution being cared for by paid staff, attending adult education and so on. WHAT DOES THE YOUNG PERSON NEED TO LEARN IN ORDER TO BE ABLE TO WORK OR BE A VOLUNTEER?

**How will they be part of their community, who will be their friends and their support network?**

- which leisure activities will they access, will they use social media to contact friends or family, can they vote, join a library, go to public events, make their views heard and so on. WHAT CAN BE DONE TO ENSURE THAT THE YOUNG PERSON TAKES AN EQUAL PART IN SOCIETY?

#### **Will they remain as healthy as possible?**

- how will they maintain good physical and mental health, will they make good food choices, do enough exercise, self-medicate, access preventative and emergency healthcare and dentists, go to an annual health check with the GP, seek help if depressed or anxious and so on. WHAT KIND OF SKILLS MIGHT HELP THE YOUNG PERSON TO LOOK AFTER THEIR HEALTH NEEDS?

#### **Other Preparation for Adulthood information**

- parents should be made aware of **significant changes** that occur at ages 16 and 18 (guides are available on the Local Offer)
- all schools and colleges have an obligation to provide **personalised careers advice** and guidance to children and young people from year 9 including those with special educational needs. This does **not** mean setting out standard options for the next placement but should involve careful planning around aspirations and developing outcomes the child or young person wishes to achieve which help them to achieve their important longer-term goals
- The 4 categories (preparing for employment, independence, participation in society and health) are designed to help you and the young person to set these goals. Career plans should contain **possible pathways** starting from adulthood (no longer in formal education or training) and working backwards to establish any interventions needed and possible pathways to adulthood

### **Section 4. SEN Background (optional)**

- Please include any evidence of special educational needs or disabilities that may require special educational provision to be made under an EHCP which is not going to be covered by Sections 3, 5, 6 and 8. Normally the Assess Plan Do Review cycle will demonstrate the develop of the child’s needs over time, and the impact interventions put in place. Similarly, section 3 will include the parent and child or young person’s views about what works, what does not work and what is important to them now and in the future.
- This section may include information about specific family circumstances (e.g. adopted or asylum-seeking families) or information about events or triggers that have had a significant impact on the child’s learning which have not been included in other sections for some reason. Please try and keep this part short and in bullet format.
- Include full details of any exclusions, part-time timetables or low attendance data for the last 12 months. This includes ‘informal’ or ‘internal’ exclusions such as the Child or Young Person being sent home early or not being asked to join a school trip or outing. Please note that excluding a child/young person or using a part-time timetable does **not** mean that a request to assess is more likely to be approved by the SEN panel.
- Please explain if the Education Welfare Service has been involved where a child has not attending full time education, and details of reintegration into full time school following an exclusion.

### **Section 5: Attainment Levels and Special Educational Needs**

**PLEASE COMPLETE ONE OF THESE 3 TABLES DEPENDING ON THE AGE OF THE CHILD/YOUNG PERSON.**

This information should be readily available within the setting. You can attach your own a document and refer to this instead, but information **must** be clear and understandable to people outside the school and to people who are not teachers. It must be easy to read.

**Strengths or skills** - as per section 3

**Needs** – barriers to progress and/or development that require additional help and support to be provided

**Impact** – the practical effect of the child/young person’s additional needs, what can or can’t they do that they wish to or need to do, how do their needs affect their relationships with others etc.

For example, *John makes his needs known by pointing at what he wants, but he is unable to ask if he can join a game with other child and may hit out at a member of staff in frustration and/or cry.*

## **Section 6 . Health needs**

Health needs are those that are relevant to the education of the child/young person and those that are met by funding from the NHS.

For example, if a Child or Young Person has a bowel issue managed by medication, there may need to be a reasonable adjustment in the setting such as sitting them near to the door or provision such as giving them medication in the school office.

If the child/young person requires a nurse with them to administer emergency resuscitation which is funded by the NHS under continuing care, there would be summary of needs, outcomes and provision included here.

## **Section 7. Social care needs**

If the Child or Young Person has a social worker or is looked after, a care plan should be attached.

Social and leisure needs may be set out here in bullet format, if appropriate.

## **Section 8 . SEN Support – Interventions and Impact**

Please include the progress of interventions used by the setting including any relevant health and care support in or outside the setting. Please include reasonable adjustments under the Equality Act 2010.

In general, this section is for provision delivered under SEN Support/Element 2 and is the place to record assess, plan, do review cycles including the impact that any interventions have made. Please refer to a provision map or individual learning plan and any specialist reports which then should be attached to this request. Do not repeat information from a provision map if the information is easy to understand.

We need to see evidence that all recommendations from outside experts have been implemented and given enough time to have a real impact. Current interventions and reasonable adjustments do not need to be repeated in section 9 if it is clear how the proposed high needs provision would contribute to other interventions to achieve the suggested outcome/s.

## **Section 9. Additional provision required and outcomes this will deliver**

It is **not obligatory** to complete all sections, not every child/young person has needs and may require provision in all 4 areas of need or indeed in health and social care.

Please keep this section in the form of bullet points, and as short, concise and accessible as possible (avoid the use of jargon).

We generally expect between 2 and 10 outcomes and mostly fewer than 5. These should flow from the person-centred discussions summarised in Section 3 and reflect the child/young person’s and parent’s priorities.

Proposed outcomes should be SMART. Specific, Measurable, Achievable, Realistic and Time-bound.

Proposed outcomes normally aim for the end of the next key stage and **should not** include associated short-term targets. However, if they have rapidly changing needs and/or highly complex needs, sometimes some shorter-term outcomes are appropriate.

If a Child or Young Person is moving to the next key stage in the next 12 months, proposed outcomes should be relevant to the end of the following key stage, not the current one.

Please set out the any recommended provision or an action plan you believe will meet the child or young person's SEN and the deliver the agreed person-centred outcomes, building on successes and strengths.

Identifying reasonable adjustments, SEN Support, and high needs separately is not obligatory but may help you and parents understand what will be provided without an EHCP and therefore the purpose of the request for a statutory assessment. It may be helpful to show parents the document on the Hounslow Local Offer called '*Hounslow SEN Support in Schools, Colleges and Early Years Settings*' so that they understand these differences. There are also helpful information leaflets on the Local Offer.

**Reasonable adjustments** include any special consideration given that is different to other child or young person, and any adaptation of rules to take account of a disability (all rules must be adaptable if this is necessary for a disabled/SEN child or young person to access learning and take part in social and enrichment activities)

**SEN Support** may include interventions listed in the '*Hounslow SEN Support in Schools, Colleges and Early Years Settings*', set out in a setting's provision map and included in the SEN Information Report.

**High needs** provision is that which would normally be funded via an EHCP.

**Health Outcomes** are only required if there are Health Needs which need monitoring by the setting, health interventions that take place in the setting, or where there is a need for an individual, NHS funded package. For example, a child/young person who has poor vision in their left eye would have a reasonable adjustment so that they can always sit on the right-hand side of the room, a physiotherapy programme would be included as an NHS-funded individual package of support. If universal health services (such as a GP or outpatient unit) meet the child/young person's health needs, there does not need to be an outcome and additional help set out in Section 9.

**Social Care** provision is completed only if there are social care needs. There may be a care plan telling you about these, or the child/young person may need to access short breaks or targeted services listed on the Hounslow Local Offer.

## Section 10. Involvement Form

If the request for assessment is approved, we will use this involvement form to decide who to consult for advice and information. It tells us which professionals are already working with the child/young person and means that we do not need to repeat information and/or request advice that may already be available.

## Section 11: Checklist and Names

Add the name of the parent who has confirmed that they have understand that their child/young person's personal data will be shared with statutory agencies and who has been as fully engaged as possible in this request.

The person completing the form on behalf of the setting needs to date the form before sending it to the SEN Case Officer or SEN team.

The tables below are tools to support you with conversations with parents about the statutory process. Please print these and give them to parents if they wish. These will be also attached to Local Authority standard letters which are sent to parents during the statutory process.



# What is an Education, Health and Care Plan?

## Summary of the content of each section of the EHCP

Section A:	Details about the goals and aspirations of the Child or Young Person, and views of their parents/carers; how best to engage the Child or Young Person in decision-making; and the Child or Young Person's history
Section B:	The Child or Young Person's special educational needs (SEN)
Section C:	The Child or Young Person's health needs which are related to their SEN
Section D:	The Child or Young Person's social care needs which are related to their SEN or to a disability
Section E:	The outcomes sought for the Child or Young Person that each element of provision will aim to achieve and how this will be measured, including those that will prepare them for adulthood
Section F:	Special educational provision required by the Child or Young Person
Section G:	Any health provision reasonably required by the by the learning difficulties or disabilities which result in the Child or Young Person having SEN
Section H1:	Any social care provision which must be made for a Child or Young Person under 18 resulting from section 2 of the Chronically Sick or Disabled Persons Act 1970
Section H2:	Any other social care provision reasonably required by the learning difficulties or disabilities which result in the Child or Young Person having SEN
Section I:	The name and type of school or other institution to be attended by the Child or Young Person (currently this section is blank as explained above)
Section J:	Details of any personal budget that may be agreed including any flexibility in its usage and the arrangements for any direct payments
Section K	The advice and information gathered during the statutory assessment process that has resulted in the issue of this draft plan

## **EHCP Assessment Timeline**

Request received, or the Local Authority becomes responsible for a Child or Young Person  
(e.g. a doctor tells us about a Child or Young Person/YP who is likely to have special educational needs)

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**BY WEEK 6**

**Local Authority decides whether an EHCP may be necessary or not**

A letter or email will be sent to parents/YP and education provider saying yes or no

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**If no**, parents/YP have the right to appeal to the SEND Tribunal and to attend a mediation hearing

**If yes**, the assessment stage begins

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### **Assessment Stage**

The Child or Young Person/YP and their parents/carers are asked for their views  
Education Setting, Educational Psychologist, Health & Social Care are asked to provide advice  
(and other experts in certain circumstances)

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**BY WEEK 16**

**Local Authority makes a decision whether to issue an EHCP or not**

**If no**, a letter or email will be sent to the YP, parents/carers and the education provider explaining their right to appeal to the SEND Tribunal and to contact a mediation service

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**If yes**, an EHCP is drafted and sent to parents/carers and YP

You have 15 days to check the plan, tell us your preferred education provider (which can be the current placement), and request a personal budget if you wish