**Social Care Professional Advice**

**Statutory Assessment of Special Educational Needs under the Children and Families Act 2014**

**Please return to**: Hounslow SEN Team ([Sen@hounslow.gov.uk](mailto:Sen@hounslow.gov.uk)) or to the Case Officer who requested the advice.

**To be completed by a social care professional who knows the child or young person.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Is this child or young person looked after (LAC)?** | Y/N *(please state if s17, s20 or s31)*  *Please send a copy of this form to Virtual School / College and attach latest PEP report* | | | |
| **Who has parental responsibility?** |  | | | |
| **Does this person have an independent advocate?** | Y/N | Contact details: | | |
| **Parent / Carer 1 Name:** |  | **Relationship to Child / Young Person:** | |  |
| **Address if different from child/ young person:** | | | | |
| **Parent / Carer 1 contact details:** | Home phone:  Mobile:  Email: | | | |
| **Please tell us anything about their access or contact with the child/young person that the SEN Team should know** | | |  | |
| **Parent / Carer 2 Name:** |  | **Relationship to Child / Young Person:** | |  |
| **Address if different from child/ young person:** | | | | |
| **Parent / Carer 2 contact details:** | Home phone:  Mobile:  Email: | | | |
| **Please tell us anything about their access or contact with the child/young person that the SEN Team should know** | | |  | |

**CARE NEEDS: SECTION D OF THE EHCP**

**Strengths, interests and aspirations**

*Guidance*

* *The child or young person’s longer-term aspirations, goals and wishes, if known*
* *What is important to them?*
* *What activities or hobbies do they engage in outside school/college?*
* *What is going well for them and their family?*
* *What support do they receive from family, friends and community members?*

**Social Care Needs**

*Guidance*

* *What challenges do they face in accessing activities in the community?*
* *What do they and their family find difficult?*
* *What challenges will the child or young person face in preparing for adulthood?*
* *What would be the risks to this child or young person’s wellbeing (including when they are adults) if specialist provision or support is not put in place?*
* *Other care needs including non-eligible needs, where appropriate*

**Please complete the sections below in bullet point format, if possible.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Social Care Outcomes**  **Section E of EHCP**  SMART, 1 – 3 years ahead  and agreed with the child or young person and/or their parent if possible | **For Section H1 of EHCP: Social Care Provision**  *(Resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970)* | | |
| **Provision to meet outcome** | **Amount and frequency of input** | **Who will deliver the provision?** |
|  |  |  |  |
|  |  |  |  |
| **Social Care Outcomes**  **Section E of EHCP**  SMART, 1 – 3 years ahead  and agreed with the child or young person and/or their parent if possible | **For Section H2 of EHCP: Social Care Provision**  *(Any other social care provision including over 18s and all overnight respite)* | | |
| **Provision to meet outcome** | **Amount and frequency of input** | **Who will deliver the provision?** |
|  |  |  |  |
|  |  |  |  |

**Social Care recommendations regarding Education Placement:**

**Personal Budget Arrangements**

Details of a Personal Budget (if agreed)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outcome to be achieved with the direct payment** | **Provision** | **Personal Budget amount** | **Mechanism of delivery** | **Who is responsible for arrangements?** | **Monitoring Plan (including dates)** |
|  |  |  |  |  |  |

**Joint Meetings**

Please tell us about any meetings planned about this child or young person which an SEN Officer may be asked to attend. Please provide the dates, places and times of these, if known:

**Reports, Plans and Sources of Advice**

|  |  |  |  |
| --- | --- | --- | --- |
| **Advice and Information gathered from:**  *Please delete, as appropriate* | **Name** | **Designation / Job Title** | **Dated** |
| Social worker |  |  |  |
| Virtual School / College |  |  |  |
| Leaving Care Team |  |  |  |
| Health / Occupational Therapy Information / CAMHS |  |  |  |
| Adult Mental Health / WRAP Team / Positive Behaviour Support Team |  |  |  |
| Social Care Provider input |  |  |  |
| Voluntary Sector Provider input |  |  |  |
| Other |  |  |  |

I confirm that the parent, carer or young person has been fully involved with and agrees with the content of this report.

Name of person completing the form:

Email address:

Date:

Authorised by:

**Guidance for Professionals**

**General**

You **must** have regard to the SEN Code of Practice 2015 when carrying out your duties. This means that it must be followed unless there is an exceptional reason not to do so.

Statutory advice from social care professionals shouldcontain the following 3 components:

1. Care needs

Care needs as these relate to the child or young person’s special educational needs, but also information concerning their wider family needs, health needs and their care needs in relation to preparation for adulthood

1. Desired outcomes

These should be forward-looking and SMART. For example,

‘*Within the next 2 years, X will be willing to take part in a leisure activity at least once per month without his mother.’*

*‘By September 2020, X will be able to travel safely and unaccompanied on public transport to and from his grandparents’ house.’*

*‘Over the next 3 years, X will be neat and clean when he arrives at college and will cooperate with his carer when dressing and washing each morning’’*

1. Care provision that may be required to meet identified needs and achieve desired outcomes

The form helps you to provide statutory care advice but if you have an alternative document that fulfils meets the requirements above in a concise manner, please return this instead.

**Not all social care reports received will be shared with other agencies/providers. If your reports are confidential for any reason, please mark them as ‘NOT TO BE SHARED’.**

Advice documents are listed in Section K of the EHCP as appendices, and they are normally shared with the parent/carer and/or young person.

However, appendices are not automatically shared with schools, health services or other providers. Please let us know if any reports you send us are strictly confidential.

**If you are unable to meet the statutory deadline on the advice request sheet, please contact the SEN Case Officer or** [**SEN@hounslow.gov.uk**](mailto:SEN@hounslow.gov.uk) **as soon as possible.**

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SEN Staff will send you the advice request sheet which contains the child or young person’s details and tells you your statutory deadline (6 weeks from request email). Please check the child’s address for accuracy.

They will attach the views of the parent/carer, child or young person, if available, and an involvement form (showing who is already working with the child or young person).

If there is information available from the education provider and/or health services that could help you to understand the child’s care needs, these will also be included.

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**General**

* **Person-centred approach:** tools and guidance are available on the Hounslow Local Offer. We expect to see evidence that professionals are fully reflecting the child or young person’s views, wishes and goals in their statutory advice
* **Eligibility thresholds:** these **should not** determine the content of your advice. For example, provision in Section H2 may include recommendations about a **universal service** or a service listed on the **Hounslow Local Offer**
* **Family leadership**: your input should empower families and education providers to build on the child or young person’s strengths and interests, and encourage them to participate in appropriate out-of-school clubs and activities
* **Holistic:** please identify all care needs relating to the child’s SEN or disability, whether they meet the threshold for social care provision or not e.g. summarise all Care Act assessment **outcomes, wellbeing measures and risks**
* **Forward-looking**: your advice should not just reflect immediate needs or risks. Please consider all 4 Preparation for Adulthood categories (table below) and the barriers that the child or young person may face as an adult. This approach is relevant at all ages.

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Social care is responsible for informing the SEN Team about LAC status, parental involvement, access restrictions (parents not allowed to see children etc), advocacy, and key decision-making responsibilities. Please keep us updated in the future if there are any changes.

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**For Section D of the EHCP – CARE NEEDS**

Please include the things that are important for the child or young person and things that work well for them now (see person-centred expectations above).

Please complete a summary of needs, ideally in bullet-point format.

Use the prompts provided, if these are helpful.

Please consider the actual impact on the child or young person and their family rather than stating facts, diagnoses or conditions.

Include challenges related to personal-care, family circumstances, safeguarding, and/or housing-related problems.

Where relevant, indicate how the child or young person’s social care needs impact on their ability to access education, their ability to learn or to be trained.

|  |  |  |  |
| --- | --- | --- | --- |
| **Please complete Either H1 or H2 below** | | | |
| **Social Care Outcomes**  **For Section E of EHCP**  SMART, 1 – 3 years ahead  agreed with the child, young person and their parent/carer if possible | **For Section H1 of EHCP: Social Care Provision**  *(Resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970)* | | |
| **Provision to meet outcome** | **Amount and frequency of input** | **Who is responsible for delivering the provision / input** |
| This section is **only for children’s services**. If a social care assessment has determined that the child or parent requires provision under the CSDPA, then social care has a duty to deliver the provision required.  This may include practical assistance/domiciliary care, home equipment, outings, home adaptations, holidays, meals.  This section should **not** be used for overnight respite care packages, adult care provision or services that exclusively meet the needs of the carer and are not for the benefit of the child or young person.  Outcomes:   * **not** short-term targets (days, weeks or months) but normally looking at the next few years or towards adulthood * what should provision aim to achieve, by when, and how we will know if it is successful? * **do not** describe services, support or provision within an outcome e.g. ‘*X will be supported by a PA to access a swimming activity’*. This outcome should be ‘*X will attend half hour swimming sessions each week at his/her local leisure centre*’. You could add ‘…*to improve fitness*’ or ‘…*to increase physical activity and progress towards a healthy body-weight*’ or ‘…*to share and enjoy a regular enjoyable outing with friends*’ etc. * outcomes are not about success or failure, they aim to **focus resources** on the things that are important for the child or young person | | | |
| **Social Care Outcomes**  **For Section E of EHCP**  SMART, 1 – 3 years ahead  and agreed with the child, young person and their parent/carer if possible | **For Section H2 of EHCP: Social Care Provision**  *(Any other social care provision including over 18s and all overnight respite)* | | |
| **Provision to meet outcome** | **Amount and frequency of input** | **Who is responsible for delivering the provision / input** |
| This section is for non-assessed short breaks, adult provision, overnight packages of care, respite services and sign-posting to universal or Local Offer services. Content as above regarding SMART outcomes and provision.  Services delivered by a direct payment must be summarised here and details set out in the Personal Budget Arrangements section below. | | | |

**For Section I of the EHCP: Social Care recommendations regarding Education Placement:**

e.g.LAC child may be about to move out of area and will be require a new school placement, young person may need education close to their supported living accommodation, child may need a residential special school which social care will jointly fund

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Details of any Personal Budget / Direct Payment agreed as part of a care plan. The personal budget (which in most cases will be via a direct payment) must aim to achieve one or more of the outcomes set out in the table above. Please attach the latest care plan with your advice.

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Annual Review meetings are held annually for each child or young person with an EHCP. Social care professionals who are known to the child will be **invited** to these meetings.

If possible, statutory meetings should be coordinated to ensure that a person-centred and joined-up approach is achieved. This is also to reduce the time commitment from and disruption to parents/carers / young people.

Joint meetings may include LAC/PEP reviews, Care Act reviews and EHCP annual reviews.

It is imperative that social care professionals invite the SEN Team to all meetings at which **education placement or provision** may be discussed or when preparation for adulthood is planned or influenced in some way.

All children and young people with an EHCP who are known to social care and who are at or about to go to a residential placement should be the subject of a multi-agency review ahead of their move out and ahead of their move back to borough.

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Please list all plans that you are attaching and all family members and professionals you consulted when preparing your advice.

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The SEN Code of Practice 2015 defines preparation for adulthood as employment, independent living, participation in society and health. Some additional information about these categories is set out below.

These groupings align closely with the **wellbeing principles** that underpin social care legislation.

Your advice can be a simple summary of existing assessment information as long as you include person-centred outcomes that are SMART (specific, measurable, achievable, relevant and time-limited).

|  |  |
| --- | --- |
| **Preparation for Adulthood Guidance** | |
| Employment  *Preparation for Employment or Higher Education* | Education, training, skills, steps needed to achieve employment, supported employment, orself-employment, volunteering, or positive daytime activities  This of this as ‘**occupation**’ – tasks that a person is responsible for each day and that they are able to complete to a good standard. These are valuable to either themselves or others, and they are sometimes paid for doing these.   * Learning Disabled person may be paid to walk neighbours’ dogs with a PA or a job coach funded by Access to Work * Autistic person wishes to set up own business to offer IT trouble-shooting * Someone in a supported living setting is paid to vacuum the lobby each day or volunteer with local police   **Rewarding, positive activities** |
| Independent Living | Development of skills that give individuals the maximum control and choice over their everyday lives   * Road safety, communicating pain/needs/choices, recognising abuse * Managing money, managing self-care, moving to supported or independent living   **Reduction in dependency** |
| Participating in society / community engagement | Friendships, support networks, voting, attending public events, accessing leisure and recreation facilities, being an equal memberof the community   * Using social media/txt, joining a local gym, finding an art club * Being alerted about local events, finding friendship groups, keeping in touch, accessing a support network, access to religious worship   **Equal access and opportunity** |
| Healthy living | Access to all levels of health care and maintaining a healthy lifestyle   * Screening, annual health checks, mental health assessments, contacting emergency services, primary care, accessing regular reviews of medication * Self-medicating, good eating choices, exercise   **Preventing early mortality / equal access to health services** |