EHCP JOURNEYS
EDUCATION HEALTH & CARE PLANS FOR CHILDREN & YOUNG PEOPLE WITH SEN AND DISABILITIES

Questions to ask about local services, with suggestions of further information and practice, based on parent and practitioner feedback

Rate local services using the 'RAG' rating:

Not in place　　　　　　　**In development**　　　　　　　**In place**

1. Accessible referral routes

Parents want	Questions to ask	RAG rating	Examples/References
Simple self-referral processes	▪ Is the self-referral process: 　○ Clearly set out? 　○ Easy to find? 　○ Easy to do (is the application form available?) 　○ Accessible to all referrers? 　○ Accessible for all circumstances (eg Home Educated Children, excluded children, children who have not yet entered educational provision, and young people aged 18 and			'Mystery shop' service information as a self-referring parent. Can you find all the information and forms that you need? The Ambitious About Autism website contains a template of a self-referral letter Ambitious about Autism - Statements and Education, Health and Care Plans Link: http://bit.ly/EHCP001 Top tips from the Special Needs Jungle on what parents need to consider when applying for an assessment of special educational needs EHCP Assessment: SNJ's "Get started" Checklist - Special Needs Jungle Link: http://bit.ly/EHCP002 ***** Service 3 employ a Parent Engagement Officer in their SEND team. His role is to meet with families from when they first make an application for an EHCP, to assess their needs and

	over who are returning to education o Available to access not online?					talk them through the process. As soon as an application is received, either from a school, another professional or a parent the Officer arranges to meet the family either at home or at school. He talks through the evidence submitted in the application to understand the child's needs, the families' circumstances and their reason for wanting an EHCP plan.
Different practitioners to be able to refer (i.e. not just schools)	▪ Does the referral process set out: o Who can do it o What they need to do o What the next steps are ▪ Is anyone who may be involved with the child/young person able to do it?					He explains the process and how it works in the local area. He explains about the Local Offer and the local support that exists for families including the Information, Advice and Support service and Independent Supporters. ****** Service 1 has set up an online 'wiki' which contains all of the information families and professionals might need about the EHCP process. They have made it accessible by breaking down the information into small chunks and making it very visual and appealing to read. It all links through to greater detail if the reader decides they need it.
Early identification and intervention as opposed to "crisis intervention";	▪ Are systems in place to identify children and young people with SEND early?					Its identification section includes guidance about • making referrals and how that process works locally, • agendas for set up meetings, • eligibility criteria and an application form, • details of how panels make decisions to assess, • timings of the process and outcomes of each stage, • support options (their role and contact details) and
A balance between the	▪ Are evidence requirements for					

| evidence required from referrers and evidence needed by decision-makers | referral clear?

▪ Is evidence requested easy to provide and the minimum required to make decisions on? | | | | • what to do if you don't agree with a decision.
More detail is then provided on each of the further steps in the process.

Waltham Forest EHC Pathway Link/ http//bit.ly:EHCP003

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Service 2 runs a monthly parents event for parents who are about to or have just made an application to the local EHCP process. The event is co-organised by the SEN team and the local IASS.

Parents are invited to attend the event in a local school. Staff from the children's schools, nurseries or colleges, along with staff from local specialist provision, SENCOs, the SEN team and representatives from the LA (such as Head of Children's services) all attend.

They give brief presentations about the process and parents are invited to ask questions. |

2. Holistic needs assessment driven by CYPF needs and aspirations

Parents want	Questions to ask	RAG rating			Examples/References
Appropriate education, health and care advice	▪ Are there agreed processes for which professionals to involve				Service 1 produce templates for all professionals to submit their assessment evidence in. These set out what the assessments found, what they suggest it means for

tailored to address educational support needs;	in EHC assessments and how? ▪ Are there agreed processes for providing appropriate advice? ▪ Are there templates for what information to provide and how to present it?				educational support needs and appropriate steps to achieve outcomes. ****** Service 3 run person-centred multiagency meetings with families. The meeting chair (transition worker) has already set out, stuck on paper around the walls of the room, the key points that the meeting is going to cover. She also adds sections of the About Me onto these sheets to remind everyone of the child, their dreams, what they are like and enjoy doing.
A person-centred approach – where assessment and planning accurately reflects all aspects of the child, young person and family;	▪ Do all professionals use a person-centred approach? ▪ Have they all been trained to use a person-centred approach?				The meeting chair offers to meet with parents before the meeting. ******* Service 1 has produced guidance, supported by training sessions, on how to produce assessment reports which focus on outcomes. Waltham Forest Outcomes SEND Guidance Document Link: http://bit.ly/EHCP004
Details of the child/young person's strengths and weaknesses and aspirations for now and the	▪ Do plans capture CYP's aspirations? ▪ Do plans for children of all ages look to the future? ▪ Are there agreed				Specialist training on personalising the EHC process is available from Helen Sanderson Associates. Helen Sanderson Associates Link: http://bit.ly/EHCP005 IPSEA provides well written summaries of what happens

		RAG rating			
future;	processes on how these are presented in plans?				during the EHCP assessment process IPSEA EHC – Needs Assessments Link: http://bit.ly/EHC006
Support for the whole families' needs included (e.g. housing, behaviour management, respite, parental well-being as well as the child's).	▪ Do professionals understand how wider family needs may impact on educational needs? ▪ Are families asked about wider needs? ▪ Do plans detail families' wider needs?				Integrating Social Care plans and EHCPs SE7 - Integrating Processes Link: http://bit.ly/EHCP007

3. Suitable educational support to meet needs

Parents want	Questions to ask	RAG rating			Examples/References
A matching of need to provision, with outcomes and progress which will be monitored; in other words plans are SMART;	▪ Do plans make it clear what support is being provided for which needs? ▪ Do plans clearly state agreed outcomes? ▪ Do plans make it clear how progress will be measured?				Information and resources on coordinated assessments: SEN Pathfinder - Coordinated Assessment Process Link: http://bit.ly/EHCP008 The Council for Disabled Children and IPSEA have checklists for EHC Planning • CDC Checklist http://bit.ly/EHCP009 • IPSEA Checklist – Link: http://bit.ly/EHCP010

	▪ Do plans contain SMART outcomes?				How to utilise Personal Budgets in plans CDC - Provider Guide to Personalisation Link: http://bit.ly/EHCP011
Available and accessible appropriate educational provision;	▪ Does local educational provision meet the range of SEND?				KIDS – Make It Personal : 2 - support and advice for parents and carers of disabled children and young people, along with commissioners around the subject of personalisation and personal budgets. KIDS – Making in Personal 2 Link: http://bit.ly/EHCP012
High quality support in place speedily;	▪ Is support implemented as soon as possible after plans are issued? ▪ Are processes in place which ensure high quality appropriate provision is in place for when a plan is issued?				In-Control's POET for children can be used to measure performance on critical processes and outcomes for personal budget recipients. By benchmarking these against the national data set services can focus their strategic plans in areas that are attuned to local experience and where improvements will have most effect.
Wider/external provision agreed e.g. speech and language support; behavioural therapy or private providers;	▪ Are systems in place to facilitate commissioning and implementation of external provision?				In-Control – POET for Children Link: http://bit.ly/EHCP013 Service 1 has a team of experienced SEN caseworkers. They are allowed to arrange placements without any decision having to go through a decision Panel. This happens when provision is clear and straightforward, with consensus amongst the multiagency team and no issue with placement availability. Therefore only contentious cases or those where provision would be beyond the normal resource need or

| Suitable support and next steps set out for children and young people who are not deemed to need assessment or an EHC plan | ▪ When it is decided not to assess a CYP or issue a plan are parents clearly informed of this, the reasons, any support the child will get and next steps? | | | | where potential places are not available go through the panel process.

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Service 3 hold multiagency meetings after assessment where collaboratively they write the contents of the draft plan. This ensures agreement across the team and with parents. It means that parents remain involved in the process and are aware of all the discussions taking place, the implications of the findings from their child's assessments and their level of need and required support.

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Service 2 have used transition funding to employ two team members as Plan Writers. These staff take all of the information from professional reports, as well as family input and present them appropriately in the plan template. They check any unclear information and ensure plans are accessible and meaningful. This ensures consistency across all plans and frees up professionals' time (especially that of SEN caseworkers) from having to produce appropriate content themselves. |

4. Consideration of longer-term ambitions and future implications

Parents want	Questions to ask	RAG rate			Evidence
A truly 0-25 service - with high quality post-16 information, advice and suitable support and provision (including full-time courses);	▪ Do services produce information and advice on the EHC process and SEND support for young people? ▪ Is it clear which services cover CYP with SEND from 0-25 and available post-16 provision? ▪ Is independent support for YP available and are families made aware of it? ▪ Are a range of full-time courses offered?				Preparing for Adulthood have case studies of providing support for post 16s Preparing For Adulthood – Case Studies Link: http://bit.ly/EHCP014 And commissioning issues for a service into adulthood Preparing For Adulthood – Commissioning Link: http://bit.ly/EHCP015 Information and resources on Preparing for Adulthood SEND Pathfinder – Preparing For Adulthood info Link: http://bit.ly/EHCP016 The Preparing for Adulthood Review A Good Practice Toolkit Council For Disabled Children – PFA Toolkit Link: http://bit.ly/EHCP017

Plans that look to the future; moving into employment, independent living, social interaction and positive activities;	▪ Do plans for young people set out aspirations for the future covering:
	
	  o Education
	  o Employment
	  o Housing, and
	  o Social support?
					IASS (Information, Advice & Support) network for young people
					IASS CYP – Home
					Link: http://bit.ly/EHCP018
					
					Association of Colleges – SEND Reforms Project
					AoC - Best Practice Case Studies:
					Link: http://bit.ly/EHCP019

High aspirations and clear steps for how future targets are to be achieved.	▪ Do providers have high aspirations for YP and a range of educational support to achieve these?				SEND Delivery Support [Pathfinder Education Health and Care Plan Workshops](http://bit.ly/EHCP040) Link: http://bit.ly/EHCP040 Service 1 are carrying out a 'Map and Gap' exercise to identify where they need to focus effort on post-16 provision locally. ***** Service 3 are working with local providers to look at local need and how different providers can address that range of needs

5. Effectively actioned plans

Parents want	Questions to ask	RAG rating			Examples/References
Consistently high quality SMART plans which are fit for purpose;	▪ Is someone designated to ensure the quality of plans issued? ▪ Is there consistency across plans issued?				Developing outcomes in EHC plans [SEND Pathfinder - Delivering Better Outcomes Together](http://bit.ly/EHCP020) Link: http://bit.ly/EHCP020 York Specialist Early Years Teaching Service (SEND) – My Agreed Outcomes – A planning and reviewing tool for & with children & young people. [York Early Years – My Agreed Outcomes](http://bit.ly/EHCP021) Link: http://bit.ly/EHCP021
EHC plans which are clear to interpret, execute and resource.	▪ Are all plans checked for being SMART and with resources available to action them?				
A process for checking EHC	▪ Is someone responsible for ensuring delivery of				The Communication Trust - Implementing the Code of Practice for children & young people with speech, language

plans are being delivered as set out.	support is as set out in plans? ▪ Are there processes for action if not?				and communication needs The Communication Trust - Communicating The Code Link: http://bit.ly/EHCP022

6. A monitoring and reviewing process in place

Parents want	Questions to ask	RAG rate			Examples/References
Plan effectiveness regularly reviewed;	▪ Are processes in place to review EHC plans?				Portsmouth Person Centered Annual Review forms & Guide Link: http://bit.ly/EHCP023 Early Support - Various Developmental Journals CDC – Early Support Link: http://bit.ly/EHCP024
All participants clear what the next steps are.	▪ Is it clearly set out and agreed by all how progress will be measured and reviewed and in what timescale? ▪ Are there clear processes for raising concerns about actioning and progress or requesting changes to the plan?				

7. Clear and transparent information

Parents want	Questions to ask	RAG rate			Examples/References
No jargon	▪ Is all information about SEND and the EHC process clear and easy to understand? ▪ Are glossaries available explaining commonly used words and phrases?				Information Advice & Support Services Network – FAQ's for Professionals IAS Services - FAQs for Professionals Link: http://bit.ly/EHCP025 South East 7 (SE7) Pathfinder Co-Production Guidance & Examples SE7 – Co-Production Resources
A clearly documented process (which includes who does what and when; how decision-making works; how to evoke the complaints procedure etc);	▪ Is the EHC process clearly set out in terms of: ▪ What the steps of the process involve? ▪ Who is involved and their role? ▪ How decisions are made and at which points? ▪ What is expected of parents and young people and when? ▪ How to raise concerns or make a complaint?				Link: http://bit.ly/EHCP026 Norfolk EHC plans info – Includes a drop down menu describing all the steps and processes. Norfolk EHC Plans Info Link: http://bit.ly/EHCP027
Straightforward paperwork and help to complete	▪ Is paperwork for families to complete simple,				

it if required;	straightforward and clear? ▪ Is the information tailored for ages and needs of all CYP?			
A balance between information overload and parents being supported to understand what is available to them;	▪ Have parents (or parent groups) been asked what information they need /needed at identification? ▪ Has information been checked with parents? ▪ Is parents' understanding checked and any gaps in understanding addressed?			
Professionals being transparent with them	▪ Is there a local policy of transparency? ▪ Are team members supported to be open with families (for example, of reasons for process delays or decisions)?			

8. Joined up working

Parents want	Questions to ask	RAG rate			Examples/References
A "multi-agency team" that includes all professionals who have involvement with the child, AND the family (and their advocates);	▪ Are processes in place which support multiagency working? ▪ Is it clear who is involved in the EHC process and their responsibilities? ▪ Are professionals supported (and trained) to work in partnership with families?				Early Support – Multi Agency Planning & Improvement Tool – A resource to support operational & strategic improvement. CDC – Early Support MAPIT Link: http://bit.ly/EHCP028 SEND Outcomes Framework – Supporting the implementation of SEND/care reforms – Gollcher Consultancy Gollcher Consultancy SEND Outcomes Framework Link: http://bit.ly/EHCP029
Clear processes for how this team works, roles and responsibilities;	▪ Are clear processes in place setting out how professions work together in EHC assessment and planning? ▪ Does co-commissioning take place?				

A common understanding across the team, effective information sharing, with advice and support needs being jointly agreed;	▪ Are processes in place which support information sharing across professions? ▪ Are there joined up systems (such as shared access databases)?				
Good practice and expertise being shared across child ages and professionals	▪ Are skills shared and training joined up so that all involved professionals have a shared understanding of the EHC process and good working practices?				

9. Parental and Young People Involvement

Parents want	Questions to ask	RAG rate			Examples/References
Support to effectively understand, contribute and influence	▪ Are pre-meetings/ discussions held with parents? ▪ Are parents enabled to have a				National Network of Parent Carer Forums Good Practice Examples: NNPCF – Good Practice Link: http://bit.ly/EHCP030

	clear understanding of the process so that they can be an active participant in it? ▪ Are assessments and reports copied to parents? ▪ Are parents supported to make decisions? ▪ Does the local timescale allow time for parental decision agreement and making?				Information Advice & Support Services Network website for children & young people IASS CYP – Home Link: http://bit.ly/EHCP018 Council for Disabled Children – Your Rights Your Future Training resource for children and young people on what the Children and Families Act means for them. CDC – Your Rights Your Future Link: http://bit.ly/EHCP031 Special Needs Jungle - The DfE answers Top 10 questions on the changes in SEN and disability education Pt 1 SNJ – DfE Answers Top 10 Q's Link: http://bit.ly/EHCP032 SENDirect - A national service designed with parents and	
The young person's voice effectively captured and accounted for	▪ Is the young person's voice central to the development of EHC assessments and plans? ▪ Does at least one person in the multiagency team have responsibility,				professionals to make finding the right support, services and information easier for families of children with special educational needs and disabilities. SENDirect - For Families Link: http://bit.ly/EHCP033 Contact a Family - Our experience of co-production Link: http://bit.ly/EHCP034 Service 3 arranges visits to potential school and accompanies parents if requested ******	

	experience and training to capture and feed in the CYP's views?				Service 2 provides full information on all local schools (including Independent sector) to all parents at the start of the assessment process ****** Service 4 has a 'You said, We did' section on its Local Offer showing steps it has taken based on feedback
Parents seen as equal partners in the process and experts on their own child/young person and families needs	▪ Does the process of application, assessment and planning value the parents' unique experience and understanding of their child? ▪ Is the parent view effectively reflected in EHC plans?				
A non-adversarial approach with families listened to, supported and their contributions valued	▪ Are professionals trained in working in partnership with families? ▪ Are there clear processes for mediation and dispute conflict?				
Support to make informed decisions - for example on placement options and implications for	▪ Are steps taken to ensure families are sufficiently informed to make decisions and				

the short and longer term.	understand the implications of these?				

10. Support provided to families

Parents want	Questions to ask	RAG rate			Examples/References
Regular signposting to suitable and experienced support	▪ Are all families provided information on a wide range of support? ▪ Is it clear that support should be offered to parents throughout the EHC process? ▪ Does this include local IASS, IS, national and local support organisations?				Developing Key Working – Early Support - a paper summarising key evidence and consistent elements of a key working approach, including an analysis of the implications of key working that cuts across health, social care and education. CDC – Early Support – Developing Keyworking Link: http://bit.ly/EHCP035 SENDirect - A national service designed with parents and professionals to make finding the right support, services and information easier for families of children with special educational needs and disabilities. SEN Direct – For Professionals Link: http://bit.ly/EHCP036 Find your local Independent Support provider here
Appropriate information and support for young	▪ Is information provided to young people about a				CDC – Independent Supporters Link: http://bit.ly/EHCP037

people	wide range of support?				Find out about local groups and the National Network of Parent Carer Forums here National Network or Parent Carer Forums Link: http://bit.ly/EHCP038
Acknowledgement that parents may want, and have a right to, independent advice and support	▪ Are all families notified of the local Independent Support service, with its role clearly explained? ▪ Is information on legal, social and emotional support (including local Parent Carer Network forums) available?				And advice on how to work with these groups here NNCPCF – Participation How To Guide Link: http://bit.ly/EHCP039
Awareness of emotional and social support needs to help decision-making, advise or assist parents through what may be a very stressful time.	▪ Are all professionals aware of parents' experiences of having a CYP with SEND and going through the EHC process?				