



# EHCP JOURNEYS

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

## IDENTIFYING

### WHAT DOES THIS MEAN FOR PRACTITIONERS?

#### Practical Steps to Help Parents Through the Identification Step

#### Questions to Ask

#### Rating/Evidence of practice

#### Getting Started - Being Referred for entry into the EHC process

Is it clear that anyone can request entry into the EHC process?

- Does written documentation/website etc make it clear that a parent, young person, teacher or another professional concerned about the child's SEN can request entry into the EHC process?
- Are education, health and social care professionals aware that they can make request entry into the EHC process? How do you know they are aware? Are referrals for SEND coming from a range of routes and professionals?

Are contacts for the local authority's SEND department clear?

- Are contact details for referral well publicised and visible in a range of formats (posters, business cards, web) and places (schools, GP surgeries, day centres etc)?
- Have routes for referral been tested? Imagine you are a parent looking for help. Can you find the person, department you need?

Are contacts for the local authority's SEND department easily identifiable to

a person who is not familiar with SEND jargon?

- Is family-friendly terminology used? E.g. *“Are you concerned your child is not making sufficient progress or is struggling in school? Talk to us at xxx.”*

Is the process for self-referral easily found?

Is it clear what depth of information is required at this step of the process

- What forms should be used?
- What evidence should be supplied?

Are referral routes suggestive of early identification/help?

- Are children and young people with SEND being identified early enough and before families reach crisis point?
- Are referrals coming from a range of routes?
- Are family concerns being listened to?
- Is early help and support offered?

### **Information**

Are you providing parents with information (in different formats verbal and written, diagrams e.g. flowcharts) about the identification stage of the EHC process?

Are families routinely provided with information (in different formats verbal and written, diagrams e.g. flowcharts) about the EHCP assessment of needs process?

- Does this include details of who is involved, roles and responsibilities as well as contact information?
- Is information clear and jargon-free?
- Is there a clear contact at the LA who families can approach for further discussion or a home visit to explain the process?
- Are there family information events/other mechanisms in your area to inform parents?

Are providers (early education, GPs, schools colleges) fully aware of the EHC process in the LA area? How do you know?

### **Support**

What support is available to help parents/providers present the case for an EHCP needs assessment?

Have telephone calls/home visits been considered to ensure that the application for assessment is a fair representation of the child, young person and families needs?

Are families being signposted to local parent fora/ sources of support?

Are families provided with details of national charities and organisations for children, families and young people with SEND?

Has the family been provided with information about Independent Supporters?

- Is information on Independent Support provided in different ways (written and verbal) to meet the differing needs of families?
- Are families signposted to Independent Support provided by an Independent Support agency and the local Information Advice and Support Service (IASS) in each local authority area?
- Do the Information, Advice and Support Service, and the Council for Disabled Children websites have accurate information on the independent support offer in the LA?

### **Evidence Required To Make a Decision on Whether or Not to Assess**

Is it clear what evidence is required to make a decision on whether or not to conduct an assessment of SEND? E.g.

- written application form (including guidance on what this should contain)
- school reports

- IEPS
- External professional reports (speech and language therapy, occupational therapy)
- Parents' own reports from external professionals (some parents will have a lot, so what evidence is important to include?)

Is it clear if the child or family story is to be included at this stage?

- If so, has advice and guidance been provided on how to complete this and what to cover?

### **Transfer Process for Assessment**

Is the transfer process from statements and LDAs to EHCPs clearly documented and signposted?

- Are timescales clear? Has this information been localised?
- Are families being notified in advance that there will be a transfer review?
- Are families and practitioners clear that the transfer process must involve an EHCP needs assessment? It is clear that a transfer is not a simple annual review meeting or a simple change of name from 'statement' to 'EHC'?

### **Outcome of the Identification Step and Next Steps**

Do LA processes clearly inform parents of the outcome of the identification stage?

- If an assessment is agreed, are parents provided with clear information on the next step of the process?
- If an assessment is not agreed, are there clearly documented procedures for informing parents of:
  - Why an assessment was not considered to be required?
  - The next steps (i.e. how the child can be assisted through existing support/mechanisms?)

- How the local offer can help?
- When a re-submission might be considered?
- How to challenge or appeal against a decision?

Is the identification step working effectively?

- Are children and young people being identified via a range of routes?
- Are families self-referring?
- Are education, health and social care practitioners referring?
- Are there peak points of identification that could be being tackled earlier?
- Are there peak points of crisis identification for SEND referrals that could be being tackled and dealt with earlier?
- Are there differences in identification at transition? Are issues of SEND being picked up at the secondary phase of education and not at primary school?
- Are refusals to assess being contested?
- Are children being effectively supported by the local offer when a decision has been made not to assess?