

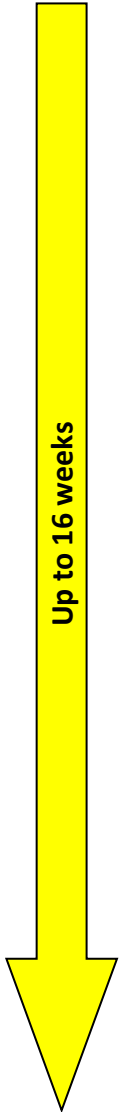
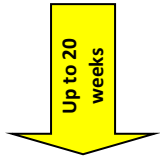



Education Health and Care (EHC) Pathway for New Assessments

 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Local Offer: assessment, intervention and support</p>	<p>Step 1: Listen and Understand Assessment, intervention and support (SEN graduated approach and Early Help) that informs the decision to refer for EHC needs assessment</p>
	<p>The Local Offer sets out services for children and young people with special educational needs and disabilities, and their families, from birth to age 25 which are available in their area.</p> <p>Most children and young people with special educational needs and/or disabilities have their support needs met by their local agencies, schools and services (i.e. through the Local Offer) without the need for an EHC Plan. For some children and young people, an Education Health and Care Plan may be required.</p> <p>Advice and Support: ongoing multi-agency support Before a request is made for statutory EHC assessment, it is usual that intervention and support for a child or young person will be coordinated through key working processes that aim for timely involvement of the right professionals according to each child or young person's personal profile of education, health and social care needs (SEN graduated approach and Early Help).</p> <p>The decision to request a statutory EHC needs assessment is made in relation to the LA criteria published on the Local Offer website. The family and the advising professionals make the request based on their observations and assessments over time of a child's/young person's special educational needs, future aspirations and their views of the resources required that are additional to or different from what is available to their peers.</p>
	<p>Making a Request for statutory EHC needs assessment The keyworker organises a 'Team around the Child/Team around the Young Person' meeting with the family and advising professionals. The purpose of the meeting is to gather the information for making the request for statutory assessment. The meeting is conducted using person-centred approaches placing the child / young person at the heart of the process.</p> <p>To prepare for the meeting, the keyworker uses person-centred skills to gather the information needed to complete the child or young person's personal profile and family's views. The keyworker also makes sure that the family has the information they need about the assessment process, including information about options for educational provision, travel assistance where applicable and options for personal budgets.</p> <p>At the meeting, the family and the key advising professionals contribute their views and information about the child or young person's needs, their progress so far and what support they might need in the future to access learning and achieve success.</p> <p>After the meeting the keyworker completes the Request for Education Health and Care Assessment form and sends this with the supporting information to SENAR.</p>
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Up to 6 weeks</p>	<p>Step 2: Request for Statutory EHC Needs Assessment</p> <p>SENAR consider the information in the Request for EHC needs assessment in relation to the LA criteria and evidence of a graduated approach i.e. that appropriate interventions, support and resources, available through the Local Offer and School's SEN funding, have already been put in place. They also note any pre-existing health or social care/family support needs that have been identified which will need to be included should the request for EHC needs assessment be accepted.</p> <p>SENAR make a decision whether or not to proceed to assessment based on the evidence presented. Some requests are referred to the EHC Panel when the evidence presented requires consideration by a multi-agency panel. The EHC Panel is made up of professionals from education, health and social care.</p>

	<p>Step 3: Information gathering</p> <p>Information gathering and further assessment work completed. A 'Tell Us Once' approach is used. The SENAR Principal Officer acts as the Plan Coordinator and builds on the information already provided requesting additional reports if necessary from advising professionals.</p> <p>Once the advice and information has been received, the SENAR Principal Officer considers all the evidence and prepares a written summary of the assessment information and circulates it to all involved ready for the Planning Meeting with a reminder that an EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.</p>
	<p>Step 4: Planning Meeting and decision whether to proceed to EHC Plan</p> <p>The purpose of the meeting is to ensure the completed assessment accurately reflects the child/young person's needs, agree the outcomes with/for the child or young person and how these might be met, including resources and preference for placement if applicable. The meeting is conducted using person-centred approaches and everyone is invited to contribute. At the end of the meeting, the SENAR Principal Officer confirms whether the intention is to proceed to EHC Plan or whether the completed assessment indicates that the child's or young person's needs could be met in other ways by the school, college or other provider.</p>
	<p>Step 5: Draft EHC Plan and Consultation</p> <p>If the decision is to proceed to EHC Plan, the SENAR Principal Officer, completes the Draft EHC Plan seeking any further advice from involved agencies if necessary, and liaises with health and social care commissioners to ensure personal budget or other resources are appropriately agreed as part of the consultation process.</p> <p>The SENAR Principal Officer shares the Draft EHC Plan (including the appendices) with the family and notifies them that during this period they can request a particular school, college or post-16 institution to be named in their EHC Plan. Families have 15 calendar days to respond. Families are able to access support if needed to help them with this. A SENAR officer must be available for a meeting with the child's parents or young person on request if they wish to discuss the content of the Draft EHC Plan.</p> <p>The SENAR Principal Officer consults with governing body, principal or proprietor of the appropriate educational provider(s). Educational providers must respond within 15 calendar working days.</p>
	<p>Step 6: EHC Plan is finalised</p> <p>Following consultation with the family and providers (including health and social care commissioners as appropriate) the SENAR Principal Officer finalises the EHC Plan and the elements (if any) the family wish to take up as personal budget.</p>
	<p>Step 7 : Implementation and Review</p> <p>The SENAR Principal Officer asks the relevant school or setting to arrange an EHC Plan implementation meeting to plan the short term targets, support and monitoring in order to assure the outcomes identified in the child or young person's EHC plan.</p> <p>The EHC Plan will be reviewed at least annually to maintain its relevance to the child or young person's individual situation. In certain cases it may be reviewed more frequently, if this is agreed by the family, the child or young person and those providing support. Using a person-centred approach to structure meetings supports the continued engagement and involvement of families in this process.</p>

Please note: where the term 'family' is used, it is used generically to include child, young person and parents/carers