

Core Standard Six – Education, Health and Care Plans

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What is an Education, Health and Care Plan?

An education, health, and care plan (EHC) Plan is for children and young people aged up to 25 who need more support than is available through **the settings 'ordinarily available' offer** and targeted support and interventions. **This is often referred to as 'high needs'**.

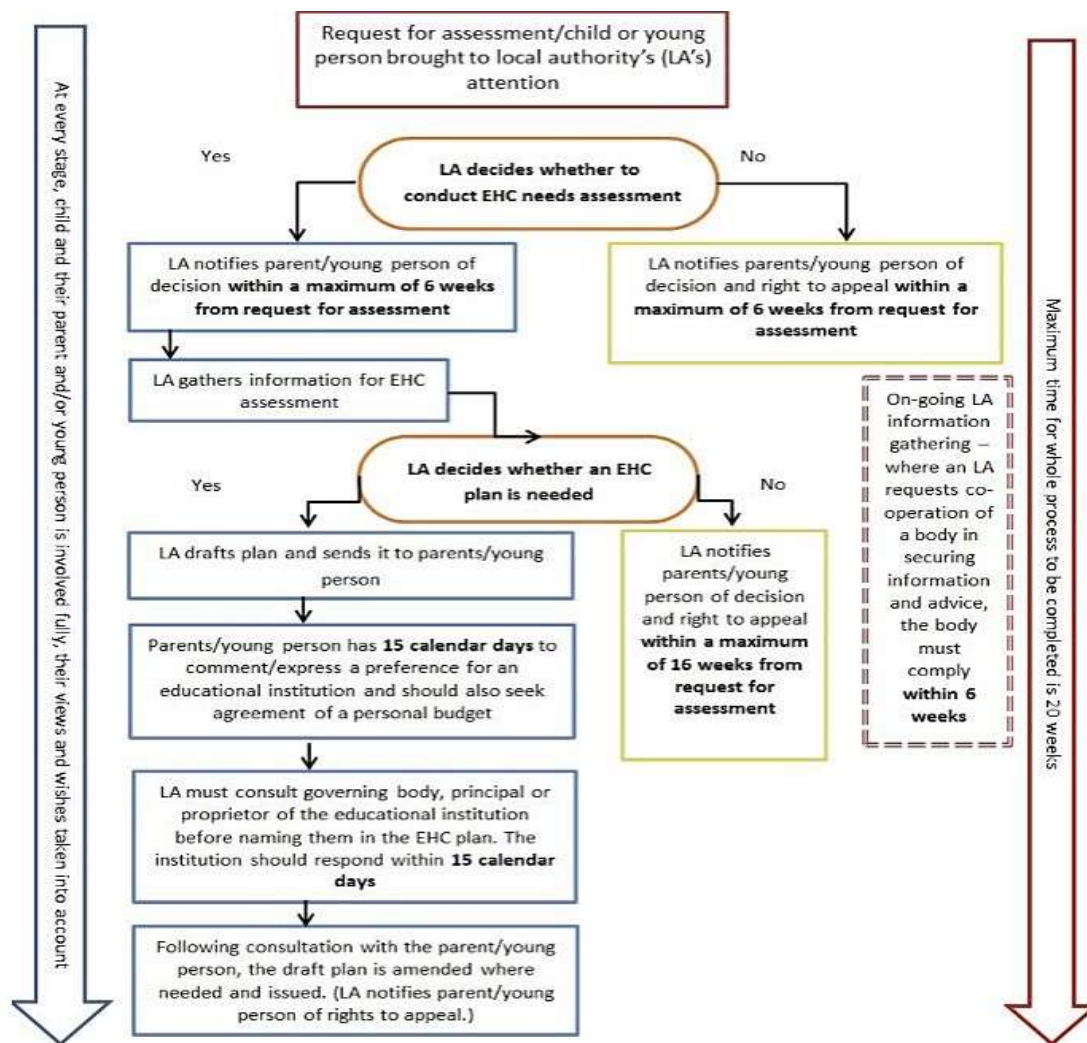
EHC plans are written by the local authority. they identify the educational, health and social needs that a child or young person has and set out the additional support that must be provided to meet those needs.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings but a small number of children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to secure the best possible outcomes for a child or young person across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan does this by specifying the provision that is required to meet the special educational needs of the child or young person.

What is the process for getting an EHC Plan for a child/ young person?

The following flow chart sets out the process that the local authority will follow (a full-sized version of the flow chart can be found on page 154 in the code of practice):



As the flow chart shows, the first step towards a child/ young person getting an EHC plan is that they are referred to the local authority for an assessment of their educational, health and care needs. In the majority of cases a referral will follow on from the planning that a setting has already undertaken with parents and young people.

A referral for an EHC assessment can be made by parents/ carers, by the young person themselves, by professionals working with the family or by an educational setting. Haringey Local Authority provides forms for relevant people to make a referral. These can be found [here](#).

The majority of referrals are made by educational settings so it is important that SENDCos, teachers and leaders know what they need to do to make a referral for an EHC assessment.

When might a child/ young person need to be referred for an EHC Assessment?

The SEN code of practice says that a child/ young person might need an EHC assessment when:

“Despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.”

In a very small minority of cases a child or young person may demonstrate significant difficulties which, without immediate specialist intervention beyond the capacity of the setting would lead to increased learning difficulties. In such cases the setting may consider it impossible or inappropriate to carry out its full planning and assessment procedure and move immediately to requesting an EHC assessment.

Haringey Local authority provides [further guidance](#) on when a child / young person is likely to be eligible for an EHC needs assessment.

The code of practice also stipulates that a setting should always involve a specialist where a child/young person

How do I make a referral for an EHC assessment?

It is really important to note that the code of practice goes on to say:

“To inform its decision (about whether or not to carry out an EHC assessment) the local authority will expect to see evidence of the action taken by the school as part of SEN support.”

This means that educational settings will need to ensure they can provide information and evidence about:

- The **child/ young person’s strengths** and difficulties across all four areas of need
- The **child /young person’s self-help** skills, independence and / or preparation for adulthood
- What is **and isn’t** working well for the child/ young person
- Progression and achievement data that shows the child/ young person is not making expected progress
- The impact the child/young person’s difficulties are having on their learning – academically, socially and personally
- The strategies and interventions that have been put in place for the child/ young person by the setting, by parents and by other professionals over the last two Assess-Plan-Do-Review cycles and the impact these have had
- Details of additional or different provision made under SEN support
- The cost implications (if any) as a result of the interventions that have been put in place
- The reasons why the setting/ parents believe the child/young person needs an EHC plan
- The desired outcomes for the child/ young person
- The **child / young persons ‘story’** so far including their views, interests and aspirations
- A pen portrait of the child/ young person

The Haringey EHC assessment [guidance document](#) provides detailed information on the information that is needed.

Once completed the referral form should be sent to: sen@haringey.gov.uk

What happens once I’ve made a referral for an EHC assessment?

Once a referral has been made it will be presented at the SEN panel. Haringey local authority hold a weekly panel that consists of a range of professionals, including SENDCos who will decide if a child/ young person needs an EHC assessment.

The panel will use the information and evidence provided by the setting to consider whether the support required to meet the needs of the child/ young person and enable them to access the curriculum and make sufficient progress is over and above (i.e. different from or additional to) that which would normally **be available as part of the settings High Quality Teaching and ‘ordinarily available’ offer for children/ young people of the same age.**

The flow chart above (and on page 154 of the code of practice) provides information on what will happen once the panel have considered the referral for assessment. More detailed information is in chapter 9 of the SEN code of practice.

If the local authority decides to go ahead with an EHC assessment, they might request further information from the educational setting, for instance about the provision the setting can put in place and how this will help the child/ young person to achieve the desired outcomes. When this happens the setting has to **provide the information in ‘a timely manner’ and within a maximum of six weeks from the date the authority makes the request.**

It is important for settings to recognise that an EHC needs assessment will not always lead to an EHC plan. This is because the panel may decide that the information gathered during an EHC needs assessment indicate ways in which the setting can meet the child or young person's needs without an EHC plan.

What are my settings responsibilities in relation to a child/ young person receiving an EHC plan?

If, after completing the EHC needs assessment, the local authority decides that a child/ young person does need an EHC plan, it is the **authority's** responsibility to prepare the plan.

The child / young person's parents or the young person themselves has the right to request a particular educational setting to be named in their EHC plan. If this is the case the local authority must name that setting in the EHC plan however, before naming a specific setting, the local authority will consult with the setting. The setting should respond within 15 calendar days stating whether or not it can meet the needs of the child/ young person by delivering the provision that is specified in the draft EHC plan.

There are very limited circumstances in which a setting can state that it is unable to meet the needs of a child/ young person, these are:

- The setting would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person at the setting would be incompatible with the efficient education of others, or the efficient use of resources
(Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they **may have**. 'Others' means the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis)

It is the settings responsibility to provide relevant evidence to support either of these circumstances. The setting being at full capacity is not a sufficient reason for a setting to state that it cannot meet the needs of a child /young person with an EHC plan.

Settings also need to be aware that the local authority cannot refuse to place a child/ young person with an EHC plan in a mainstream setting because it is 'not suitable'. It can only refuse to place a child /young person if the placement would be 'incompatible with the efficient education of others' but it must show that there are no reasonable steps that it or the setting could take to prevent that incompatibility. This means that, even when a setting has said it cannot meet the needs of a child/ young person, the authority may still consider the setting and name it on the EHC plan.

Where appropriate a child/ young person with an EHC plan can attend more than one school under a dual placement. Dual placements enable children/ young people to have support from a mainstream and a specialist setting. This can help to prepare them for full time mainstream education as well as enabling mainstream and special settings to share and develop their expertise in supporting children with different types of SEN.

In order for a child / young person with SEN who is being supported by a dual placement to be deemed as being educated at a mainstream setting, they should spend the majority of their time there and be on the register of the mainstream setting.

It is important for settings to understand that once they have been named on an EHC plan they **MUST** admit the child/ young person to the setting. Senior leaders in the setting should ensure that:

- Those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them.
- **Teachers and lecturers monitor and review the child or young person's** progress during the course of a year.

- **Formal reviews of the EHC plan take place at least annually.** (If a child or young person’s SEN change, the local authority should hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.)

Personal Budgets

Young people and parents of children who have EHC plans have the right to request a Personal Budget, which may contain elements of education, social care, **and health funding.** The authority’s policy on personal budgets for children / young people with an EHC plan can be found on the [here](#).

Confidentiality

All EHC plan must be kept securely so that unauthorised persons do not have access to them, this includes any representations, evidence, advice, or information related to the EHC plan.

An EHC plan must not be disclosed without the consent of the child or the young person, except for specified purposes (listed in para 9.211 of the code of practice) or in the interests of the child or young person.

If a child does not have sufficient age or understanding to allow him or her to consent to such disclosure, **the child’s/ young person’s parent may give consent on their behalf.**

How should my setting monitor and review progress towards the EHC plan outcomes?

As part of the processes involved in preparing an EHC plan, the local authority will seek advice from the educational setting. This advice will contribute to the development of an EHC plan to ensure that it meets **the child or young person’s needs, the outcomes they want to achieve and the aspirations they are aiming for.**

In addition to any routine summative assessments, settings should monitor and review the progress that the child/ young person is making towards the outcomes set out in their EHC plan.

Information is set out in a number of different sections within an EHC plan. Section E provides details of the outcomes sought for the child / young person, including outcomes for adult life and where relevant wider outcomes such as positive social relationships and emotional resilience.

The SEN code of practice defines an outcome as:

“The benefit or difference made to an individual as a result of an intervention.”

Paragraphs 9.64 – 9.69 of the code of practice provide details about outcomes. In summary the points are:

- Outcomes will enable children and young people to progress in their learning and, as they get older, to be well prepared for adulthood
- Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation
- Outcomes should be personal and not expressed from a service perspective
- An outcome should be something that those involved have control and influence over
- Outcomes do not always have to be formal or accredited, but should be specific, measurable, achievable, realistic and time bound (SMART).
- Outcomes that focus on education or training will describe the expected benefit to the child/ young person of the education or training intervention.
- Outcomes are not a description of the service that should be provided – for example the provision of 3 hours of speech and language therapy is not an outcome
- Outcomes should consider what is important to and for the child/ young person i.e. what do they want to achieve and what is important as judged by others who have their best interests at heart
- Outcomes should include those needed to make successful transitions between phases of education

- Outcomes may help settings in meeting their duty to ensure that children/ young people with SEN engage in activities together with those who do not have SEN
- From Y9 onwards, outcomes will reflect the need to ensure that young people are preparing for adulthood
- The provision that will enable the outcomes to be achieved should be specified

Each educational setting should monitor and review progress by setting shorter term targets that are not necessarily part of the EHC plan but are steps that will help the child/ young person make progress towards the outcomes set out in section E of the EHC plan.

While the points above relate to the outcomes in the EHC plan, it is important for settings to bear them in mind when identifying and amending shorter term targets.

How should my setting identify and review shorter term targets? – Personalised planning

The best way for settings to identify and review shorter term targets is through a personalised **child/ young person support plan**. (This may also be known as an individual education plan or IEP) This plan should be co- produced and reviewed in partnership with parents/ carers and where appropriate, with the young person as well. These plans should be succinct (ideally 1 side of A4) and easy for all staff to read and understand.

The Ziggurat Group has this to say about PSPs:

“ The IEP (PSP) objectives are the pathway to success for children/ young people with special needs. When the objectives fall short of addressing all areas of need, the child/ young person suffers. Development of poor IEPs results in missed opportunities for children/ young people. Developing targeted IEP (PSP) objectives requires quality evaluation and collaboration”.

Haringey local authority is in the process of developing a standardised pro forma for child/ young person support plans and a system to record progress towards the shorter term target, but as a minimum a child/ young person support plan should include:

- Child/ young person’s name, date of birth, class/ year group, teacher
- Date the plan was written and date it needs to be reviewed
- Things the child/ young person is good at and things they want to get better at
- Current levels in English and mathematics (if appropriate)
- For each of the four areas of need (plus one other area **such as ‘independence’ if required**) :
 - Details of the interim (annual) objective set at the annual review – this should be based on the EHC plan outcome for the area of need
 - What the child/ young person can currently do in relation to the annual objective
 - A SMART shorter term target – this should be the next step forward from what the child/ young person can currently do. It should move them towards achieving the annual objective and should be something that everyone agrees the child/ young person should be able to achieve in a term.
 - Information about what the child/ young person needs to do to successfully achieve the short term target
 - Information about what staff need to do to support the child/young person to achieve the target, including the level of support or prompting they should provide

The shorter term targets are about addressing **the EHC plan outcomes which are ‘additional to or different from’ what is expected within a settings High Quality Teaching and ‘ordinarily available’ offer**. As such the child/ young person support plan should **rarely contain ‘academic’ or subject specific targets as these should form part of the teachers normal lesson planning in line with High Quality Teaching**.

The child/ young person’s support plan should always be co-produced with parents and the young person themselves where appropriate. It should be shared with all staff who work with the child/ young person including non-class based staff such as SMSAs so that they know and understand what the targets are

and can support the child/ young person to achieve them throughout each day and across all areas of the setting, such as the dining hall or the playground.

It is really important that the shorter term SMART targets should be reviewed and if necessary amended each term through the settings Assess-Plan-Do-Review cycle in order to:

- Assess the impact of the support and interventions
- Ensure the support and interventions are enabling the child /young person to progress towards the desired outcomes
- Ensure that the child/ young person remains on track to achieving the outcomes in the specified time frame
- Check that the support and interventions remain well **matched to the child/ young person's needs** across all four broad areas of need
- Allow any new or re-occurring barriers to learning to be identified and overcome
- Enable a clear picture of the interventions put in place and their effect to be developed
- **Recognise the child's/ young person's progress and achievement**
- Set new targets if the current ones have been achieved
- Amend the targets if they have not been achieved within two terms

These termly reviews should feed into and inform the annual review process.

What are my settings responsibilities in relation to annual reviews for EHC plans?

The code of practice says:

“Where a child/ young person has an EHC plan, the local authority must review that plan as a minimum every twelve months*. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.”

*For children aged under 5, the EHC plan should be reviewed every six months.

In reality, the local authority will almost always expect educational settings to hold the annual review meetings for every child/ young person with an EHC plan in the setting. This is because:

- Reviews are generally most effective when led by the educational setting because they know the child or young person best, will have the closest contact with them and their family and will have the clearest information about progress and next steps
- Reviews led by the educational institution will engender the greatest confidence amongst the child, young person and their family

The local authority should provide each setting with a list of the children/ young people who will require an annual review each term.

There is a clear process for annual reviews, this includes the annual review meeting. The first annual review meeting must take place within 12 months of the date when the current EHC plan was issued and subsequent reviews must take place within 12 months of the previous review.

The purpose of the annual review is to actively monitor the progress that the child / young person is making towards the EHC plan outcomes and their longer term aspirations, so it is important that settings make sure that this is the main focus of the annual review meeting.

The meeting should:

- Gather and assess information so that it can be used by the setting to support the child or young person's progress and their access to teaching and learning.
- Gather and consider the views, wishes and feelings of the parents/ carers

- As far as possible, gather and consider the views, wishes and feelings of the child/ young person. Their ‘voice’ should be gathered in an appropriate format, for instance via videos, photos, PowerPoint presentation [further guidance](#) can be found on the Haringey website
- Review the special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- Review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- Consider the continuing appropriateness of the EHC plan in the light of the child or young person’s progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued
- Review the interim (annual) targets and set new (annual) interim targets for the coming year
- Where appropriate, agree new outcomes

One approach to holding a successful annual review meeting is to run it as a person centred review. Detail of how to do this can be found here [Person-Centred-Reviews-booklet \(PDF, 832KB\)](#)

Year 9 annual reviews

Year 9 annual reviews and every review after that needs to include a focus on preparing for adulthood It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning must be centred around the individual and explore the child or young person’s **aspirations and abilities, what they want to be able to do** when they leave post-16 education or training and the support they need to achieve their ambition.

Settings need to ensure that young people have the support they need (for example, advocates) to participate fully in this planning and make decisions about their future.

Transition planning must be built into the revised EHC plan. Haringey have a ‘[Preparing for adult life plan meeting summary](#)’ form that must be completed with the young person and their parents before the annual review meeting. The meeting should result in clear outcomes being agreed that are ambitious and stretching and which will prepare young people for adulthood.

Transfer between phases of education

The key transfers between phases of education in Haringey are:

- Early years provider to school
- Infant school to junior school
- Junior/ primary school to secondary school

The code of practice is clear that an EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution.

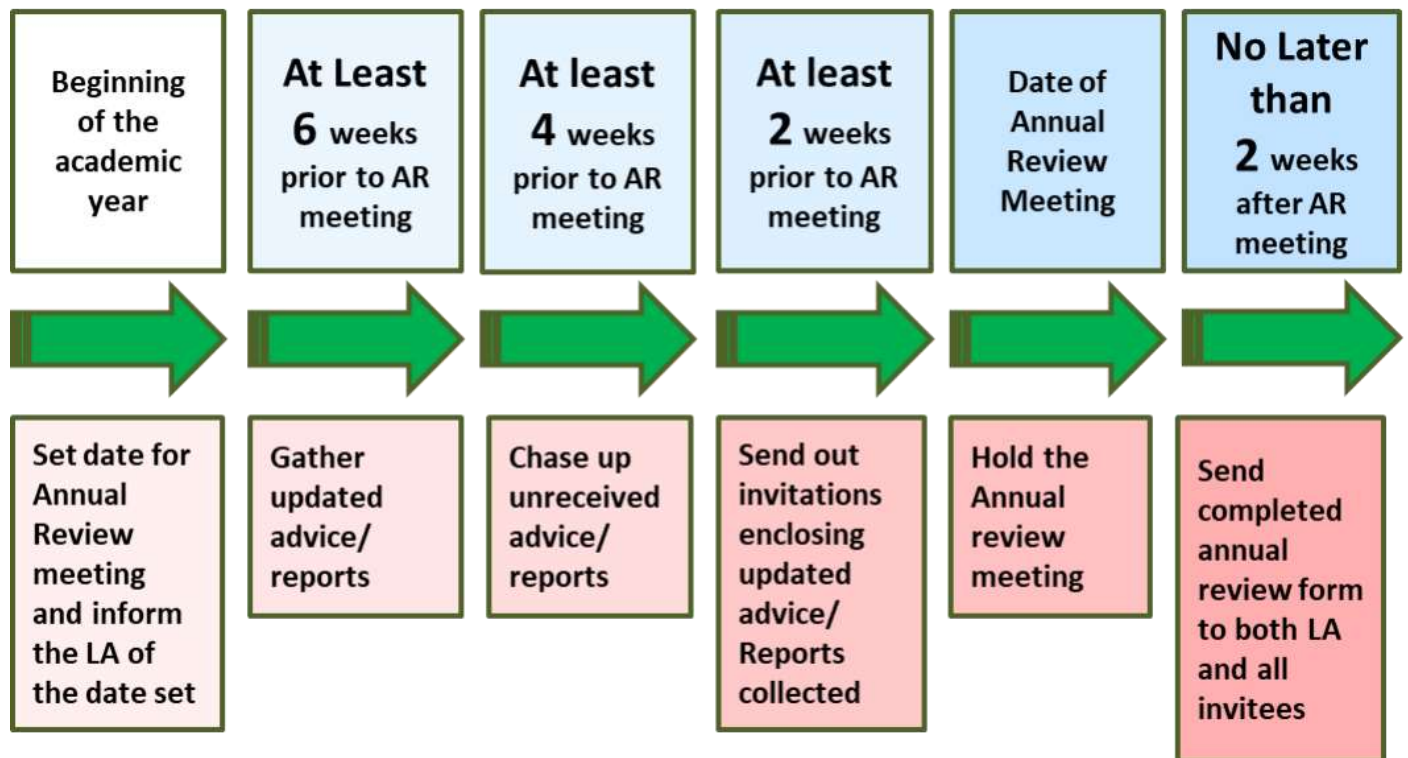
The review and any amendments must be completed by **15 February in the calendar year of the transfer** at the latest for transfers into or between schools.

For young people moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan – including specifying the post-16 provision and naming the institution – **must be completed by the 31 March** in the calendar year of the transfer

As such the local authority expects all reviews for children/ young people who are due to transfer between phases of education to take place in the Autumn term of the year the child/ young person is due to transfer.

Timings for annual review meetings

All annual review meetings need to adhere to a specific time frame. Settings should ensure that they meet this time frame so that the children/ young people can continue to get the support they need.



What might EHC plan provision look like for children/ young people with identified needs?

The EHC plan is divided into 11 sections, A to K.

Section A = The views, interests and aspirations of the child/ young person and his /her parents

Section B = The child/ young person's special educational needs within each of the 4 broad areas of need

Section C = The child/ young person's health needs

Section D = The child/young person's social care needs in relation to their SEND

Section E = The outcomes sought for the child /young person within each of the four broad areas of need

Section F = the special educational provision required by the young person to achieve the outcomes

Section G = Any health provision reasonably required to support the outcomes being achieved

Section H = Social care provision reasonable required to support the outcomes being achieved

Section I = The name and type of school the child/ young person will attend

Section J = Details of any personal budget

Section K = supporting advice and evidence gathered during the assessment

The sections most relevant to an educational setting are parts A, B, E and F. Sections E and F are often combined into one grid.

The actual content of an EHC plan will depend on the identified needs and aspirations of the individual child / young person. It will include a description of the personalised provision the child / young person requires that is 'additional to or different from' what is available through HQT, the settings ordinarily available offer and any targeted support and interventions. This is likely to include: Curriculum adjustments, the use of specific teaching approaches and pedagogy, specific resources, therapeutic input and changes to the environment. The EHC plan should also provide details of who is responsible for providing each element of the personalised provision.

EDUCATION, HEALTH AND CARE PLANS - DESCRIPTORS

1.	All staff know what an Educational, Health and Care (EHC) plan is and understand its purpose
2.	The SENDCo/ leaders know and the process that leads to a child/young person being given an EHC plan
3.	The SENDCo/ leaders and teachers know when to refer a child/ young person for an EHC plan
4.	The setting always involves relevant specialists when a child /young person continues to make little or no progress or where they continue to work at levels substantially below those expected of children/ young people of a similar age despite evidence-based SEN support delivered by appropriately trained staff.
5.	The setting is able to provide all the required evidence when applying for an EHC assessment
6.	The SENDCo has observed and taken part in at least one SEND panel and understands the local authorities decision making process around EHC assessments
7.	All staff are aware that an EHC assessment may not result in an EHC plan
8.	The SENDCo/ leaders (including Governors) know and adhere to the consultation timescales for responding to the setting being named on an EHC plan
9.	The SENDCo/ leaders know the limited circumstances in which a setting can refuse to be named on an EHC plan and do not make excessive use of these in order to prevent children/ young people with SEND being admitted to the setting
10.	If there is an occasion when the setting is refusing to be named on an EHC plan, the setting is able to provide all required evidence to support their reason for the refusal
11.	The SENDCo/ leaders are aware that a setting being at ‘full capacity’ cannot be used as a reason for the setting not to be named on an EHC plan
12.	The SENDCo/ leaders understand that even when a setting has said it cannot meet the needs of a child/ young person, the authority may still consider the setting and name it on the EHC plan because that believe that ‘reasonable steps’ can be taken to make the setting ‘compatible with the efficient education of others’
13.	The SENDCo /leaders understand that, in liaison with the local authority, they must take ‘all reasonable steps’ to make the setting ‘compatible’ for a child/ young person with an EHC plan
14.	The SENDCo/ Leaders understand how a child / young person with an EHC plan could access a dual placement
15.	Leaders understand that once a setting has been named on an EHC plan, they MUST admit the child/ young person to the setting
16.	The setting ensures that all EHC plans are kept securely and that confidentiality protocols are followed when it becomes necessary to share an EHC plan
17.	The setting uses pupil support plans (PSP) in addition to routine summative assessments to monitor and review the progress that a child/ young person is making towards the outcomes in their EHC plan
18.	The setting’s pupil support plans (PSP)contain all the required information including SMART shorter term targets

19.	Pupil support plans (PSP) for children/young people with an EHC plan are reviewed and updated at least termly, in partnership with parents/ carers through the Assess-Plan-Do-Review cycle
20.	The SENDCo/ teacher ensure that the shorter term targets enable the child/ young person to make progress towards the interim (annual) objective and that the interim (annual) objective, in turn, enables the child / young person to make progress towards achieving the outcomes in their EHC plan.
21.	The SENDCo/ teacher ensures that the pupil support plan (PSP) is not overly focused on subject specific, academic targets that should be in the teachers normal curriculum planning
22.	The SENDCo/ teacher ensure the pupil support plan(PSP) is shared with, understood and implemented by all staff who work with the child/ young person
23.	The SENDCo/ leaders ensure that annual reviews take place for all EHC plans and that these occur within the required time scales, including for children / young people who are transitioning to the next phase of their education
24.	The SENDCo/ leaders ensure that all relevant parties are invited to attend the annual review meeting and that all relevant information and reports are circulated at least two week before the meeting
25.	Leaders ensure that staff who are chairing annual review meetings have the appropriate skills and confidence to do so
26.	The setting make sure that parents/ carers understand the purpose and the importance of the annual review meeting and their attendance at it
27.	The chair of the meeting ensures that the child's/ young person's 'voice' is heard at the annual review meeting
28.	The chair of the meeting makes sure that the meeting fulfils its purpose of 'actively monitor the progress that the child / young person is making towards the EHC plan outcomes and their longer term aspirations'
29.	The setting ensures that all young people in Y9 and above have a 'preparing for adult life' meeting and that a 'preparing for adult life' plan is in place that is reviewed and up dated every year.
30.	The setting meets all the required deadlines including sending a report of the annual review meeting to the local authority within 2 weeks of the meeting