

# Education, Health and Care Plans (EHCPs), & Independent Support



**iS**Essex

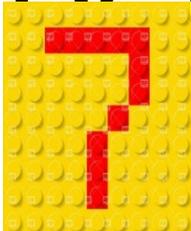
Working with:





# Children and Families Act 2014

Special Educational Needs & Disability (SEND) Reforms

The  Highlights

# Children & Families Act SEND Reforms



## The Highlights

- **1: Involvement** of children, young people and parents
- **Person-centred:** in Essex – *'One Planning Environment'*

# Children & Families Act SEND Reforms



## The Highlights

- **2: The duties apply to all schools including Academies, and to FE Colleges**

# Children & Families Act SEND Reforms



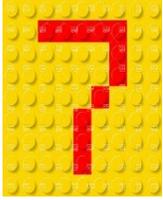
## The Highlights

- **3: Education, Health and Care Plans (0-25)** replace SEN Statements & Learning Difficulty Assessments – focus on outcomes
- Co-ordinated assessments
- Independent Supporters to help families-



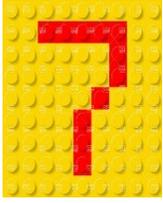
# Children & Families Act SEND Reforms



- **The  Highlights**
- **4: Joint commissioning of services across education, health and social care**

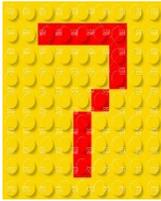
# Children & Families Act SEND Reforms



- **The  Highlights**
- **5: The Local Offer**
- Clear and transparent info
- Co-produced
- In Essex:  
[www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

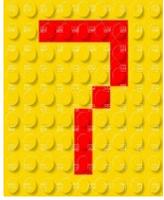
# Children & Families Act SEND Reforms



- **The  Highlights**
- **6: Preparing for Adulthood**
- Young people 16-25 included

# Children & Families Act SEND Reforms



- **The  Highlights**
- **7: Offer of Personal Budget**
- Increasing choice and control

# Children & Families Act SEND Reforms



## • The Highlights



# Education, Health and Care Plans (EHCPs), & Independent Support



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# EHC Plans – Background/ Requirements



- EHC Plans have replaced SEN Statements and Learning Difficulty Assessments (LDAs) for all new assessments since September 2014
- Gradual phasing out of existing SEN Statements & LDAs – priority cohorts, mainly at key transition points (Yrs. 2, 6, 9, 11, 14)
- 20 week process

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# EHC Plans – What’s Changed? What’s New?



## SEN Statement/LDAs

- Report Writing
- Repetition
- Fixed system
- Diagnosis led
- Education only focus
- Targets
- Fixing ‘problem’

## EHC Plans

- Involves family/young person
- ‘Tell it only once’ approach
- Flexible approach (not a form)
- Addresses needs
- About life - holistic
- Aspirations and outcomes
- Empowering

Working with:

# EHC Plans – Principles



- Working together – holistic
- Family and Child/Young Person at the centre
- Aspiration and Outcome-Focused
- Choice and Control
- Preparing for Adulthood
- Ordinary Lives
- Process/approach NOT forms

**In Essex – The One  
Planning Environment**

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# EHC Plans – some tools to help you



## Voice of the child/young person/family

- One page profile
- What's important to me/Important for me
- What's working/What's not working
- Circle of support – who's involved, their role and/or relationship, how they can help
- Outcomes Pyramid – visual representation of the key sections of the EHC plan

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**One Page Profile: Who am I? What I'd like you to know about me**

Me: (Name & Photo)	What people like and admire about me:
What's important to me Now:	How to help and support me:
My hopes and dreams::	Date:

## Key information – should be:

- Detailed, but not 'wordy'
- Specific
- Useable

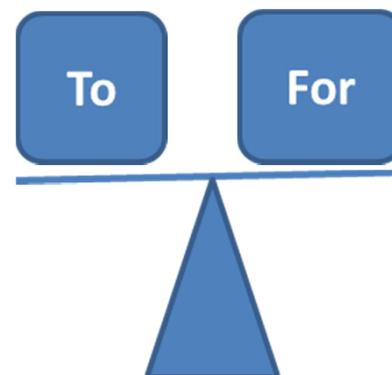
Should reflect the child's/  
young person's perspective

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# Important To / Important For



- **Important to** ..... Likes/Preferences
- **Important for** ..... Needs



## Balance needed:

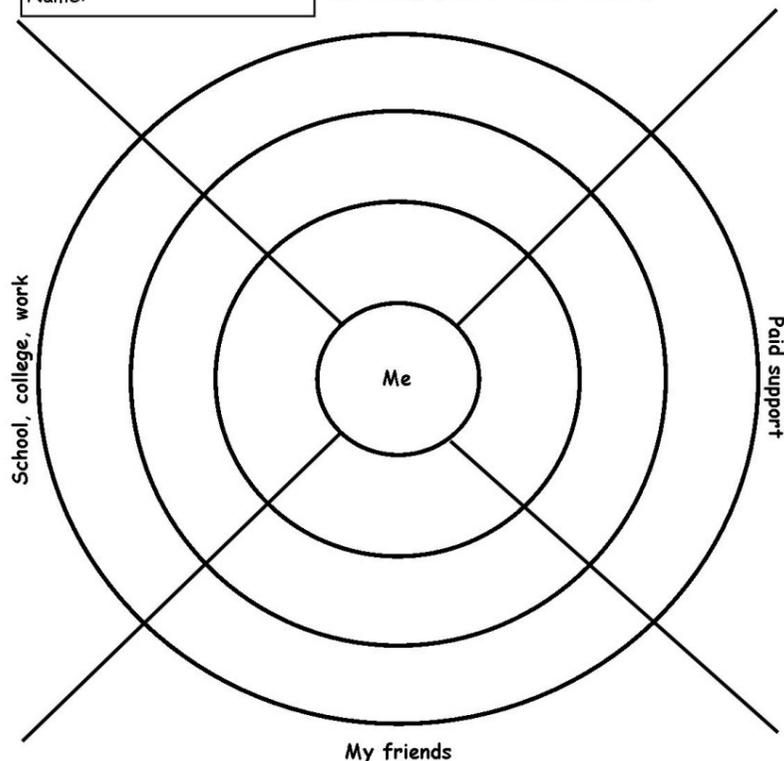
- **Too much 'Important for'** – overemphasis on needs, prescriptive, lack of choice
- **Too much 'Important to'** – unfocussed, lack of responsibility, self-indulgent,
- **Also, what is there, looking at the future?**

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**Relationship Map or 'Circle of Support':** the people in my life  
Who do I spend my time with? Who do I like being with?  
Who helps and supports me?

Name:  My family (and/or foster carers)



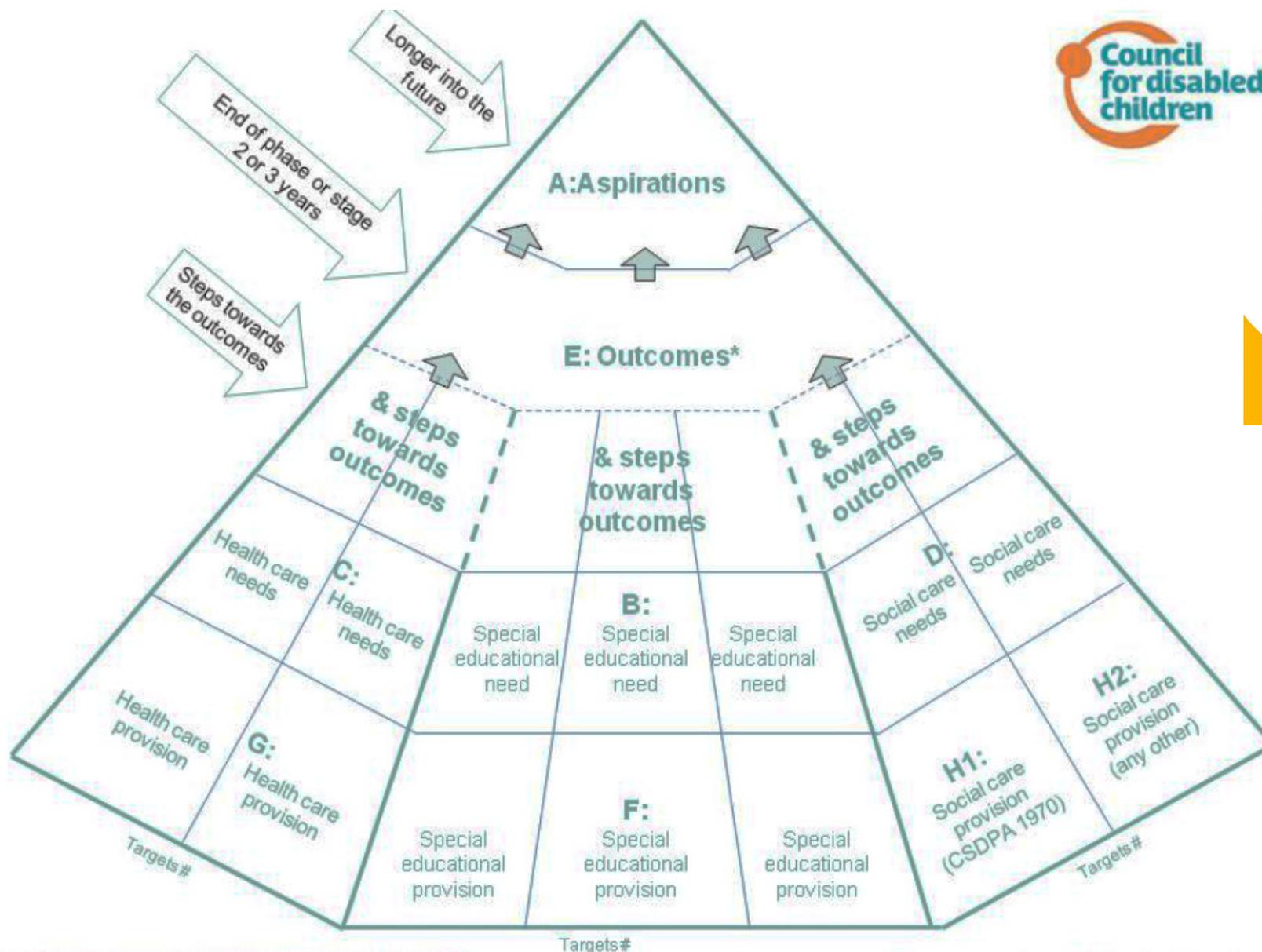
? **To think about:** Who is closest, and most important in your life? Why?  
Are there any gaps that need to be filled?  
Notes/  
Actions:

## Relationship Map

Who is important in their life?  
What is each person's role?

Working with:

See: <http://www.councilfordisabledchildren.org.uk/resources/ehc-outcomes-pyramid>



#EHC plan should specify the arrangements for setting shorter term targets at school, service or institutional level.

\* For young people over 17, the education and training outcomes need to be separately identified.

Working with:



# Independent Support Essex Consortium (iSEssex)



**iSEssex**

Working with:



# Independent Support Essex Consortium (iSEssex)



InterAct

Families InFocus  
Essex

ecdP  
enhancing everyday lives

face  
Facilitating Access to Community

iSEssex

Delivering  
independent  
support

Working with:

  
Essex County Council



## **What is Independent Support?**

- A 2-year programme of additional support for young people and parents during the SEND Reforms implementation phase
- Funded by Department for Education, and commissioned nationally via the Council for Disabled Children
- Independent Support is delivered by 3<sup>rd</sup> sector organisations
- Is specific to supporting the EHC Plan process
- Provides a network of trained independent supporters  
Countrywide

Working with:



# **iSEssex** Independent Support



## Independent Supporters.....

- Are locally recruited
- Have skills and expertise in working with parents and young people
- Have experience and understanding of SEN and disability
- Are trained in SEND law, the new Code of Practice and practical working
- Are supporters not advisors
- Will work closely with statutory services

Working with:



# **iSEssex** Independent Support



Independent Supporters will.....

**Be an additional resource** for a time-limited period to work in a person-centred way, directly with young people, and with the parents of children being assessed for an EHC plan

This will include:

- New assessments for children/young people
- Children with an SEN Statement converting to an EHC plan
- Young people with an LDA converting to an EHC plan
- Working with Essex County Council, Health etc.

Working with:





# iSEssex - Approach



Distinctive features.....

- Partnership of 4 Essex-based voluntary sector organisations
- Complementary skills and expertise in working with local parents and young people
- Hybrid paid staff and volunteer model, building sustainability and peer support
- Localised delivery across the County

Working with:



# iSEssex iSEssex - Approach



How we can help.....

- Supporting families and young people to participate and have their voice heard in the EHC planning process
- Range of support – light touch/more intensive
- **1-1 support** for parents/young people: face-to-face, telephone helpline and email
- **Group-based support for parents**
  - Presentations/workshops
  - Information events/parents' evenings etc.
  - Drop-in Sessions (e.g. coffee mornings)
- **Workshops with young people**

Working with:



# iSEssex iSEssex - Approach



What we can help with.....

- **Information:** Essex and the One Planning Environment, EHC Plans, and the Essex Local Offer
- **Tools to help and support families' & young people's** participation in the EHC planning process, e.g.:
  - One Page Profiles
  - Important to me / for me, and getting the balance right
  - What's working / not working
  - Understanding Outcomes and Aspirations: the Outcomes Pyramid and how that translates into an EHC plan
- **Support at EHC Plan meetings**

Working with:





# Independent Support in Essex



[www.isessex.org](http://www.isessex.org)

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01245-608300

Working with:

