



Fairfields
School

Education Health & Care Plans And Annual Reviews

Information for Parents & Carers

The Person Centred Approach



This is about ensuring that the child remains central to all decisions and actions that affect them.

The creation of the EHC plan is a Person Centred Planning process and the annual review in school is a Person Centred Review process



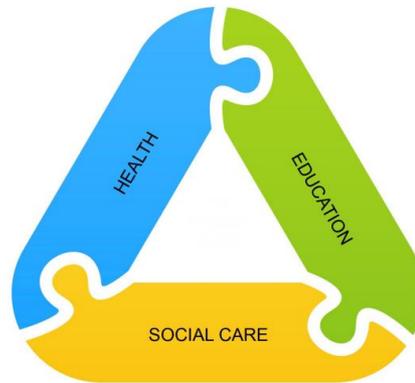
The EHC plan includes the aspirations of and outcomes for the child as well as a description of their needs, barriers to learning and the provision required to overcome these.

The plan may cover health and social care services, if appropriate, alongside education for the individual child.

The focus of an EHC plan is on what is important for the child - what they want to achieve now and in the future and what their parents want for them.

EHC Assessment

- ❖ This is a 20 week process made up of 5 stages
- ❖ The whole process is quite fluid and therefore there is some overlap as one stage moves to the next



EHC Assessment

Stage 1 (Weeks 0 – 6)

- ❖ The education providers, parents and professionals working with the child make a request for an EHC assessment to the EHC Team.
 - ❖ SEN Officers will review the request to decide if it meets criteria for an EHC Assessment.
 - ❖ If the need for an assessment is agreed, a caseworker will be allocated. They will contact the family to explain the process and offer to arrange for a parent supporter.
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EHC Assessment

Stage 2 (Weeks 1 – 12)

- ❖ The caseworker and/or a parental supporter meet with the family to gather information, becoming a point of contact for the family. Discussions will include what works and what is not working for the child, what needs to change, and the desired outcomes.
 - ❖ The caseworker will explore the aspirations and outcomes that the family would like - from the child's views, the parents' perspective and from other professional assessments.
 - ❖ The caseworker and parents can discuss the best sections of the EHC plan for each piece of information to go into, in order to get the best possible arrangements put in place for the child
 - ❖ The caseworker will explain personal budgets
 - ❖ The parents will meet other professionals to co-produce the assessment information.
 - ❖ The caseworker will bring together all the information so it can be reviewed by an SEN Officer
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EHC Assessment

Stage 3 (Weeks 8 – 16)

- ❖ The SEN Officer reviews all the information and decides whether an EHC Plan is appropriate. The caseworker informs the family of the decision.
 - ❖ Parents have a right to appeal if the decision is to not issue an EHC Plan, after considering formal mediation.
 - ❖ If an EHC Plan is agreed, the caseworker writes the draft plan, which is sent to the family for consideration. They will also be asked if they wish to request a personal budget.
 - ❖ Any health care provision should be agreed in time to be included in the draft EHC plan sent to the child's parent
 - ❖ A multi-agency meeting with the parents and professionals to discuss the draft document may be arranged and facilitated by the caseworker if required.
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EHC Assessment

Stage 4 (Weeks 12 – 20)

- ❖ After receipt of the draft plan, parents can: - Contact the caseworker to discuss minor amendments / Meet with the SEN Officer to discuss the draft Plan
- ❖ Parents should notify the caseworker if they wish to request a personal budget. A parent supporter can help with this decision process.
- ❖ The draft EHC Plan (along with any amendments agreed) is re-issued to parents, and they are invited to identify their preferred school placement.
- ❖ Parents return the draft plan to the SEN Officer to consult the requested education placement.
- ❖ If a personal budget has been requested, the caseworker will work with all agencies to complete the resource allocation system and provide an indicative budget.

EHC Assessment

Stage 5 (Weeks 18 – 20)

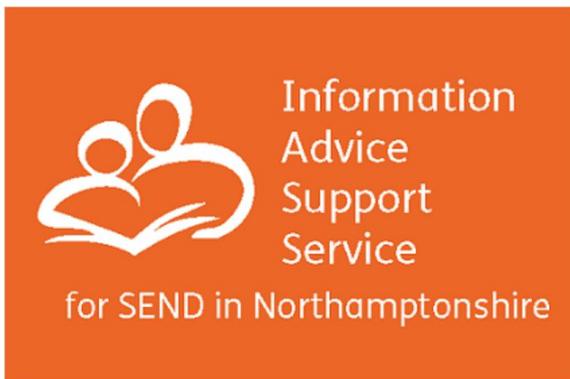
- ❖ Parents will receive a copy of the final EHC Plan.
 - ❖ At this stage, if the parents remain concerned, they may: 1. Formally raise their concerns through the disagreement resolution process; 2. Seek mediation; 3. Take up their right to appeal to the SEND Tribunal.
 - ❖ If the parents have taken up a personal budget, a key worker can be identified to support them.
 - ❖ The plan will be reviewed annually, or every six months if the child is aged under five years. The annual reviews will take place on the anniversary of the date of the final Plan.
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Websites for Further Information and Support for Parents

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/ehc/Pages/default.aspx>



<https://www.iasnorthants.co.uk/education/ehc-plans/Pages/frequent-questions-about-ehc.aspx>



.....previously Northamptonshire Parent Partnership Service (NPPS).....This is an impartial and confidential service which gives free information, advice and support about matters relating to Special Educational Needs and Disabilities

Websites for Further Information and Support for Parents

<https://www.npfg.co.uk/>



Also: <https://www.ipsea.org.uk/>



(IPSEA) Independent Provider of Special Education Advice

IPSEA offers independent legally based advice, support and training to help get the right education for children and young people with special educational needs and disabilities (SEND).

www.ipsea.org.uk

Education Health and Care Plans

The EHC plan addresses four areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

+ Independence

❖ *Not all children will have all areas of need identified on their plan – it depends on the needs of the individual child*

Education Health and Care Plans

Contents

- ❖ Section A – ‘All About’
Views and information from parents and child
 - ❖ Section B – The child’s Strengths and Special Educational Needs (across the different areas of need)
 - ❖ Section C – Summary of the child’s Health needs which relate to SEN
 - ❖ Section D – Summary of the child’s Social Care needs which relate to SEN
 - ❖ Section E – Outcomes
 - ❖ Section F – Special Educational Provision
 - ❖ Section G – Health Outcomes and Provision
 - ❖ Section H – Social Care Outcomes and Provision
 - ❖ Section I – Education Placement Details
 - ❖ Section J – Personal Budget information and details (if relevant)
 - ❖ Section K – Table of contributors to the Education, Health and Care Plan
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Annual Reviews

- ❖ EHC plans must be reviewed by the local authority a minimum of every twelve months (every six months for the under 5's).
- ❖ These reviews must focus on the child's progress towards achieving the outcomes specified in their plan.
- ❖ The review must also consider whether these outcomes and supporting short steps within the plan remain appropriate.

The image shows the cover of a form titled "Annual Review of Education, Health & Care Plan for". The form is from Fairfield's School, which has a logo with a sun and the tagline "Learning together to help everyone". The form includes fields for "Student name", "Date of Birth", and "Year Group". There is a large camera icon in the center. At the bottom, there is a row of icons representing various aspects of care: a pink box with 'A' and 'B', a green box with a person icon, a green box with a plus sign, a purple box with a person icon, a blue box with a person icon, a red box with a car icon, a yellow box with a house icon, and a blue box with a person icon. Below the icons is a line for "Annual review for" and a page number "11 Page".

Fairfields School
Learning together to help everyone

Annual Review of
Education, Health &
Care Plan for

Student name
Date of Birth
Year Group

Date of current EHC
plan

Date of this review.

Annual review for

11 Page

The Annual Review Process

Before the Meeting

- ❖ The school office will send out letters/Microsoft Teams invites to parents inviting them to their child's annual review meeting. The Parent Views Form will also be sent out.
 - ❖ The teacher reviews the child's progress towards the EHCP outcomes over the previous year and writes the annual review report, including draft Individual Learning Plan (ILP) outcomes for the coming year.
 - ❖ Any multi agency professionals involved with the child also write their reports, detailing progress made and areas to be worked on in the coming year.
 - ❖ The teacher gathers class staff views and the views of the child, in the most relevant way based on their level of cognition and communication.
 - ❖ The office will send out to parents the annual review report, plus any supporting documents at this stage e.g. reports from other professionals
 - ❖ Parents will read their child's annual review report and check through the EHC plan, ready for the review meeting
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The Annual Review Process

At the Meeting

- ❖ Discuss 'What's going well?' for the child and 'What could be better?' (from parents' and school's perspectives). Parent Views form will be discussed at this point, if sent back/brought in.
 - ❖ Discuss the child's progress since the last annual review and ask/answer any questions about the content of the report
 - ❖ Look at the child's views and some of their progress evidence e.g. iPad, learning journal.
 - ❖ Discuss and update, if needed, the Record of Provision and Support in the report, across Education, Health and Care
 - ❖ Discuss the child's One Page Profile to see if parents or teachers wish to make any additions or amendments
 - ❖ Discuss and agree priorities for the child for the coming year, based on parents' views, child's views and teacher's draft ILP outcomes
 - ❖ *Where appropriate, the child can attend the last few minutes of the meeting (to be agreed by parents and staff before the meeting starts)*
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The Annual Review Process

After the Meeting

- ❖ All annual review paperwork, including the meeting minutes, plus any supporting documents to be sent by the school office to parents and to the EHC team (Local Authority). This will include the new ILP written by the teacher after the meeting
- ❖ All those involved in the annual review ie. Parents, teachers, other professionals, to ensure that any agreed follow up areas are actioned within the specified time frame discussed in the meeting

Why Parent Views Matter.....

- ❖ You know your child better than anyone, so what you have to say makes an invaluable contribution to the annual review report
- ❖ Your comments will greatly enrich the discussion in the annual review meeting itself
- ❖ Your thoughts and comments will inform the teacher in planning next steps and ILP outcomes for your child for the coming year

We really appreciate you filling in and returning the 'Parent Views' form 😊



Annual Reviews for Year 5 Children

- ❖ When your child reaches Year 5, a routine re-draft/update of the EHC plan will take place, ready for moving into the secondary phase of their education
 - ❖ Before the annual review meeting, teachers will annotate a copy of the EHCP in as much detail as possible, deleting sections that are no longer relevant and adding in any new information. The annotations will focus mostly on the 'Outcomes' section and will reflect progress and changes since the EHCP was first written, with suggestions of what it is hoped your child will achieve by the end of Key Stage 3 (Year 9)
 - ❖ A copy of this annotated EHCP will then be sent home for you to check and to add your own annotations to. Please return this to school before your child's annual review meeting
 - ❖ In the annual review meeting itself, a discussion and agreement around changes to the EHCP will be the main focus
 - ❖ The annotated EHCP will be sent off to the EHC team, along with the rest of the annual review paperwork
 - ❖ Multi agency professionals will also submit relevant updates and amendments to provision to the EHC team
 - ❖ When your child is in Year 6, the EHC team will send you a draft copy of the updated EHCP during the Autumn Term, asking you to check and approve it. You can request further amendments at this stage if you are not happy
 - ❖ Once you have approved the draft copy, the final copy of the plan will be sent to you and to school the following February
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Amendments to EHC Plans for Children in Other Year Groups

- ❖ Sometimes, as part of the annual review process, parents and/or teachers may wish to recommend one or two changes to the child's EHC plan when they are in Year groups other than Year 5
- ❖ If these are significant changes eg. as the result of a new diagnosis or a newly identified 'area of need', then the Local Authority may decide to agree to amendments to the plan
- ❖ The Local Authority must then send parents notice of what these amendments are intended to be. This is called an **Amendment Notice** and may take the form of a draft amended plan highlighting the proposed changes. They may also send an acknowledgement letter. The school will also receive copies of these documents

PAP (Post Admission Planning) Meeting

- ❖ If your child is new to school, whether they are in Early Years or another year group, they will have a PAP meeting with the class teacher within the first few weeks of starting.
 - ❖ The purpose of this meeting is to get to know parents a bit better and to discuss how your child is settling in to school.
 - ❖ In the meeting, we also discuss and agree short term outcomes which will provide a focus for development until your child's annual review meeting.
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A few extra bits of information.....

- ❖ Multi agency professionals do not generally attend annual review meetings. However, there may be occasions when either they may ask to attend or you may need them to be there for a particular reason.
 - ❖ Your child's ILP outcomes are focus areas only. In class, teachers will address many more aspects of the EHC plan over the course of the year.
 - ❖ Teachers now do their planning so that EHCP outcomes are the foundation for what they teach the children in the classroom – The EHCP is the 'Golden Thread' that runs through everything
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