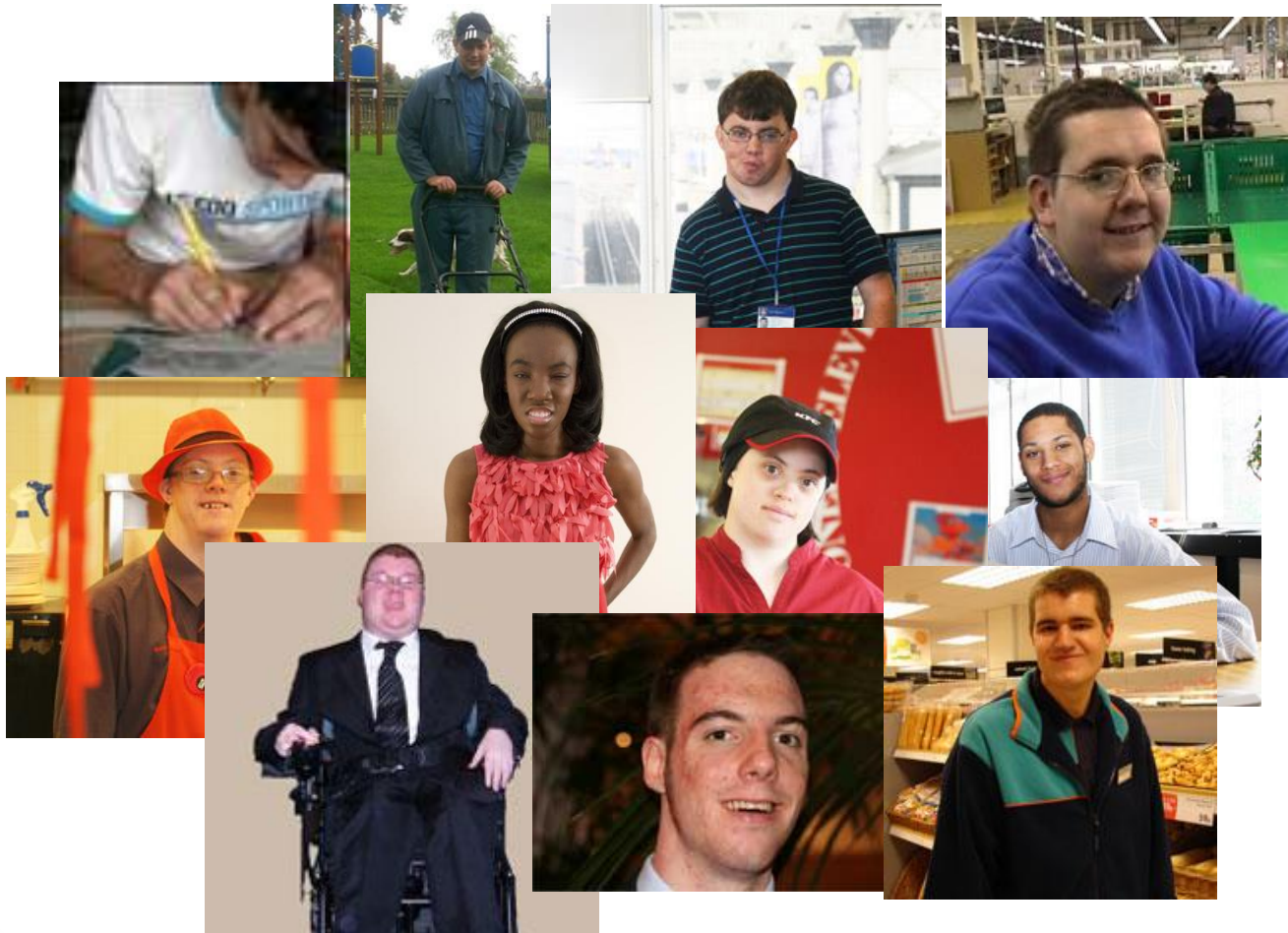




Education, Health and Care Plan Outcomes & Annual Reviews

January 2024

Focus on preparing for adulthood



Focus on involvement and Co-production

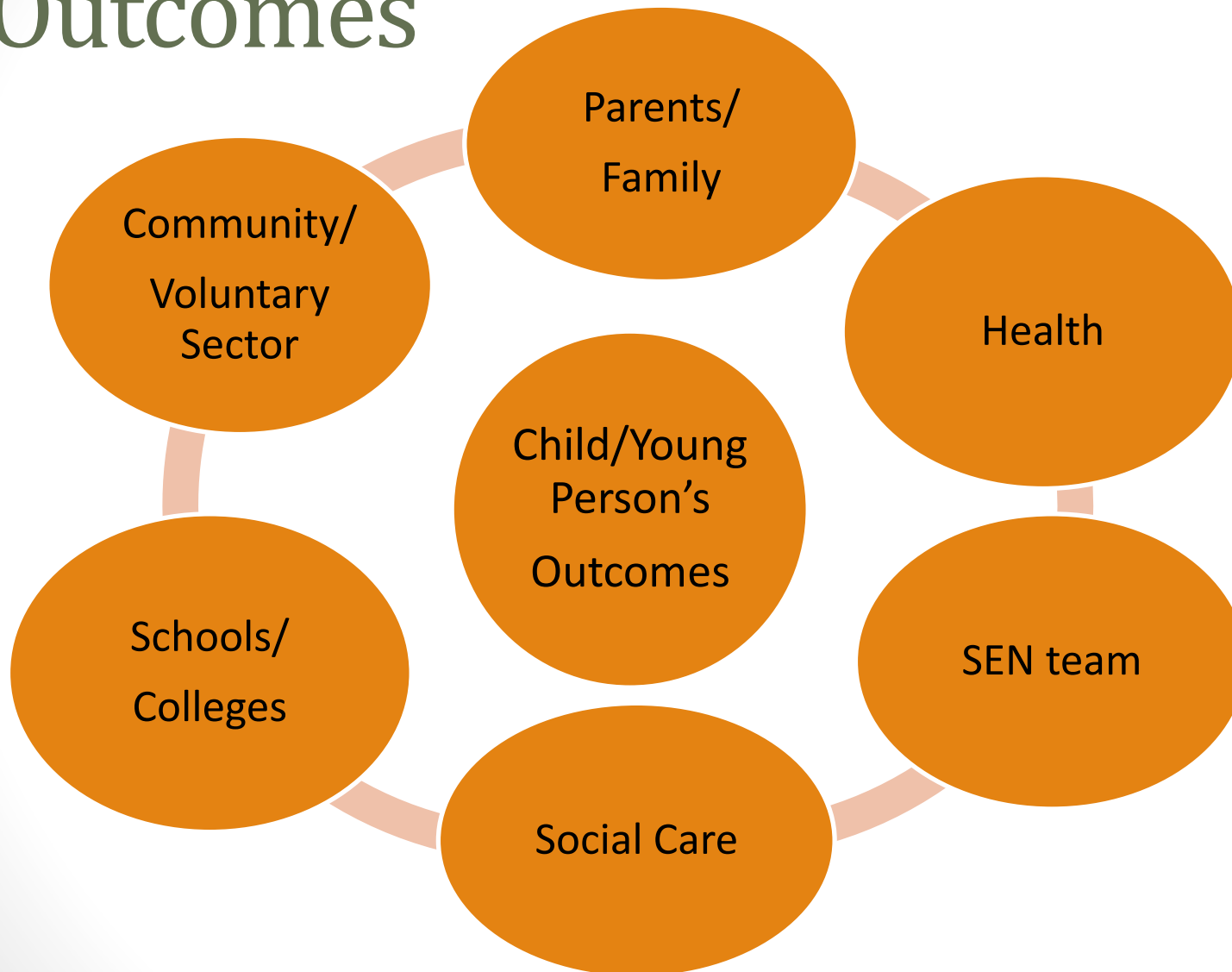
Co-Production

with parents/carers,
children &
young people at the
heart of legislation.

Treated as
Equals...



Joint Working to Improve Outcomes



Person Centred Approach

Listening/understanding your child's views



What is a Person Centred Approach?



Being “Person-Centred” is a way of

- Thinking of things from your child’s point of view
- Listening **to** what the young person wants, helping plan **with** them - not **for** them
- Enabling children/young people to think about what THEY want, now and in the future
- Supporting our children to plan their lives, work towards their goals and get the right support

The Person Centred Approach is about what’s possible, not just what’s available

Balancing...

- What is important **to** a child/young person is what they want to do, to lead a happy and fulfilled life
- What is important **for** the child/young person is what they need to help with for them to become or stay healthy, happy and safe.

The balance between the two is essential. Why?



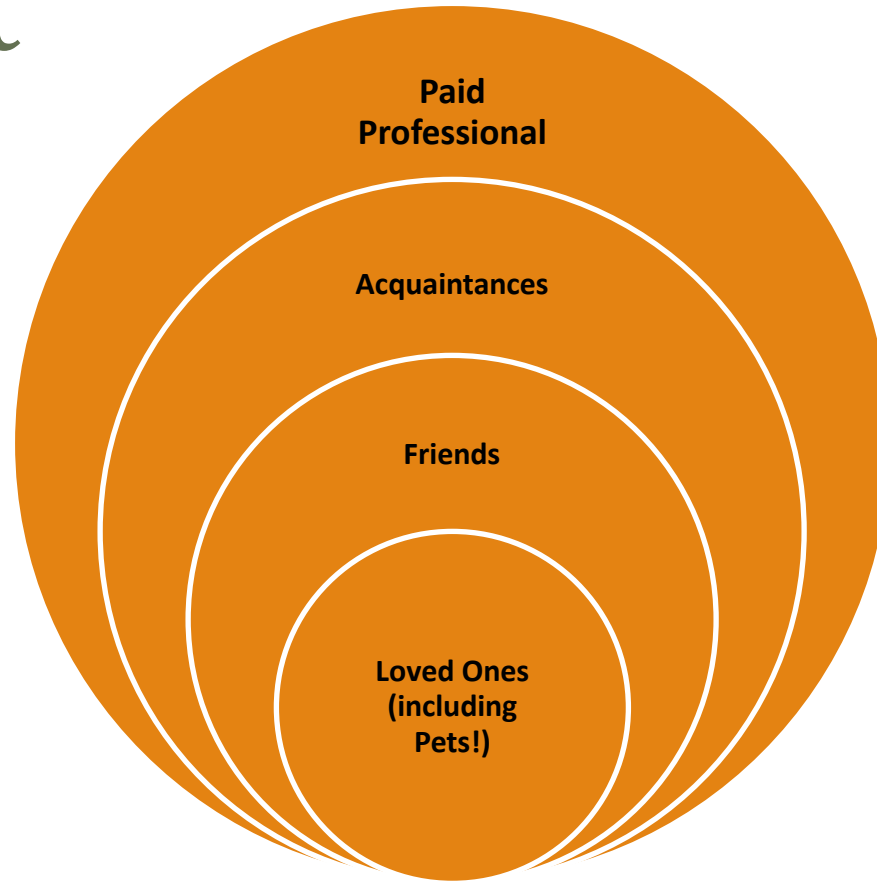
Ask yourself this.....

- Imagine your child is in their teenage years and fairly able but you feel they are still very vulnerable....
- They tell you they want to be more independent like their friends so want to do some independent travel training which has been offered by school
- How would you feel?
- What would be your concerns?

Quote from a parent

“I think the main change that needs to be addressed is the move from what the parent wants for their child to what the child them self wants. Changing the mind set that the parent knows best!”

Your child's world...A circle of support



Who are all of the people involved with your child?
How can they help them achieve...

**So, what makes a
good EHCP and
outcomes?**



A Quality EHCP

- Describes positively what children and Young People can do
- Clearly describes their needs and provision
- Clear, concise, understandable and accessible
- SMART Outcomes
- Sections A to K
- Includes Education, Health, and Social Care needs



B. SEN

Malie has significant difficulties in language, both in understanding what others say and in using speech herself. She needs to develop the use and understanding of spoken language.

E. Outcome

By the end of Year 6, Malie will be holding conversations with other children and adults, describing in simple detail things about her everyday life.

F. Special Educational Provision

A language programme delivered for a minimum of 15 minutes each day individually or with one other child.

The programme will be devised by a speech and language therapist (SaLT).

At least one weekly session will be taught by Malie's teacher. The remaining sessions will be delivered by a TA who has received training from the SaLT.

The SaLT will monitor Malie's progress and review the programme once each term, which may include:

- joint target setting with school staff
- evaluation of programme in discussion with school staff and Malie's parents
- demonstration of activities/strategies
- observation in class.



Start with an Aspiration....

Thinking about what is important **for** and **to** your child...

It may seem difficult – but mostly we want the same for our child as anyone else:

- To be as independent as possible
- To be healthy
- To have good mental health, be happy
- To be able to work or volunteer for something they enjoy doing

We just need to adapt these ideas to suit our child

What Does Your Child Want?

Don't just assume you know!
If your child isn't verbal/finds
it hard to communicate

- Check
- Observe
- Listen
- Use visuals

Note these down over a
week or so (from today!)



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A useful starting point...

By the time I'm (their age)

I am.....doing/maintainingso that

Questions:

- What would success look like?
- How will you know when it has been achieved?



Example Outcomes

The focus will be around having Outcomes based on the aspirations (balancing to & for....)

Aspiration

“By the time I leave secondary school I want to be able to get a job, or do voluntary work...”

Outcomes could be (if they can read at a functional level aged 12)

- I can develop a one-pager of my likes and dislikes, and strengths (a vocational profile) with support, by the time I leave school
- I'm reading X-Men Days of Future Past & similar by the time I reach 16



Questions to ask to form an outcome



If you got your outcome, what would it...

- Give **your child**?
- Do for **your child**?
- Make possible for you/**your child**?

You can repeat these questions if you need to until you get to the outcome

Attending a Youth Club once a week



What would that:-

- Give **your child**?
 - Time with others giving an opportunity to make friends
- Do for **your child**?
 - Help me learn to make friends
- Make possible for **your child**?
 - Make friendships so less isolated
 - Join in in social activities
 - Feel confident around other people

Attending a Youth Club once a week



So a SMART outcome?

“By the time I’m 19, I’m able to:

- hold a conversation with someone I don’t know or
- ask a question, listen to the answer and respond appropriately to someone I know”



**Long Term
Aspiration**

**Outcomes =
Overall Change:
Benefit or
Difference**

**Short Term Targets =
Stepping Stones**

**Provision = How/What
should be put in place**

Evidence/Measures/Measurements

**to deal with my
diabetes
independently**

Aspiration

Outcome

**By the time I'm 18, I can
manage my diet & give
myself an insulin
injection when necessary**

**I can give myself my insulin shot when
asked, by the end of next term**

Target

Provision

**The school nurse will train my LSA to show me how to
give myself the injection. My LSA and I will practice
using an orange or similar on a daily basis. She will
discuss with the nurse when she thinks I'm ready to try
myself. The nurse will supervise this over a two-week
period next term. My LSA will supervise me on a daily
basis, after this**

Feedback from School Nurse and LSA
Confirmation from Joe that he is confident and consistent in giving
himself the insulin shot when requested

Annual Review meetings



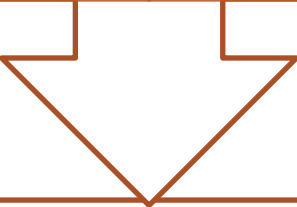
Annual Review Meetings – The Process

At least 8 weeks before: School Requests Advice from all professionals (if existing advice is no longer up to date)

Parents and Young person should be given at least 2 weeks notice of the Annual Review

2 weeks before: Documents sent to Parents and all invited professionals

The **week before:** School professionals prepare for the meeting



Annual Review Meeting Held At School

Within 2 weeks of meeting: Documents collated at school and sent to SEN services

Within 4 weeks of the meeting: SEN make decisions about recommendations from review and inform attendees.

Roles and Responsibilities

- SEN team should let schools/colleges know who is due an Annual Review
- SENCo/Inclusion Manager is the Plan Co-ordinator
- They help plan, co-ordinate and facilitate
- The C/YP (and Parent/Carer if young or not cognitively able) should own the Plan and be responsible for completing Section A: 'All About Me'
- The SEN team will collate all the reports, and write up the Plans and make statutory decisions

Before the Meeting; Plan and Prepare

Ensure

- ✓ You have obtained your child's view regarding their overarching aspirations,
- ✓ You know what your child's desired Outcomes are
- ✓ The Personal Profile: Section A has been completed and shared beforehand with all those involved (include views from friends and family)
- ✓ Agree with school who should attend (Setting to invite)
- ✓ Ensure reports are available and read all information (especially the Reports)
- ✓ Make notes that you can take into the meeting
- ✓ You know what Provision your child already receives

EHCPs to be completed in 20 weeks and reviewed thereafter every 12 months, (schools to continue to conduct their termly IEP type reviews)						
Period before Review	Formal Annual Review	Educational Setting	SEND team	SEND Team	Parent/Carer response	School/Coll ege response
Week: -2 weeks	Annual Review Meeting	Within 2 weeks of the AR	Within 4 weeks LA notify P/YP outcome of the AR meeting	Maintain amend or cease the Plan	15 days	15 days
LA/school provides info for P/YP about the Annual Review at least 2 weeks before the Annual Review meeting P/YP to review and update Section A	AR to include P/C and where possible the YP, teacher/SENCo and any other professionals as appropriate	Educational Setting to collate notes of the AR and highlight any changes that need to be made to the Plan & issue to all those attending. Educational setting to send to the SEN no later than 2 weeks after the meeting	SEN to ensure all required information has been provided and reviews. They decide whether to maintain, amend or cease the Plan and take the necessary steps accordingly		Draft Plan sent to P/YP to review and to name the school/college & return to the SEN team asap & within 15 actual days	Named college /school consulted & it responds back to the LA asap within 15 actual days
Professionals to respond to request for Advice within 6 weeks						Plan to be finalised and sent to P/YP
* No new Advice/Reports if existing assessment info is sufficient for the AR and the LA, Advice Giver & P/YP agree it's sufficient						

Summary of the Annual Review Process

- <https://contact.org.uk/advice-and-support/education-learning/ehc-plans-assessments/annual-reviews/>



Important Contacts...but speak to your school first

Contact	Telephone	Email
Enfield SEND Information, Advice and Support Service (SENDIASS)	0749 4280063	sendiassenfield@centre404.org.uk
SEN Services	Contact numbers can be found here .	New EHCP requests to: EHCPrequests@enfield.gov.uk Annual Review enquiries to: SENannualreviews@enfield.gov.uk Phase transfer enquiries to: SENphasetransfer@enfield.gov.uk Preparing for Adulthood requests (year 10 up) to: PFA@enfield.gov.uk General enquiries to: SEN@enfield.gov.uk
Joint Service for Disabled Children	020 8363 4047	cheviots@enfield.gov.uk
Enfield Community Services (Health)	0208 702 3000	
Our Voice	0751 6662315	info@ourvoiceenfield.org.uk

Useful websites and resources

Contact

Our Voice's website has a links page which lists several useful EHCP resources

<https://www.ourvoiceenfield.org.uk/links>

Council for Disabled Children
Examples of good practice

<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/education-and-learning/education-health-and-care-plans-examples-good>

Local Offer (LA's website section on SEND) EHCP section

<https://www.enfield.gov.uk/services/children-and-education/local-offer/education-5-to-18/education-health-and-care-plan#5>

Young persons' voice "All about me"

[Education, health and care plans | Enfield Council](#)

Summary of the Annual Review Process from Contact

<https://contact.org.uk/help-for-families/information-advice-services/education-learning/ehc-plans-assessments/annual-reviews/>