



SEND Outcomes Meeting

September 2022

Focus on preparing for adulthood

- That includes raising our aspirations about employment as a realistic outcome for young people with SEN
- All the young people on this slide have experience of working and many of them have been in jobs for a while



Focus on involvement and Co-production

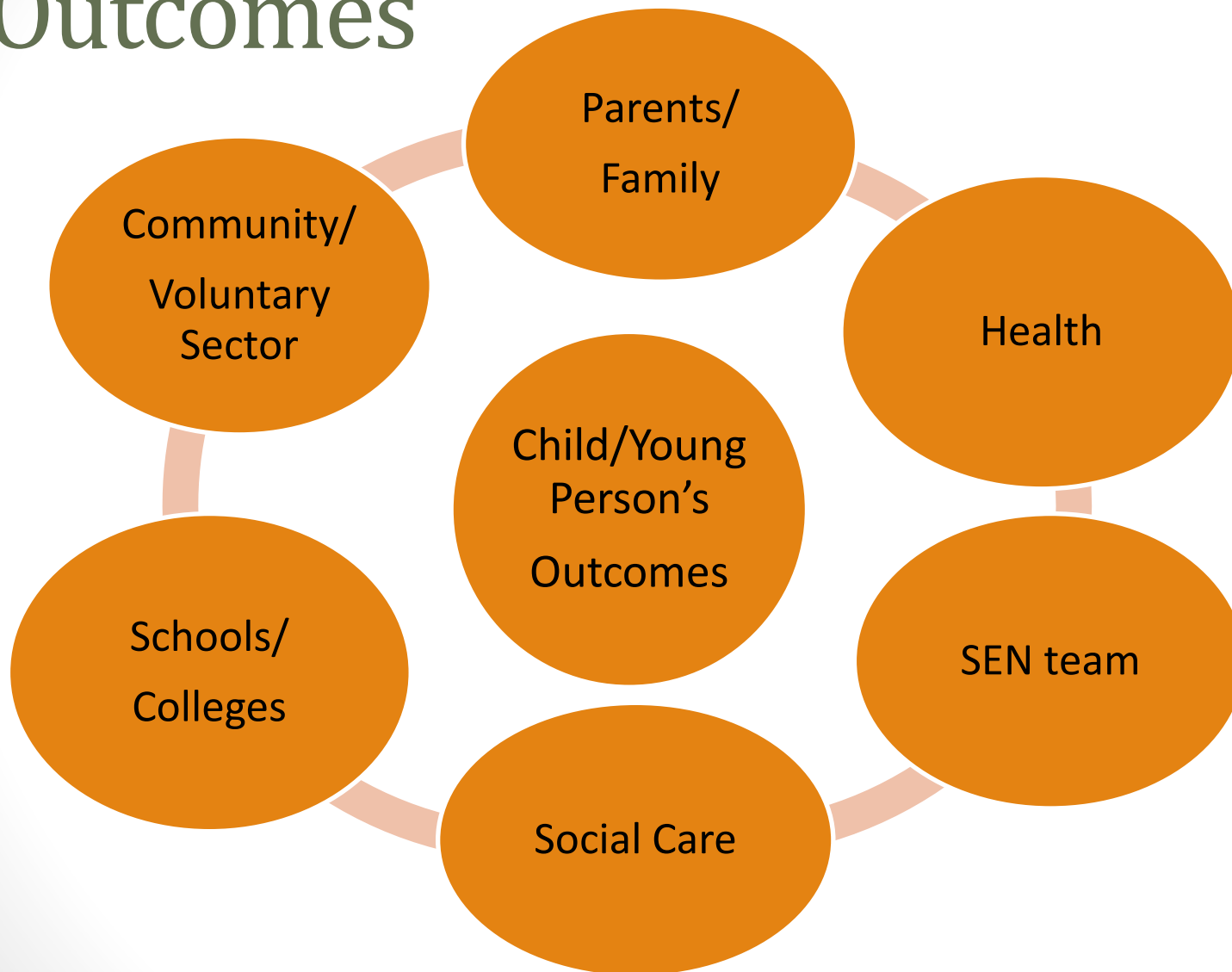
Co-Production

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

Treated as
Equals...



Joint Working to Improve Outcomes



Key Points

- At 16, a Young Person can request an Assessment and can have legal decision making rights (if cognitively able)
- Published Local Authority “Local Offer”
- For Schools = SEN Information Report on their website
- Legal Duty to offer impartial/independent advice & inform Parents/Carers and Young People (SEND IASS)

Key Points

- Applies to all Government funded Educational Settings and S. 41 schools
- Health & Social Care have a legal duty to deliver on their aspects of the EHCPs
- With an EHCP there is the right to request, not to receive, a Personal Budget
- Independent support for Mediation for disputes

Rights and Responsibilities

This is a great opportunity to get your/your child's views across, however...

It will require your time and effort to:

- Prepare (especially Section A of the EHCP)
- Attend meetings/be more involved
- Capture your child's view
- Continue to build good relationships with the school/SEN/Other professionals

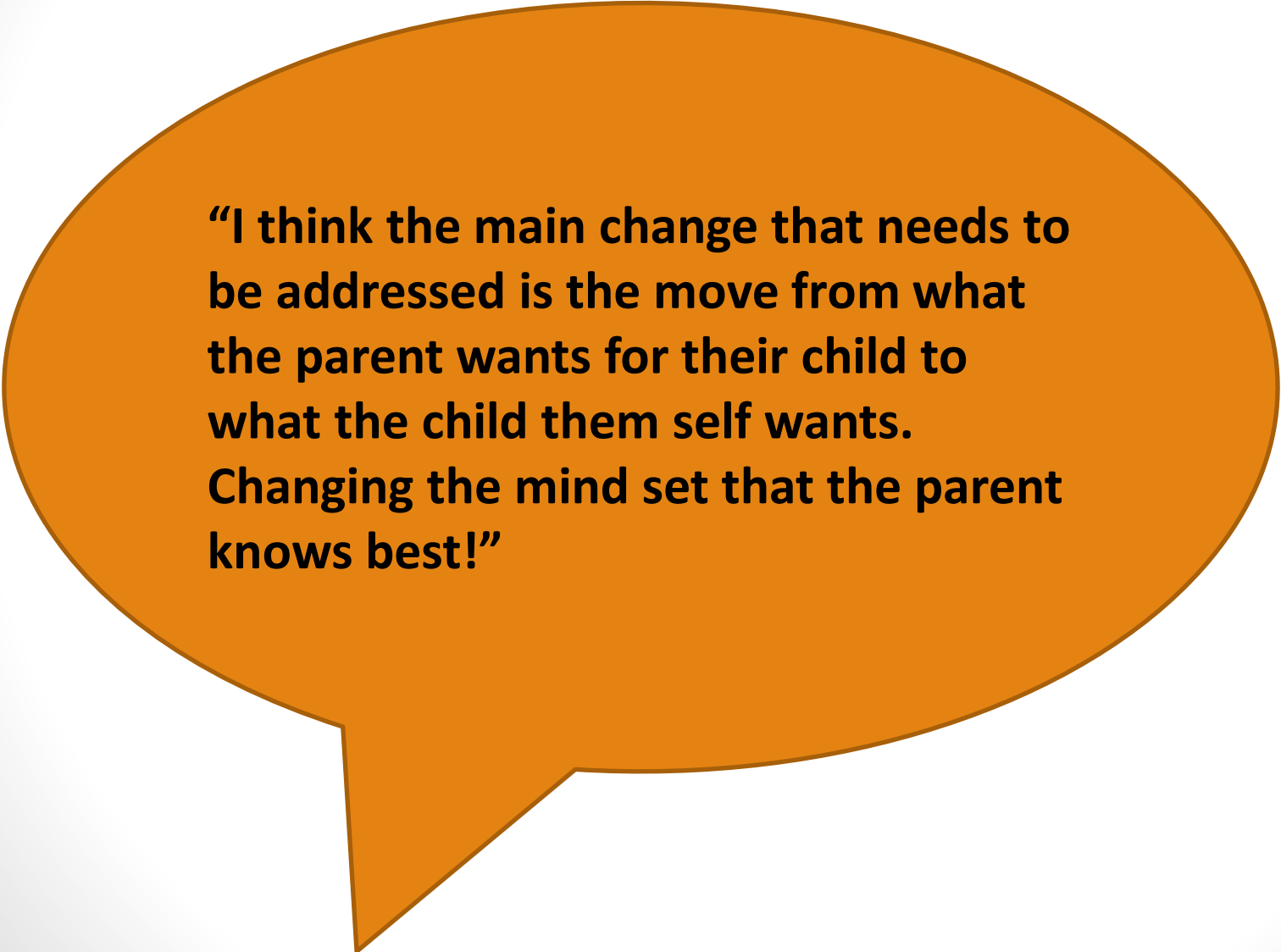
Being more involved at the beginning of the process will encourage us to work more closely and equally together

Person Centred Approach

Listening/understanding your child's views



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!”

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**

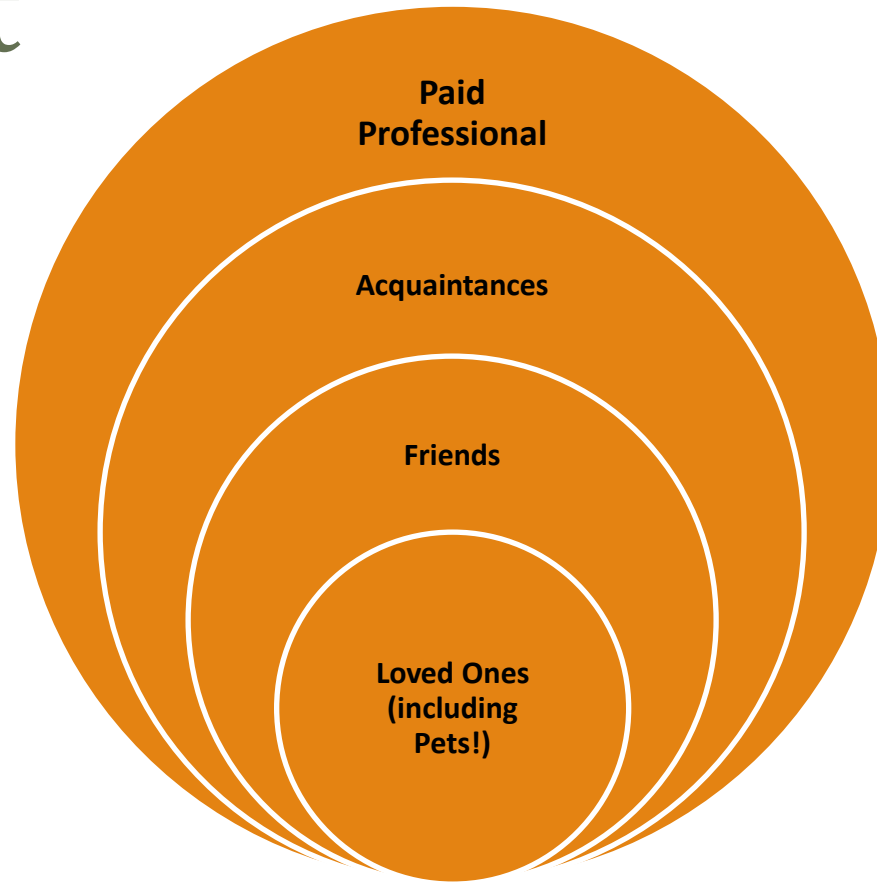
Balancing...

- 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?



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



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

This is Brandon



He's been doing travel training
What might be the parents' concerns?
Do you think Brandon has the same
concerns?

Brandon Trust Travel Buddy Project Transcript

That's me. I am wanted... haha! Well...I'm off to Santigate to do some writing. Mondays...I get the bus on Monday...go to the Vibers.

Wednesday...I get the 76 bus again to the uh Misfits. Friday I do the same again. The best thing is when I play music. I always sing by myself.

I get my ipod out...get my microphone out...get my earplugs on and I start singing just mouth the words..hahaha...that's what I do all the time!

So being independent has really helped me along. That feeling is really good. It's fun if you are on a bus...getting around seeing my mates...look at the windows...look at the shops...I like going to the cinema and things...I look at that and see what's on.

It's made me more confident doing the Travel Buddy thing. Yeah would recommend travel thing. Fantastic! It's really good!

So, what makes a good outcome?



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”



A Quality EHCP

- Describes positively what children and Young People can do
- Clearly describes their needs and provision
- Clear, concise, understandable and accessible
- SMART
- Longer term, Advice will be based on Outcomes



B. SEN	E. Outcome	F. Special Educational Provision
<p>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.</p>	<p>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.</p>	<p>A language programme delivered for a minimum of 15 minutes each day individually or with one other child.</p> <p>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.</p> <p>The SaLT will monitor Malie's progress and review the programme once each term, which may include:</p> <ul style="list-style-type: none"> • 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.

Summary of the Annual Review Process

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



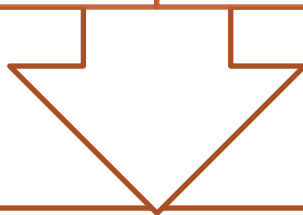
EHCPs to be completed in 20 weeks and reviewed thereafter every 12 months, (schools to continue to conduct their termly IEP type reviews)						
Period before Review	Formal Annual Review	Educational Setting	SEND team	SEND Team	Parent/Carer response	School/Coll ege response
Week: -2 weeks	Annual Review 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

Annual Review Meetings – The Process

At least 8 weeks before: School Requests Advice from all professionals

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 1 month of the meeting: SEN make decisions about recommendations from review and inform attendees.

Roles and Responsibilities

- SENCo/Inclusion Manager is the Plan Co-ordinator
- They help plan, co-ordinate and facilitate
- The C/YP (and Parent/Carer if 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

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 enquires 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
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/