

Questions raised for the main Q& A session

1. What evidence needs to be provided/submitted alongside an EHCP application for it to be considered?

We need evidence that the child has SEN and they are not making similar progress as their peers would be. We collect this information from the school through the Assess, Plan, Do, Review Cycle, evidence from professionals setting out the child's SEN needs and any medical reports. We are needs-led so we do not always ask for medical diagnosis of autism etc. The service needs to know if there are any needs the school cannot meet to enable the child to make progress.

2. Why are plans so difficult to get when it's very clear a child has needs? And why aren't parents' voices heard when we are the ones who understand our children's struggles the best?

The Code of Practice and the law asks us to establish that the child has SEN, if the evidence is presented and demonstrates that the child has SEN, it would not matter who submitted the evidence. The SEN service does not apply any further weight to applications from parents or schools. We are aware that sometimes parents are not able to get us all the information about school progress, we ask schools to submit this to us. The SEN service needs to understand what has been put in place to help the child or young person and what happens if this support is taken away. Will they still make the same progress?

The Code of Practice is clear that EHCPs should be for the minority of children. Enfield has a high level of EHCPs in comparison to London, statistical, and geographical neighbours.

3. Why hasn't Enfield Sen been following legal procedure in updating all EHCPs annually and how is Enfield being held accountable? What happens when staff don't follow procedures/ timescales/ policy etc

SEN are updating EHCPs at Annual Review. We have an action plan and are making sure that the new legislation is followed, and plans are updated. We meet weekly to discuss the performance of each team and the individual performance of each member of staff. There was a historical backlog, but our evidence shows that we are now ensuring that the EHCPs are updated timely. The SEN team can only update plans if the review happens at the school. Also, not all plans need updating annually, sometimes the outcomes will remain the same and the same plan will be sent out with no amendments. Only the minority of EHCPs should be amended annually if the outcomes and provision are correct as set out in Sections E and F of the EHCP. Where this is the case the LA will amend the EHCP otherwise a letter will be sent out stating that we will be maintaining the EHCP as is.

4. What is the criteria for including mental health struggles on an EHCP?

Where there is evidence for mental health from a professional this will be incorporated into the EHCP. The EP normally makes mention of any needs around mental health as do any medical or CAMHS professionals involved in the EHCP.

5. Update on provision for ASD children that don't fit into mainstream or special school settings.
We have a significant number of schools that meet the needs of children with Autism. There are 2 special schools, ARPS and 4 Units. Enfield has an inclusion charter, and we encourage schools to support children's changing SEN needs. It should not be a matter of "fitting" the child in but changing the school to meet the child's needs. The majority of ARPs and Units support children with Autism.

6. What are the most appropriate Secondary provisions for autistic children, who are verbal, underachieving, struggling socially/anxiety/sensory regulation but have no behaviour issues or trauma...who don't have an EHCP in place?
If a child is receiving SEN Support at school, the school will provide support through their own provision and this can include support from NEXUS, SWERRL, EPs Mental health support Teams in school and through pastoral support and additional learning techniques. If the child is not making progress, there should be a discussion with the SENCO to review the progress of the child.

We have the same expectations of all mainstream schools and would encourage you to visit to make up your own mind in regard to preferences.

7. Can a school 'bully you out' if saying can't meet needs?
What other provision is there if you don't want a SEN school or an ARP?
School should not bully you to say they cannot meet need; this could be discrimination. The EHCP should clearly set out the support that your child needs.

8. There are no given timelines for S&L referral. How is this possible and what are we supposed to do in the meantime?
S&L should be providing reports for any child who is undergoing a statutory EHCN assessment. The EHCP sets out what is legally required for each child to have their needs met.
Speech and language are commissioned by the local Independent Care Body and local services are currently delivered by North Middlesex. There is a clear action plan set out showing how health will meet needs going forward and they have recruited staff to support them to meet needs. The LA has developed its own service to support at a universal offer and this is a service called ECASS. They support schools and families to meet children and young people's needs by providing support to families and by upskilling teachers to identify and support children with a speech and language need.

9. The proposed alternative of speech and language intervention will be delivered by ECASS. When will it be reinstated as before where speech and language therapists are assigned to a school?
S&L are still assigned to schools and they are recruiting staff to meet their statutory guidelines. (JP – perhaps this is a question for health).

10. Where can we find more information about how we can help autistic children with their homework at home?
Please talk to EASA and your school SENCo. They will be happy to help. Also, the Autism Education Trust will be supportive.

11. What assistance is available for children who are coming to the end of their mainstream education, in terms of apprenticeships, and internships for specifically High functioning children? Are there specific organisations we should work with?

There are a range of options for Internships: West Lea, Conel, most of the colleges offer Internships. Apprenticeships are offered through colleges or through training providers like First Rung. Please see the Preparing for Adulthood booklet and local offer on the below link:

[Preparing for Adulthood Booklet \(enfield.gov.uk\)](https://enfield.gov.uk/preparing-for-adulthood-booklet)

[Preparing for adulthood - 14 to 25 | Enfield Council](#)