

0-25 Coordinated Assessment and Education, Health and Care (EHC) Plan (Version 5 – October 2014)

Appendix 7 – Toolkit for support staff and advice providers for EHC needs assessment and EHC plans – October 2014

Toolkit for support staff and advice providers for EHC needs assessment and EHC plans

Version 1.0

October 2014

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Toolkit for support staff and advice providers for EHC needs assessment and EHC plans

Introduction

Local areas have developed resources and training for support staff and advice providers who are working with parent carers, children and young people in developing their Education, Health and Care (EHC) plans. These resources have been pulled together into ‘*top tips*’, bringing together resources developed locally and nationally with the requirements of the SEND Code of Practice (CoP)ⁱ, this can be used by all areas when implementing the SEND Reforms. This document refers only to the requirements with regards to EHC needs assessments and the EHC plan.

Please note that resources and examples, from other sources, are welcomed and can be incorporated into later versions of this toolkit, contact pathfinder@mottmac.com to share your approach and associated resources.

Advice and information for EHC needs assessments and EHC planⁱⁱ

The following should be referred to for guidance relating to ‘advice and information for EHC needs assessments:’

- Paragraphs 9.45 to 9.52 of [SEND Code of Practice \(CoP\)](#)ⁱⁱⁱ
- Section 36 of the [Children and Families Act 2014](#)^{iv}
- Regulations 6, 7, and 8 of the [SEND Regulations 2014](#)^v

Extracts from the SEND CoP are included throughout and are referenced accordingly.

‘The local authority must gather advice from relevant professionals about the child or young person’s education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet identified needs and achieve desired outcomes (9.46)’^{vi}.

The local authority should consider with the child’s parent or the young person and the parties listed under paragraph 9.49 the range of advice required to enable a full EHC needs assessment to take place. The principle underpinning this is ‘tell us once’, avoiding the child’s parent or the young person having to provide the same information multiple times. The child’s parent or the young person should be supported to understand the range of assessments available so they can take an informed decision about whether existing advice is satisfactory. The local authority must not seek further advice if such advice has already been provided (for any purpose) and the person providing the advice, the local authority and the child’s parent or the

young person are all satisfied that it is sufficient for the assessment process. In making this decision, the local authority and the person providing the advice should ensure the advice remains current (9.47)^{vii}.

The local authority must give to those providing advice copies of any representations made by the child's parent or the young person, and any evidence submitted by or at the request of the child's parent or the young person (9.50)^{viii}.

The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement. The local authority may provide guidance about the structure and format of advice and information to be provided. Professionals should limit their advice to areas in which they have expertise. They may comment on the amount of provision they consider a child or young person requires and local authorities should not have blanket policies which prevent them from doing so (9.51)^{ix}.

Paragraph 9.49 of the SEND CoP provides a list of professionals that a local authority must ask for advice and information.

The SEND CoP also provides guidance on what the 'contents of EHC plans'^x must be. Section K, of an EHC plan, must include the advice and information gathered during the EHC needs assessment which must be attached (in appendices). A list of this advice and information should also be included.

In October 2014 the DfE issued a number of frequently asked questions and responses in relation to the Transitional Arrangements and the Transfer of Statements and LDAs to EHC Plans, these can be found in Appendix A, an extract from this is included below.

'Overview:

- *The experience of the Transition Process for children, young people and families should be in line with the intended key cultural features of the reform such as engagement, co-production.*
- *It must be clear that the transition review process is part of an EHC needs assessment*
- *The requirements for an EHC needs assessment are clear that existing advice for the statement can be used where parents, LA and professional agree. Otherwise new advice must be sought.*

- LAs cannot delegate responsibility for producing an EHCP – but they can ask key bodies to make an important contribution to its preparation.
- LAs must invite parents to a meeting as part of the 14 weeks.
- 14 weeks starts when the LA writes to the parent advising them of the transition review meeting^{xi}.

The DfE guidance [‘Transition to the new 0-25 special educational needs and disability system August 2014’^{xii}](#) should be referred to for more detail.

Support for children, young people and parent carers for the EHC needs assessment and EHC plan^{xiii}.

The following should be referred to for guidance relating to support for children, young people and parent carers for the EHC needs assessment and EHC plan:

- Paragraphs 2.20 to 2.22 and 9.27 to 9.31) of [SEND Code of Practice \(CoP\)](#)^{xiv}
- Section 19(c), 36 of the [Children and Families Act 2014](#)^{xv}
- Regulations 9 of the [SEND Regulations 2014](#)^{xvi}

Extracts from the SEND CoP are included throughout and are referenced accordingly.

Families may receive help from an independent supporter, provided by private voluntary and community sector organisations, who is independent of the local authority. Independent supporters will be recruited locally and receive accredited training, including legal training, to help any family going through an EHC needs assessment and the process of developing an EHC plan. Local authorities should work with organisations that are providing independent supporters to ensure there are arrangements agreed locally to offer help from an independent supporter to as many families as possible who require it (2.20^{xvii}).

Local authorities should adopt a key working approach, which provides children, young people and parents with a single point of contact to help ensure the holistic provision and co-ordination of services and support. Key working may be provided by statutory services in health, social care and education, or by the voluntary, community, private or independent sectors. Key working can be offered to any family where children and young people have SEN or disabilities, for example if they receive SEN support in schools or nurseries or in preparing for adulthood (2.21)^{xviii}.

Local authorities should support and encourage the involvement of children, young people and parents or carers by:


- *providing them with access to the relevant information in accessible formats*
- *giving them time to prepare for discussions and meetings, and*
- *dedicating time in discussions and meetings to hear their views (9.24)^{xix}*

Local authorities must work with parents and children and young people to understand how best to minimise disruption for them and their family life. For example, multiple appointments should be co-ordinated or combined where possible and appropriate (9.28)^{xx}.

Local authorities must provide all parents, children and young people with impartial information, advice and support in relation to SEN to enable them to take part effectively in the assessment and planning process. This will include the EHC needs assessment process, EHC plans and Personal Budgets (including the take-up and ongoing management of direct payments). This should include information on key working and independent supporters as appropriate. (See Chapter 2 for more information.) (9.29)^{xxi}

For a broader understanding of the policy drivers and the legal requirements please refer to the [Children and Families Act^{xxii}](#) and supporting documents.

Top tips and resources

Top Tip 1: Enable a ‘tell us once’ coordinated approach with clearly identified roles and/or functions needed to support the new 0 – 25 coordinated assessment and planning process.	Examples/ Resources
<ul style="list-style-type: none">• The EHC needs assessment should be part of a coordinated approach which minimises any disruption to families.• Local areas have found that having a single point of contact for families, to provide support, information and to navigate the process/pathway is important. Local areas have implemented this in	<p>Early Support materials on key working^{xxvi}. Including a film which shows Mark, Sam's Dad, talking about their journey and how having a team around his family and key working helped them ensure that Sam received the best possible support. This can be accessed via this link^{xxvii}.</p> 

different ways, using varying terminology with the key thread that the role/function is a single point of contact for the family and coordinating the input from multiple professionals and agencies.

- The role of [Independent Support](#)^{xxiii} locally in supporting families transferring from the old system (statements and LDAs) to the new EHC plan also needs to be factored into the local approach. Independent Supporter providers within local areas are working with Local Authorities, [Parent Carer Forums](#)^{xxiv} and [Independent Advice and Support Services](#)^{xxv} (formally Parent Partnership Services) to agree a memorandum of understanding with clarity locally about the approach.
- To support quick and transparent decision making local areas have built on existing multi agency panels to develop multi agency EHC panels.
- Agencies and providers should agree information sharing protocols up front, so that information and advice (where appropriate) can be shared easily between professionals and the family.

[Wigan – Key working offer for EHC assessments and transition](#)^{xxviii}. Including their key working approach, they key worker/working Role and Functions.

[SE7 – Assessment and Planning, the role of the Assessment and Planning Coordinator.](#)^{xxix}

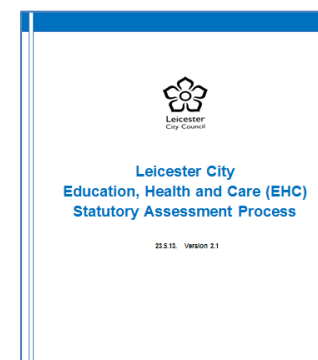
The booklet identifies the tasks, skills, knowledge, qualities and tools likely to be required within each stage of the SEND assessment and planning process and discusses the differences and similarities between this role and key working to support families of disabled children.



[Independent Support draft letters](#)^{xxx} to assist professionals and families in writing letters to address issues they maybe be experiencing.

Multi Agency Panels, examples can be found in:

- [Leicester City EHC Statutory Assessment Process document](#)^{xxxii} (refer to section 9 for Multi Agency Panels)
- [Camden - Education, Health and Care \(EHC\)plan guidance for professionals Oct 2014 \(Second Edition\)](#)^{xxxii} (refer to section 4 A for Multi Agency Panels)



Top Tip 2: Provide advice and support which enables a person centred approach and the development of an outcome focused EHC plan with the child, young person and family at the centre. This includes appropriate workforce development and training.

- Those providing advice need to do so in a way that supports the development of an outcome focused approach. This may mean changing the way advice is provided and also ensuring language is clear, accessible and jargon free.
- Outcomes should be SMART, clear, specific and robust. For many this will be a familiar way of working but for others training will be required in order to work in this new way.
- A person centred approach, with the family at the centre, is threaded throughout the SEND reforms. In particular this means that person centred planning approaches are required during the needs assessment and EHC planning process.
- Local areas and other organisations have developed materials to support the approach, coupled with training and wider workforce development.

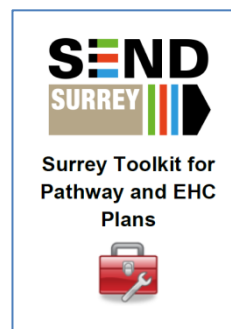
Examples/ Resources



Southampton have developed a number of forms and documents including the [‘I am unique’ form](#)^{xxxiii} and [‘My unique family’ form](#)^{xxxiv} for person centred planning and to support children, young people and families in sharing their views and aspirations. Also developed is the [‘I am unique’ form for 11+](#)^{xxxv}, [‘My unique family’ form for 11+](#)^{xxxvi}, [‘Relationship circle’](#)^{xxxvii}, [‘Relationship circle 11+](#)^{xxxviii}, [‘One and Only’ form](#)^{xxxix} and [‘One and Only’ guidance](#)^{xl}.


Portsmouth have developed a number of forms and documents including the [‘This is me’ younger version form](#)^{xli} for person centred planning and to support children, young people and families in sharing their views and aspirations. Also developed are [‘This is me older version’](#)^{xlii} form, [‘Thinking about Person Centred Reviews’](#)^{xliii} and [‘Person Centred Family Visit Sheet’](#)^{xliv}

The form is titled 'Person Centred Annual Review Meeting' and is from Portsmouth City Council. It includes a 'Name:' field, a 'Date:' field, and a 'Purpose:' section. The 'Purpose:' section contains text about the purpose of the meeting and a list of questions to be discussed. The form is designed to be filled out by the young person and their family.



[Surrey Toolkit for Pathway and EHC Plans](#)^{xlv}, including:

- One Page Profile section
- Outcomes section
- Person-centred reviews section

	<p>The Council for Disabled Children have developed the Outcomes Pyramid^{xlvi} - a tool to help professionals and parents identify outcomes for children and young people with special educational needs.</p> <p>Example EHC Plans and template. Please refer to the relevant appendices within Version 5 of the 0-25 Coordinated Assessment Process and Education, Health and Care (EHC) Plan Information Pack^{xlvi}. Portsmouth (Appendix 1), Southampton (Appendix 2), Nottinghamshire (Appendix 3), Hertfordshire (Appendix 4) and Oxfordshire (Appendix 5).</p> <p>Natsip have developed an assessment framework^{xlvi} (please note you will be required to register on the Natsip website and enter the 'Document Library' to access these resources).</p>
<p>Top Tip 3: Develop standard forms and guidance for those providing advice.</p>	<p>Examples/ Resources</p>
<ul style="list-style-type: none"> Many local areas have worked with partners to develop standard forms and materials which advice providers can use during the needs assessment. This can provide for a standard format, tone and language whilst allowing for the flexibility for professionals to provide evidence in an appropriate way. In doing this it must be recognised that different advice providers work in different ways. 	<p>Leeds – Form to collect information from partners for EHC plans^{xlix}. To be used to request an EHC needs assessment, provide advice for an ongoing EHC assessment and provide advice for an annual review.</p> <p>Northamptonshire - Guidelines for writing Psychological Advice for Education, Health & Care Assessmentsⁱ</p> <p>Birmingham templates and guidance for requesting and providing advice across different agencies. 'Health Guidance^{li} and Template^{lii} , 'Education Guidance^{liii} and Template^{liv} and Social Care Guidance^{lv} and Template^{lvi} .'</p> <p>Camden - Education, Health and Care (EHC)plan guidance for professionals Oct 2014 (Second Edition)^{lvii} including:</p> <ul style="list-style-type: none"> Role and remit of the Assessment Coordinator 

	<ul style="list-style-type: none"> • What is an EHC plan? • The EHC assessment and planning process • Hints and Tips for Assessment Coordinators • FAQs <p>Nottinghamshire Guidance Document^{lviii} including:</p> <ul style="list-style-type: none"> • Roles and responsibilities • Pathway • Referral forms and drafts letters <p>Leicester City EHC Statutory Assessment Process document^{lix} including:</p> <ul style="list-style-type: none"> • The process • Resource allocation panel • Standard letters <p>Portsmouth Annual Review report form^{lx} and guidance^{lxi}.</p>
Top Tip 4: Provide information about the needs assessment and EHC plan tailored for specific audiences.	Examples/ Resources
<ul style="list-style-type: none"> • Local areas have found that professionals will also need information about the SEND reforms to support their role in implementation. This may need to be tailored to specific audiences. • Materials have been developed nationally which can be published on an areas local offer to target at specific audiences. 	<p>DfE FAQs on transitional arrangements and transfers from statements and LDAs to EHC plans, Appendix A of this document.</p> <p>EHC plans guide for health professionals^{lxii} This guide to the new SEN and disability system is intended for any professional who supports children or young people, taking them through the steps in the EHC plan process, with links to important resources and information.</p> <p>Early years: guide to the 0 to 25 SEND code of practice^{lxiii}. This guide is for managers and staff in all early years education settings funded by the local authority.</p> <div data-bbox="1760 1051 1984 1369" data-label="Image"> </div>

[Schools: guide to the 0 to 25 SEND code of practice^{lxiv}](#)

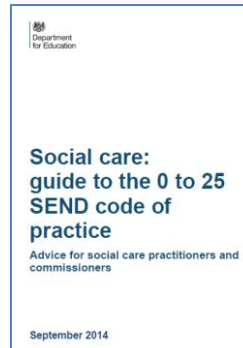
This guide is for:

- school governing bodies, including non-maintained special schools
- academy proprietors, including free schools, university technical colleges and studio schools
- pupil referral unit management committees
- independent schools, including independent specialist providers

[Further education: guide to the 0 to 25 SEND code of practice^{lxv}](#)

This guide is for:

- further education colleges
- sixth-form colleges
- 16 to 19 academies
- independent specialist colleges



[Social care: guide to the 0 to 25 SEND code of practice^{lxvi}](#). This guide is for:

- social care practitioners
- social care commissioners

[0 to 25 SEND code of practice: guide for health professionals^{lxvii}](#)

This guide is for:

- clinical commissioning groups
- health professionals
- local authorities

Appendix A: Transitional Arrangements and the Transfer of Statements and LDAs to EHC Plans- Frequently Asked Questions (FAQs)

The following FAQs and overview have been developed by the DfE in response to questions from local authorities and others on the transitional arrangements and the transfers of Statements and Learning Disability Assessments (LDAs) to EHC plans.

Overview:

- The experience of the Transition Process for children, young people and families should be in line with the intended key cultural features of the reform such as engagement, co-production.
- It must be clear that the transition review process is part of a EHC needs assessment
- The requirements for an EHC needs assessment are clear that existing advice for the statement can be used where parents, LA and professional agree. Otherwise new advice must be sought.
- LAs cannot delegate responsibility for producing an EHCP – but they can ask key bodies to make an important contribution to its preparation.
- LAs must invite parents to a meeting as part of the 14 weeks.
- 14 weeks starts when the LA writes to the parent advising them of the transition review meeting.

Q1: What should be covered in the local authority's Local Transition Plan?

A1: The local authority's published transition plan should include the following information:

- which groups were consulted;
- numbers of statements and numbers of LDAs planned for transfer in each year of the transition period;
- the order in which children and young people will be transferred;
- how and when parents and young people, and their educational institution, will be made aware of the arrangements;
- details of the transfer review process;
- sources of impartial SEN information and advice;
- who parents and young people can contact with queries.

Q2: Who is responsible for the transfer review?

A2: The responsibility for the transfer review and for producing the final EHC plan rests with the local authority and this cannot be delegated to schools or colleges. Local authorities can reasonably ask education providers to make a significant contribution to the preparation of an EHC plan as part of the transfer process, including providing new advice as part of the assessment, and where the transfer review meeting takes the place of the annual review meeting for a child's statement by arranging and holding it.

Q3: What does the 'transfer review' process entail?

A3: The transfer review requires the local authority to carry out an EHC needs assessment in accordance with Regulation 6 of the Special Educational Needs and Disability Regulations 2014. Each child or young person's needs must be considered individually and advice sought as prescribed in the Regulations; these include advice in relation to health and social care where the child or young person may need it. New assessment advice will not be needed in all cases. The Regulations for an EHC needs assessment are clear that advice previously provided for any purpose will be sufficient for the assessment where the parents, the professional who gave the advice and the local authority agree. In those circumstances the local authority must not seek new advice.

Parents or the young person must be invited to a meeting with an officer of the local authority to contribute to the review, in particular to focus on the proposed outcomes in the new plan, and this must take place in advance of the EHC plan being finalised. It could take place at a transfer review meeting or at another time. Throughout the process the local authority must have regard to the principles set out in section 19 of the Children and Families Act.

Q4: What is the timescale for completing a transfer review?

A4: To transfer a child or young person from a statement to an EHC plan the local authority must undertake a 'transfer review' (EHC needs assessment). The parents must be given at least two weeks' formal notice that the review is to be undertaken and a clear date for when it will begin. The EHC plan must be completed in 14 weeks from the date of that formal notice [Article 21]. The notice should ideally also state when the transfer review meeting will be held.

Q5: We have asked our schools to plan dates and times for the transfer review for the whole of this year and to let parents know now. Does this mean the clock has started ticking on the 14 week timescale for finalising EHC plans for all these children?

A5: Responsibility for the transfer review rests with the local authority. Where schools are hosting the transfer review meeting and making practical arrangements, advising parents of the likely date of a transfer review meeting as far ahead as possible is good practice. It gives families plenty of opportunity to make arrangements to attend and to plan their contribution.

In terms of the 14 week timescale, the clock starts ticking when the local authority writes to the parent providing notice that the EHC assessment (transfer review) has commenced.

Q6: What happens if parents of children who are not deemed to be a high priority insist on being prioritised to conversion from statements over and above priorities we have identified in the transitional order?

A6: Local authorities have until April 2018 to transfer children from statements to EHC plans. A child with a statement remains in the old system until they reach a mandatory transition point or until the local authority decides to transfer them to an EHC plan. Local authorities can set their own priorities preferably in consultation with parents and professionals within the national parameters set out in the transitional order.

Parents of children with statements seeking a reassessment of their child's needs do not have a right to request an EHC needs assessment and their request will be considered as a reassessment in relation to a statement unless the local authority decides to conduct an EHC needs assessment. A local authority does not have to agree to an EHC needs assessment but it should consider the request carefully.

Q7: What can local authorities do to make young people with LDAs aware of the transfer arrangements?

A7: Local authorities should take all reasonable steps to inform young people in further education or training who receive support as a result of an LDA that they can request an EHC needs assessment to transfer to an EHC plan. Local authorities will wish to consider writing to all young people who are receiving support following an LDA.

Local authorities should publish details of their transition plan in their local offer and make that information available through the local Information, Advice and Support Service. Local further education colleges and training providers should support local authorities by making sure their students are aware of their right to request an EHC needs assessment for an EHC plan.

Q8: What is the role of colleges in the transfer review process from an LDA?

A8: Local authorities should involve colleges as they would for an EHC needs assessment for a new entrant as set out in the Code, for example colleges:

- could contribute information to local authorities to inform consideration of whether an EHC plan might be needed for a young person;
- could contribute to the development of an EHC plan where one is needed (responding to a request for information within 6 weeks);
- contribute to the transfer review
- should respond within 15 days to local authorities consulting them about being named in a draft EHC plan.

Q9: Could those with statements and LDAs lose their statements as a result of the SEND reforms?

A9: No child or young person should lose their statement and not have it replaced with an EHC plan simply because the system is changing. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Therefore, it is expected that all children and young people who have a statement and who would have continued to have one under the old system, will be transferred to an EHC plan under the new system.

Similarly, local authorities have undertaken LDAs for young people either because they had a statement at school or because, in the opinion of the local authority, they are likely to need additional support as part of their further education or training and would benefit from a LDA to identify their learning needs and the provision required to meet those needs. The expectation is that young people who are currently receiving support as a result of a LDA and remain in further education or training during the transition period, who request and need an EHC plan, will be issued with one.

If a local authority decides to cease a statement and not replace it with an EHC plan or not issue an EHC plan to a young person who receives support as a result of an LDA the parent or young person has the right to appeal to the First-tier Tribunal. Local disagreement resolution arrangements can be considered and the parent or young person will need to consider mediation before an appeal.

Q10: What is the position on the transfer from SEN Statements to EHC Plans for those with support needs under £6k?

A10: The statutory definition of SEN has not changed, nor has the guidance in the Code of Practice on when to assess and when to issue a statutory plan. £6k is not a threshold for access to EHC needs assessments or to EHC plans. Decisions about provision must be made on an individual basis. Under the new system, as much as the old, there cannot be a blanket policy regarding eligibility. Local authorities need to work with schools, young people and parents to determine how best to transfer SEN statements to EHC Plans. It is recommended that a transparent and phased approach is developed with parents and schools.

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- ⁱ SEND code of practice Draft October 2014 (throughout and specifically paragraphs 9.45 to 9.52, Advice and information for EHC needs assessments)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf. SEND Code of Practice, July 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf
- ⁱⁱ SEND code of practice Draft October 2014 (throughout and specifically paragraphs 9.45 to 9.52, Advice and information for EHC needs assessments)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf. SEND Code of Practice, July 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf
- ⁱⁱⁱ SEND code of practice Draft October 2014 (throughout and specifically paragraphs 9.45 to 9.52, Advice and information for EHC needs assessments)
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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf
- ^{iv} Children and Families Act 2014 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted?sm_au=iNVn4VnM70PpSZ6J
- ^v SEND regulations 2014 http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf
- ^{vi} SEND code of practice Draft October 2014 (paragraph 9.46)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf.
- ^{vii} SEND code of practice Draft October 2014 (paragraph 9.47)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf.
- ^{viii} SEND code of practice Draft October 2014 (paragraph 9.50)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf.
- ^{ix} SEND code of practice Draft October 2014 (paragraph 9.51)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf.
- ^x SEND code of practice Draft October 2014 (paragraph 9.62 to 9.69)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf.
- ^{xi} Overview section from DfE FAQs appendix A of this document.
- ^{xii} Transition to the new 0 to 25 special educational needs and disability system August 2014 <https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014>
- ^{xiii} SEND code of practice Draft October 2014 (paragraph 2.20 to 2.22 and 9.27 to 9.31)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf.

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- ^{xiv} SEND code of practice Draft October 2014 (throughout and specifically paragraphs 9.45 to 9.52, Advice and information for EHC needs assessments)
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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf
- ^{xv} Children and Families Act 2014 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted?sm_au=iNVn4VnM70PpSZ6J
- ^{xvi} SEND regulations 2014 http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf
- ^{xvii} SEND code of practice Draft October 2014 (paragraph 2.20)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf.
- ^{xviii} SEND code of practice Draft October 2014 (paragraph 2.21)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf.
- ^{xix} SEND code of practice Draft October 2014 (paragraph 9.24)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365616/Draft_Updated_Special_Educational_Needs_and_Disability_Code_of_Practice_for_consultation.pdf.
- ^{xx} SEND code of practice Draft October 2014 (paragraph 9.28)
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- ^{xlvi} Council for Disabled Children Outcomes Pyramid <http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources/ehc-outcomes-pyramid>
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<http://www.sendpathfinder.co.uk/infopacks/ap/>
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<https://www.natsip.org.uk/>
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^{lxii} EHC plans guide for health professionals, September 2014. Developed by the [Council for Disabled Children](#), DfE and DH

<http://www.councilfordisabledchildren.org.uk/media/727462/guide-to-ehc-plans-12-september-2014.ppt>

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