

SEND Pathfinder Information Pack



Version 4, April 2014 – Coordinated Assessment Process and Education, Health and Care (EHC) Plan

Nottinghamshire
Bromley and Bexley
Cornwall and Scilly
Gateshead
Solihull
Manchester
Wiltshire
SE7
Hertfordshire
Southampton
Northamptonshire
Leicester City
Calderdale
North Yorkshire
Trafford
Wigan
Lewisham
Devon
Greenwich
Oldham and Rochdale
Hartlepool and Darlington

INTRODUCTION

Background & Context

The pathfinder programme has been running for over 2.5 years. There is a growing body of learning that the new approaches pathfinders are trialling are making a real difference to the lives of children, young people and families, but that putting these reforms in place takes time, energy and determination.

All areas will need to implement the SEND reforms from September 2014 as outlined within the Children and Families Act (2014). The experience of the pathfinders has shown that the workforce development and culture change needed to implement the reforms takes time. Services and professionals across education, health and care for children and adults need to work together closely, putting families and young people at the centre of commissioning, assessment and planning. Every area will therefore want to begin considering the steps they need to take to implement the reforms successfully.

There have been clear messages that local areas would value practical advice and support in preparing for implementation. A pathfinder champion will be available in every region providing a mixture of information, advice and support to all non-pathfinder areas. **The information packs support the work of the regional champions by demonstrating learning from across the whole programme.** On 8 April 2014, Edward Timpson (Parliamentary Under-Secretary of State for Children and Families) and Dr Dan Poulter (Parliamentary Under-Secretary of State at the Department of Health) [wrote to local authority and health leaders](#) with further information on transition arrangements in relation to the reforms. The Department for Education and Department of Health also recently published an updated [implementation pack](#) which outlines the vision for the reforms and contains useful information for strategic leaders. Further information and case studies, together with details of the pathfinder champions, are available at www.sendpathfinder.co.uk.

Information Pack Format & Structure

This fourth version has been updated to reflect the Children and Families Act (2014), draft SEN Code of Practice, draft regulations and the proposals for transitional arrangements which were published in October 2013. It is designed to draw together useful resources and case study learning from the pathfinder programme to support non-pathfinder areas to prepare to implement the SEND reforms themselves. **This month it has been updated to provide top tips for implementation based on a combination of key learning from Pathfinders areas, delivery partners and other VCS organisations including examples of how to use them and associated resources and case studies.**

This pack is created for everyone involved in making the reforms work – amongst others, children, young people and families, parent carer forums, local authority children's and adult services, the health service, early years settings, schools, post 16 institutions and VCS providers.

This information pack covers the following six overarching themes of pathfinder testing:

- Coordinated assessment and EHC planning
- Personal Budgets
- Local Offer
- Preparing for adulthood
- Engagement and participation of children, young people, parents and carers
- Joint Commissioning

Please note these packs are supported by a glossary and resource list which can be found at the end of each pack.

Future Versions

The pathfinder champion programme will run until March 2015. Pathfinders are now scaling up their new approaches to whole areas, working across the 0-25 age range and with the full range of providers. This will provide further vital learning that will be incorporated into future packs.

Information packs will be updated and published periodically over the coming months and feedback will inform development of future packs. **Resources and examples from other sources are welcomed and can be incorporated into later versions of the information pack** contact pathfinder@mottmac.com to share your approach and any associated resources.

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0 – 25 Coordinated Assessment Process and Education, Health and Care (EHC) Plan

Introduction (Last updated April 2014)

The 0 – 25 coordinated assessment process and Education, Health and Care (EHC) plan are core components of the Special Educational Needs and Disabilities (SEND) reforms. They sit alongside the local offer, the option of a personal budget for those with an EHC plan, improved multi-agency working and joint commissioning.

EHC plans will replace the current Statement of SEN and Learning Difficulty Assessment (LDA). No new assessments for statements of SEN or Learning Difficulty Assessments (LDAs) will be offered from 1 September 2014, when the new legislation in the Children and Families Act will commence. **Children and young people should be transferred to the new system in a phased way, prioritised at key transition points.** EHC plans will be focused on the outcomes the child or young person seeks to achieve across education, health and care to enable them to achieve at school and college and to make a successful transition to adulthood. Delivering EHC plans for 16-25 year olds in post-school education or training will more than satisfy the legal requirement for local authorities to carry out Section 139A Learning Difficulty Assessments. In advance of the new legislation, all areas can use EHC plans now for all 16-25 year olds in these groups (if necessary, indicating on the EHC plan that this also serves as the LDA).

EHC plans will set out how services will work together to meet the child or young person's needs and in support of those outcomes. The co-ordinated assessment and planning process will put the child and their parents or the young person at the centre of decision making.

Since late 2011, 20 Pathfinders have been working with families, within the existing statutory frameworks, to develop a 0 – 25 coordinated assessment process and EHC plans. Since September 2013, Pathfinders have been working to offer the option of this new process to all new entrants across the full 0-25 age range in their local areas, (children and young people retain their right to a statutory assessment and Statement of SEN). Pathfinders have focussed on ensuring processes can be rolled out sustainably.

This pack provides examples of Pathfinder approaches, including feedback from families and professionals. This is version 4, which **builds upon learning from previous introductory packs** as well as developing more of an illustration of **'how' authorities have carried out these changes**. This is a working document and the latest version can be found on the [SEND Pathfinder website](#)¹.

What do the Children and Families Act 2014, draft regulations and Code of Practice say? (Last updated April 2014)

Act and Supporting Documents				
<u>Children and Families Act (sections 36 to 50)ⁱⁱ</u>	<u>Draft Regulations SEN Assessment and Plan, clauses 34, 36, 37, 41, 44, 45, 46, 49ⁱⁱⁱ</u>	<u>Updated draft SEN Code of Practice (Chapter 9 Education, Health and Care needs assessments and plans)^{iv}</u>	<u>Consultation on transition to Education, Health and Care plans and the local offer^v</u>	<u>Implementing a new 0 to 25 special needs system: LAs and partners. Further Government advice for local authorities and health partners^{vi}</u>

Between the 4th October and 9th December 2013 there was a national consultation on the draft SEN Code of Practice, draft Regulations and the proposals for transitional arrangements. The Department for Education (DfE) stated:

'We will take account of any changes that may be made as result of Parliament's consideration of the Bill and the responses to consultation in developing versions of the Code of Practice and Regulations, including transitional arrangements. These will then be placed before Parliament for approval in the spring to come into force from September 2014 at the same time as the provisions in the Bill. The results of the consultation and the Department's response will be published on the Department for Education e-consultation website in spring 2014.'^{vii}

In April 2014 the DfE and Department of Health (DH) published ['Implementing a new 0 to 25 special needs system: LAs and partners. Further Government advice for local authorities and health partners.'](#)^{viii} This is non-statutory advice to help Local Authorities (LAs) and their Health partners understand their role in implementing the reforms to the special educational needs and disability system. Extracts from this document are included within this information pack and referenced accordingly.

The statutory assessment process must be co-ordinated across education, health and care to ensure a cohesive experience for children, parents and young people. Information from existing relevant assessments should be used and professionals should share information so that families do not have to keep giving the same information on different occasions. **It is vital that EHC plans reflect the views, interests and aspirations of children, young people, and their parents, alongside detail of assessments and provision aligned to outcomes.**

Statutory assessment itself will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without the need for any special educational provision to be specified within an EHC plan, for example as part of the local offer.

EHC plans may include a personal budget (which can be offered and delivered via a number of mechanisms; further detail can be found within the [Version 4 of the 'Personal Budgets' Information Pack](#)). The process should also consider the different ages of the child or young person concerned, particularly for young people preparing for adulthood. The Draft SEN Code of Practice outlines that a core goal of this coordinated and personalised overall approach should be that:

'Children, young people and families should experience well-co-ordinated assessment and planning leading to timely, well-informed decisions'^{xix}

Chapter 3 of the draft SEN CoP^x reinforces that families should be at the heart of the new coordinated assessment process and EHC plan. Person centred planning is identified as an effective approach to support this, as it focuses on identifying the outcomes that are important to the individual and then the support and services that are required to achieve these. An outcome in this context should be seen as a personal goal and not a service goal.

'Planning should start with the individual and take account of their wishes and aspirations, the outcomes they seek and the support they need to achieve them. It should enable parents, children and young people to have more control over decisions about their support'.

Following consultation, the new regulations and SEND Code of Practice will not require local authorities to use a single national template for EHC plans. It is important to develop plans locally, in consultation with local families, so that they are accessible and meet individual needs. Nonetheless, Government recognises the need to enable portability of EHC plans where families move across areas and for all plans to include core information to enable a consistent approach to be taken to appeals. Subject to Parliamentary approval, the regulations will require that every EHC plan includes discretely labelled sections; the SEND Code of Practice will provide guidance on what to include in each section.

The following is a draft list of the sections that must be included in an EHC plan and is taken from Annex A the non-statutory guidance '[Implementing a new 0 to 25 special needs system](#)^{xiv}':

Section A: *The views, interests and aspirations of the child and their parents or young person.*

Section B: *The child or young person's special educational needs.*

Section C: *The child or young person's health needs which are related to their special educational needs.*

Section D: *The child or young person's social care needs which are related to their special educational needs.*

Section E: *The outcomes sought for the child or the young person, including outcomes for adult life. The EHC plan should also identify the arrangements for setting shorter term targets by the early years provider, school, college or other education or training provider.*

Section F: *The special educational provision required by the child or the young person.*

Section G: *Any health provision reasonably required by the learning difficulties and disabilities which result in the child or young person having SEN, and where an Individual Health Care Plan is made for them, that plan.*

Section H1: *Any social care provision which **must** be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970*

Section H2: *Any other social care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.*

Section I: *The name and type of the school, maintained nursery school, post-16 institution or other institution, or the type of school or other institution to be attended by the child or young person where no such institution is named.*

Section J: *Where there is a personal budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the details of any agreement for a direct payment for education, health and social care as set out in respective regulations.*

Section K: *The advice and information gathered during the EHC needs assessment (in appendices). There should be a list of this advice and information.*

For a broader understanding of the policy drivers for 0-25 coordinated assessments and EHC plans, refer to the [Children and Families Act^{xii}](#) and supporting documents.

Top tips for implementation: Learning from Pathfinders (New)

Since September 2011 Pathfinders have been working with their partners to develop, design and refine their local offers, working together with partners, providers and families and children and young people. These approaches have evolved in light of their collective and individual experiences and the emerging legislation, which is also supplemented by learning from a number of non-Pathfinder areas who are also preparing for the implementation of SEN reforms. This section provides top tips for implementation based on a combination of key learning from Pathfinder areas to date, research and learning from The Communications Trust, examples of how to use these and associated resources.

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

Summary of Top Tips (please note these are not in sequential order)

Please click on the links below for further information and resources:

- [Top Tip 1: Engage a wide stakeholder group working together in partnership](#)
- [Top Tip 2: Develop a clear vision with an action plan which provides direction, transparency and a mechanism to assess progress and test the emerging approach](#)
- [Top Tip 3: Develop a communication strategy and plan](#)
- [Top Tip 4: Develop tools and guidance to support the implementation of the 0 – 25 coordinated assessment and EHC plan](#)
- [Top Tip 5: Build on what is working well for both professionals and for the children, young people and their families who have existing experiences of the current system](#)
- [Top Tip 6: Phase the development and rolling out of the new process, in line with the transitional arrangements](#)
- [Top Tip 7: Identify the roles and/or functions needed to support the new 0 – 25 coordinated assessment and planning process](#)
- [Top Tip 8: Define clear, robust, SMART outcomes within EHC plans](#)

Top Tip 1: Engage a wide stakeholder group working together in partnership	
<i>Ideas and examples of how to use and/or embed this learning</i>	<i>Examples/ Resources</i>
<ul style="list-style-type: none"> Identify strategic lead(s) across the key agencies, for supporting and championing work. Establish a working group / workstream, with representation from all key stakeholders (including parent carers and young people). Where applicable integrate themes of the reforms into the same working groups, as each aspect should be seen as a piece of the jigsaw puzzle e.g. personal budgets is part of the coordinated assessment and planning process. Ensure that there is genuine co-production of work from the start. Establish different mechanisms and procedures to support co-production and wider consultation with families e.g. through agreed reward and remuneration policies, focus groups, conferences, meetings, representation on steering groups, and online surveys. 	<p><u>Case Studies:</u></p> <p>City of Portsmouth Case Study - demonstrates their:</p> <ul style="list-style-type: none"> Governance and accountability structure with Strategic board and accountability routes. Workstream structure across the reform areas. Approach to working in partnership across stakeholders and with parent carer, children and young people participation embedded throughout. <p><u>Resources:</u></p> <p>Please refer to Version 4 of the Engagement and Participation of Parent carers, children and young people Information Pack for:</p> <ul style="list-style-type: none"> Stockport Case Study (page 21) which includes their workstream structure and examples of strategic co-production with parent carers. Working together – our experience of co-production - developed in partnership by Contact a Family, the National Network of Parent Carer Forums and SE7, Wiltshire and Leicester City pathfinders.
Top Tip 2: Develop a clear vision with an action plan which provides direction, transparency and a mechanism to assess progress and test the emerging approach	
<i>Ideas and examples of how to use and/or embed this learning</i>	<i>Examples/ Resources</i>
<ul style="list-style-type: none"> Develop a clear vision in partnership and with buy in from all stakeholders including, where required, a shared terminology. A workshop(s), often with independent facilitation, including all stakeholders can provide an effective way to do this. Development of an action/implementation plan which is linked to both the 'vision' and the wider SEN reform timescales. Any 	<p><u>Case Studies:</u></p> <ul style="list-style-type: none"> SE7 Case Study - demonstrates how working in partnership they have developed a regional vision which is used to frame local implementation. <p><u>Resources:</u></p> <ul style="list-style-type: none"> SE7 SEND Pathfinder Framework for Assessment and Planning^{xiii}

<p>plan should be task and goal focused, with allocated owners, key dates and check points identified.</p>	<ul style="list-style-type: none"> • SE7 workstream approach^{xiv}
<p>Top Tip 3: Develop a communication strategy and plan</p>	
<p><i>Ideas and examples of how to use and/or embed this learning</i></p>	<p><i>Examples/ Resources</i></p>
<ul style="list-style-type: none"> • An understanding of the parameters and implications of the SEN reforms is a pre-requisite for this and all other activities. • Develop a strategy and plan which is agreed by all stakeholders and meets the needs of the local area. • Involve Local Authority (and partners) Media and Communications team to understand existing resources and channels. • Make use of many different ways to share information and news such as newsletters, blogs, social media, large stakeholder events, round table discussions and workshops. • Use established methods and channels e.g. Parent Carer's forums, parent partnership services, school and college networks, community groups and young people's groups. • Communications will need to target many different audiences so consideration of how to make these accessible to all stakeholder groups is required. • Make use of nationally produced resources and communications which can be tailored if required and shared locally. 	<p>Case Studies:</p> <ul style="list-style-type: none"> • Nottinghamshire's Case Study - includes a link to an animation^{xv} which describes, in an accessible and simple way, their 0 - 25 EHC Pathway. <p>Resources:</p> <p>The Council for Disabled Children^{xvi} has developed a many resources such as:</p> <ul style="list-style-type: none"> • Key documents of the Children and Families Act^{xvii} • FAQs on SEN and disability reforms^{xviii} • What schools need to know and do^{xix} • Top Children and Families Bill Myths^{xx} <p>Twitter updates^{xxi}: A number of pathfinders and non-pathfinders provide regular information via twitter such as SE7, Devon and PiPs (Stockport's parent carer forum).</p>
<p>Top Tip 4: Develop tools and guidance to support the implementation of the 0 – 25 coordinated assessment and EHC plan</p>	
<p><i>Ideas and examples of how to use and/or embed this learning</i></p>	<p><i>Examples/ Resources</i></p>
<ul style="list-style-type: none"> • Pathfinders and others have developed booklets, guidance 	<p>Case Studies:</p> <ul style="list-style-type: none"> • Nottinghamshire Case Study - includes a link to their wiki website^{xxii} for families and support workers which has a number of tools and documents such as their EHC plan pathway guidance^{xxiii}.

<p>documents and videos which explain and support the implementation of the new 0 -25 coordinated assessment and EHC plan.</p> <ul style="list-style-type: none"> Tools and guidance provide consistent and clear messages for families and those that support them, so that everyone has the same understanding of what needs to be done and by when. Pathfinders have developed tools in partnership with other Pathfinders, delivery partners and Mott MacDonald. All of which can be built upon by local areas that are preparing for the reforms. 	<ul style="list-style-type: none"> <u>SE7 Case Study</u> – contains their <u>SE7 SEND Pathfinder Framework for Assessment and Planning</u>^{xxiv}. <u>Southampton Snapshot</u> - includes their One and Only Form and Guidance and I Am Unique Form can be found in Appendix 3. <u>Hartlepool Snapshot</u> - includes two booklets <u>Preparing for Assessment – For young People</u>^{xxv} and <u>Preparing for Assessment – Parent Carer</u>^{xxvi}. <p>Resources:</p> <ul style="list-style-type: none"> SQW has published a number of evaluation reports on the SEND Pathfinder Programme. This includes the thematic report on <u>The Education, Health and Care (EHC) planning pathway for families that are new to the SEN system</u>^{xxvii}. <u>Nat SIP</u>^{xxviii} has updated the ‘Better assessments, better plans, better outcomes’ guidance document. The resource comes in different versions – <u>a combined version covering all sensory impairment</u>^{xxix} and three separate versions focusing on <u>hearing impairment</u>^{xxx}, <u>multi-sensory impairment</u>^{xxxi} or <u>vision impairment</u>^{xxxii}. <p>The resource outlines the information and assessment required to produce an Education, Health and Care Plan that is based on a full understanding of a child or young person’s needs and which focuses on improving outcomes. It includes a template which illustrates how those working in education, health or social care could use relevant assessment information and the implications. It is also available as a <u>separate Word document</u>^{xxxiii}.</p> <ul style="list-style-type: none"> CDC has developed an <u>EHC Plan Checklist</u>^{xxxiv} (<i>please note this is based on the Draft SEN Code Of Practice and subject to change</i>).
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Top Tip 5: Build on what is working well for both professionals and for the children, young people and their families who have existing experiences of the current system	
Ideas and examples of how to use and/or embed this learning	Examples/ Resources
<ul style="list-style-type: none"> Pathfinders held sessions with stakeholders to identify what is working well in the current system that could be built on moving forward. At the same time what is not working well and/or barriers were identified, so not to replicate this in the new process. Once an area of good practice is identified, ‘champions’ from different stakeholder groups were often tasked with spreading this practice and learning. Supported by appropriate training programmes. 	<p>Case Studies:</p> <ul style="list-style-type: none"> Cornwall Snapshot - demonstrates how they have built on what works well already in developing their new 0 -25 coordinated assessment and planning approach.
Top Tip 6: Phase the development and rolling out of the new process, in line with the transitional arrangements	
Ideas and examples of how to use and/or embed this learning	Examples/ Resources
<p>In April 2014 the DfE and DH published Implementing a new 0 to 25 special needs system: LAs and partners. Further Government advice for local authorities and health partners^{xxxv} which includes a timeline and information on transition to the new SEND system, an extract from that is included below:</p> <p><i>‘From September 2014: new assessment and planning starts (for new entrants); personal budgets offered as part of Education, Health and Care (EHC) plans; mediation arrangements in place; local authorities should publish plans for EHC plan transfers.</i></p> <ul style="list-style-type: none"> <i>September 2014 – September 2016: young people with Learning Difficulty Assessments (LDAs) transfer to the new system.</i> <i>September 2014 – April 2018: children and young people with statements of SEN transfer to the new system</i>^{xxxvi}. <p>This implementation is likely to require a phased and structured approach, some suggestions are included below:</p>	<p>Case Studies</p> <ul style="list-style-type: none"> Cornwall Snapshot – a more detailed Case Study (page 22) in Version 3 of the 0-25 Coordinated Assessment and EHC Information Pack which demonstrates their phased approach to implementation. Hertfordshire Case Study - (page 29) in Version 3 of the 0-25 Coordinated Assessment and EHC Information Pack which demonstrates their phased

- Workforce and stakeholder development should be prioritised; this should include parent carers and young people as well as those supporting them.
- Areas should consider how they pilot, plan and roll-out the new process and how that might work geographically, in terms of different ages, and local circumstances. 'To ensure that all children and young people are transferred to the new system during the transition period, local authorities should work with their communities to develop local implementation plans that identify any additional local priorities'^{xxxvii}.
- 'For young people who need an LDA, an EHC plan would more than satisfy the legal requirement to carry out a S139A Learning Difficulty Assessment. Where local authorities are ready and able to do so, they could use draft EHC plans to replace LDAs immediately for young people with statements who are leaving school and moving to further education in 2014-15. For funding purposes, local authorities will need to clearly indicate on the draft EHC plan that this is fulfilling the function of the S139A Learning Difficulty Assessment'.^{xxxviii} As part of a phased approach local areas could therefore start to rollout EHC plans for this age group now.
- Pathfinders have demonstrated that a phased approach:
 - Provides an opportunity to build in periodic 'stock takes' of progress.
 - Allows for on-going refinement of the coordinated assessment and EHC planning process in light of practical experiences.
 - Has less impact on the existing workforce and statutory commitments of the current system, which will be important during the transitional period.
 - Provides time for work to be co-produced with key stakeholders and allows for effective communication of the changes and their impact.

approach to implementation.

- [Wolverhampton Case Study](#) - demonstrates how a non-pathfinder local authority has been preparing for implementation of the reforms with a phased approach.

Please note any phased approach must meet the transitional arrangements set out by the DfE for the implementation of the [Children and Families Act](#)^{xxxix} and referenced within the [Implementing a new 0 to 25 special needs system: LAs and partners. Further Government advice for local authorities and health partners](#)^{xl}

Top Tip 7: Identify the roles and/or functions needed to support the new 0 – 25 coordinated assessment and planning process	
<i>Ideas and examples of how to use and/or embed this learning</i>	<i>Examples/ Resources</i>
<ul style="list-style-type: none"> • A common first step was to map and review existing areas of practice, roles, functions and expertise across the different agencies and stakeholder groups. Identifying similarities and gaps in expertise and skills in order to develop these further. • Families having a single point of contact, in their many forms (key working, key workers, navigators and plan coordinators), has been welcomed and appreciated by parent carers, families, children and young people. • Pathfinders have taken different approaches to support functions and/or roles, with the examples in this document reflecting this. One size does not fit all. • A person centred planning approach is required to facilitate and support the new process. • Job descriptions which focus on attributes required to deliver this new approach as well as the skills and experience are required. • Many Pathfinders have found that families will require different levels of support at different points of time e.g. during transitions points or in times of change, a more dedicated support function may be required for a short period of time. • Areas have developed training modules and guidance for practitioners, parents and young people, specifying the roles of different practitioners and organisations in the area and where to go for information. • Whatever the specific function or role that supports the process or the background and experience of the person fulfilling it, they should not be expected to be specialists in all areas. That is, across education, health and social care, but they do need to be able to have access to the right specialist support and information at the right time. 	<p><u>Case Studies:</u></p> <ul style="list-style-type: none"> • Wolverhampton Case Study - built on their existing key working approach. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • SQW have published a number of evaluation reports on the SEND Pathfinder Programme. This includes the thematic report on Key working and workforce development (part 1)^{xlii} • The SE7 pathfinder and the Early Support delivery partner have developed the resource The role of the Assessment and Planning Coordinator^{xliii} • The Early Support Delivery Partner^{xliii} has a number of resources available on key working.

Top Tip 8: Define clear, robust, SMART outcomes within EHC plans	
<i>Ideas and examples of how to use and/or embed this learning</i>	<i>Examples/ Resources</i>
<ul style="list-style-type: none"> • Develop clear guidance and training on outcomes for professionals and families, to enable consistent, high quality outcomes to be developed. • Outcomes within EHC plans should be clearly defined, be linked to the child or young person's needs and specify the provision required. 	<p><u>This information pack includes a section on outcomes which can be viewed by clicking here.</u></p>

Nottinghamshire Pathfinder Case Study (New)

Pathfinder background/context

Nottinghamshire is a county in the East Midlands. The Pathfinder is developing multi-agency approaches to support the implementation of the SEN reforms including an integrated commissioning function, which is being delivered through an Integrated Commissioning Hub (ICH). Nottinghamshire's coordinated assessment process and EHC plan forms part of their EHC plan pathway, which has seven stages. The Pathfinder, working with key stakeholders including parent carers, have developed tools and guidance to support this new approach which are included and referenced within this case study.

The EHC plan pathway has seven stages, which are shown in figure 17; it follows a person centred approach whereby the child/young person is the focus of the process and their views and wishes are taken into account at each stage. The pathway begins with the SEND local offer, which may be followed by a referral and consideration of an EHC plan, through to the offer of a personal budget and/or a delivered service^{xliv}.

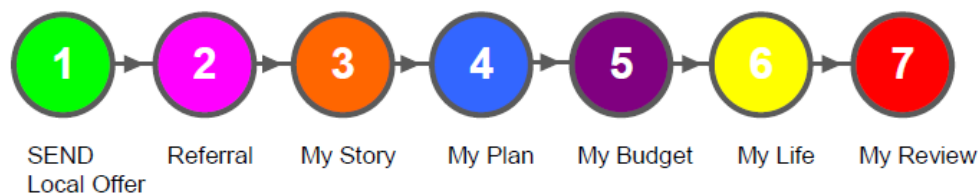


Figure 1 The 7 stages of the Nottinghamshire EHC Plan Pathway

Using Multi Media to support the implementation of the reforms

Nottinghamshire is trialling how multimedia advocacy, in the form of wiki websites, can be used as part of their EHC plan pathway. This uses the same technology as described in the Greenwich

Case Study, which can be accessed [here](#) and is also supported by two videos ([9 minute video^{xlv}](#) and [40 minute video^{xlvi}](#)). Accessible information and guidance about Nottinghamshire's new EHC plan pathway can be accessed via a [wiki website^{xlvii}](#), which is designed to provide information for families and support workers.

The wiki website includes a range of different resources including:

- News updates
- Information about the SEND reforms (with links to the Legislation and Code of Practice)
- A guidance document on the EHC pathway
- An animation which explains their new 0 – 25 education, health and care pathway.

The Wiki will continue to evolve with further content added in the light of the new CoP.

Figure 2 below shows the wiki landing page.

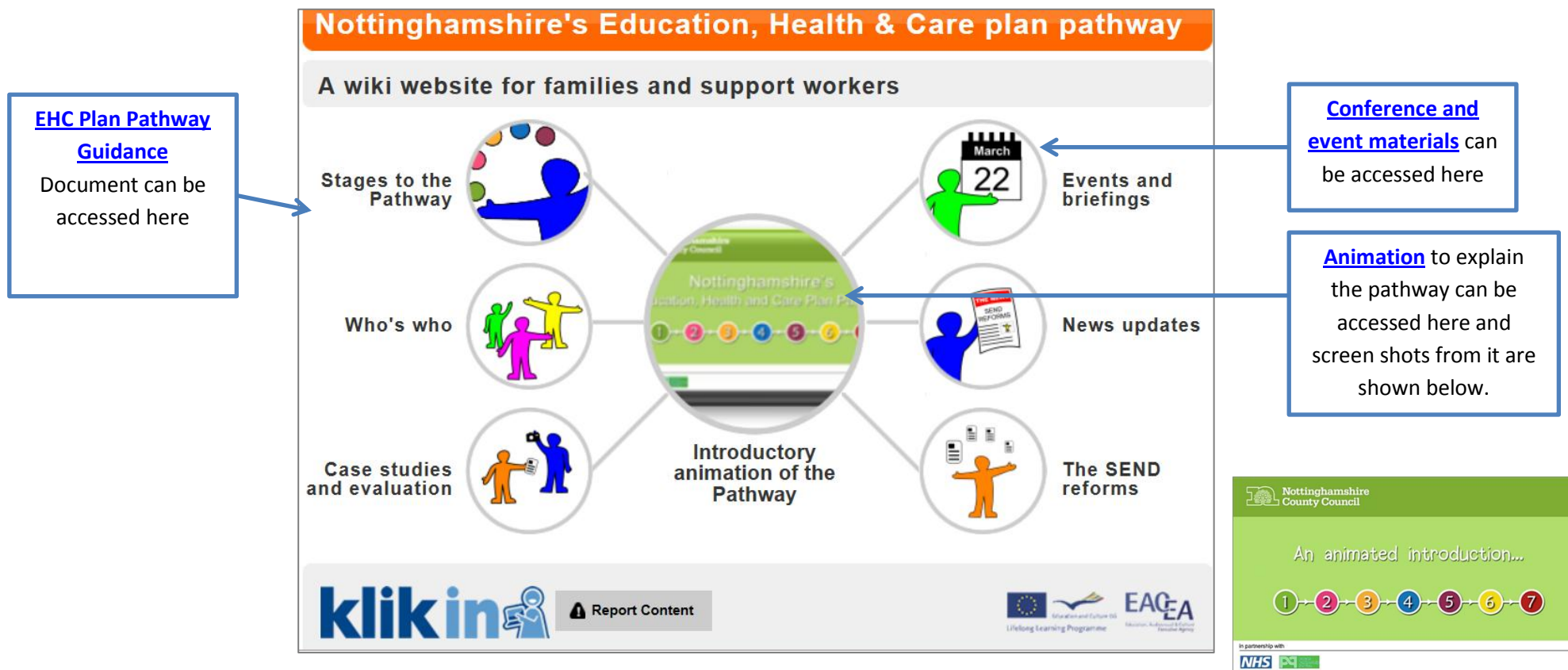
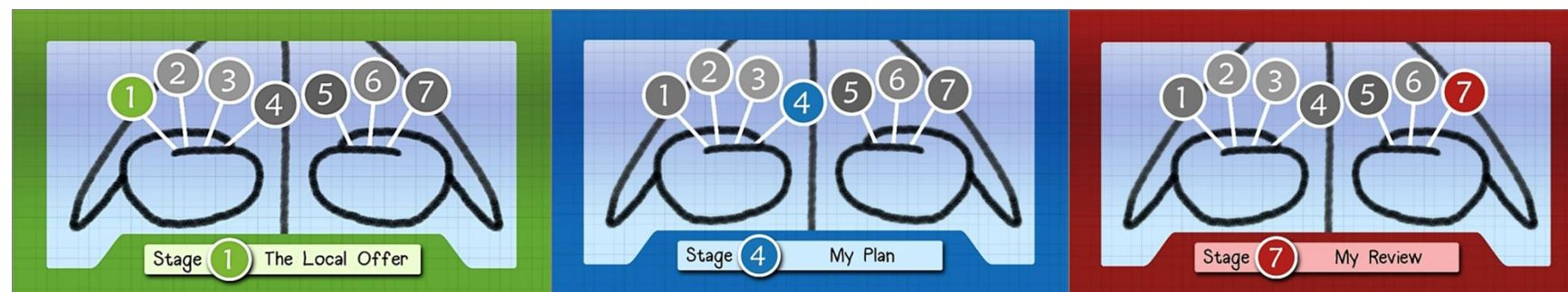


Figure 2 Nottinghamshire wiki [website](#) for their EHC pathway with examples of the resources available.



Nottinghamshire's Education, Health and Care Plan Pathway – Guidance document

The [guidance document](#)^{xlviii} takes the reader through each stage of the EHC plan pathway providing key supporting information and guidance. Provided below are snapshots of the types of information and guidance available.

Pathway roles and responsibilities (shown in **figure 4**) are described in detail (**pages 4 – 7** of the [guidance document](#)^{xlix}). A description of the Family Supporter role and responsibilities is included in figure 3 as an example.



Figure 4 5 key roles and responsibilities within EHC Plan Pathway

2 Stage 2 of the EHC plan pathway, '**Referral**' (pages **14 to 20** of the [guidance document](#)ⁱ) includes the **Assessment and planning timeline**, a **table to summarise the referral process** and includes the Nottinghamshire **eligibility criteria for the EHC plan**. **Appendix 2** of the [guidance document](#)ⁱⁱ includes referral forms and letters to support the process, which can also be downloaded.

3 Stage 3 of the EHC plan pathway, '**My Story**' is concerned with the collation of views, information and advice. In Nottinghamshire this stage is completed within six weeks from the date of the decision to proceed with an EHC plan. It helps to tell the story from a variety of perspectives and will comprise a rich bank of information describing the child or young person in order to inform future planning. In some

Figure 3 Family Supporter Role and Responsibilities

Family Supporter	<ul style="list-style-type: none">• Collecting the views of the parents and child/young person at Stage 3 My Story, using the 'All About Me' person centred tools• Liaising with the Plan Co-ordinator and family to ensure all relevant information is available• Explaining personal budgets and options which may be available to the family• Helping to prepare the family for the Multi-agency Meeting (MAM)• Supporting the family at the MAM• Collecting feedback from families throughout the process• Providing on-going support for the family whilst this remains appropriate. (It will be necessary to review who is best placed to undertake this role at different points in the child/young person's life)
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cases this information can be shared by partners using multimedia wiki web sites. **Appendix 3 (f)** of the [guidance document^{lii}](#) provides more information about the Klikin wiki website.

What are the key successes and learning to share with others?

- The **Multi-Agency Meeting (MAM)** is scheduled as soon as the decision to proceed with the EHC plan is made, providing enough notice to **ensure the right people are available to attend**. Where appropriate a number of MAMs are held on the same day to make best use of time.
- Nottinghamshire has conducted an internal evaluation where young people and their parent carers have been asked about their experiences of the EHC plan pathway. **Families have reported that they really value the Multi-Agency Meeting (MAM) and felt that the information gathered in advance of the MAM reflected the child or young person well.**
- **Not all families want a Family Supporter** in addition to their EHC Coordinator.
- Although a range of professionals including Educational Psychologists, Head Teachers and Paediatricians can chair the MAM, in **the majority of cases the EHC Coordinator has chaired the meeting and this works well.**
- **Families, support workers and schools have responded positively to developing a multimedia wiki as part of the 'All about Me' Profile.**
- The use of **accessible information and guidance via a variety of mechanisms such as leaflets, animations and documents has received a positive response** from families and support workers as it **provides clear and consistent messages which complement the new pathway.** It is also used as **part of the wider change management, training and development approach.**

SE7 Pathfinder Case Study (New)

Pathfinder background/context

SE7 is a partnership 7 Local Authorities (Brighton & Hove, East Sussex, Hampshire, Kent, Medway, Surrey and West Sussex), their NHS partners, Parent Carer Forums, national and local VCS partners and most importantly children, young people and their families. As a Pathfinder consortium they have developed frameworks and materials which are agreed across the partnership and they implemented locally. This case study showcases some of the resources developed and provides links to access more information.

SE7 SEND Pathfinder Framework for Assessment and Planning

At the outset of the SEND Pathfinder Programme much effort was made to develop, in partnership, frameworks across the Pathfinder themes to shape the regional and local approach.

In January 2012 the [SE7 SEND Pathfinder Framework for Assessment and Planning^{liii}](#) was published, a summary of the contents of the framework is included in **figure 5** and the common basic framework for assessment and planning is included in **figure 6**.



Figure 5 Summary of contents from SE7 SEND Pathfinder Framework for Assessment and Planning

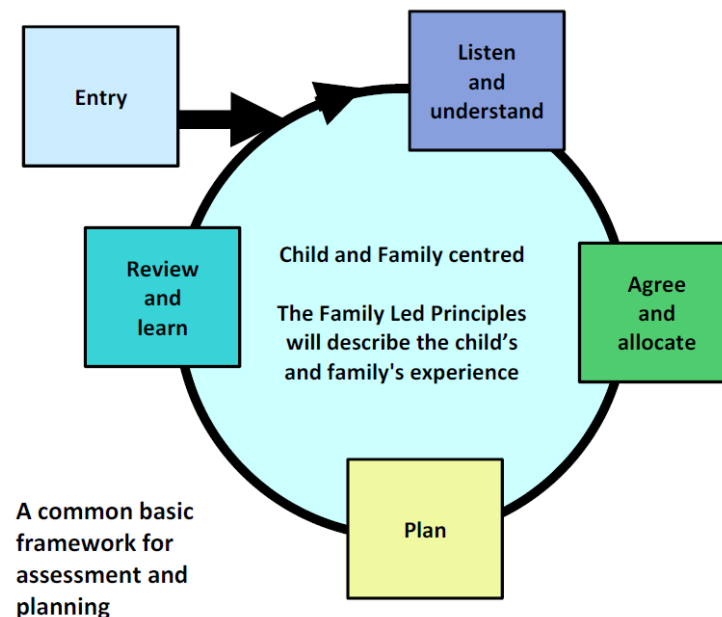


Figure 6 SE7 Common basic framework for assessment and planning

The SE7 Pathfinder working with the [Early Support^{liv}](#) delivery partner have developed and now published a further supporting booklet '[The role of the Assessment and Planning Coordinator^{liv}](#)'.

This booklet is an outcome of two family resilience and key working workshops attended by representatives from SE7 who got together because they:

1. Knew that families value having key working support and wanted to clarify what this may look like within the co-ordinated assessment and planning process.
2. Recognised that the new coordinated assessment and planning process had to be scalable and sustainable.
3. Are strongly supportive of key working and needed to clarify in which circumstances it might best be used.
4. Needed to discuss family resilience and key working in the wider context as well as specifically relating to the co-ordinated assessment and planning process.
5. Needed to clarify the skills, knowledge, qualities and tools required by the key person working with the child, young person and their family through the coordinated assessment and planning process and developing the Education, Health and Care Plan (EHCP); and
6. Wanted to embed key working approaches into the Assessment and Planning role where possible and appropriate because it facilitates the co-ordination of an integrated package of solution focused support; builds on partnership working and helps build strong and resilient families.

The booklet is a helpful resource for local areas who are considering how to embed scalable and sustainable key working approaches in to the 0 – 25 coordinated assessment and planning process.

Figure 7 lists the sections included within the booklet which can be referred to for more detail.

Section 1	Family Resilience
Section 2	The coordinated assessment and planning process
Section 3	The tasks for the Assessment and Planning Coordinator
Section 4	Assessment and Planning Coordinator requirements
Section 5	The range of tools that the Assessment and Planning Coordinator will need
Section 6	Key working
Section 7	Key working support to facilitate the Assessment and Planning process
Section 8	Key working continuum of support

Figure 7 Sections within the SE7 [Role of the Assessment and Planning Coordinator](#)

Wolverhampton Case Study (New)

Pathfinder background/context

Wolverhampton is one of the most densely populated and diverse areas in England. Wolverhampton has a strong multi-agency background and has subscribed and contributed to the Early Support way of working.

Though not a Pathfinder area, Wolverhampton established work streams tasked with preparing the area for the forthcoming SEND reforms, and has focused work across the coordinated assessment and EHC planning process, local offer, and banded funding reform themes.

In April 2006 Wolverhampton opened the purpose-built Gem Centre. It brings together and is the base for all community specialist children's services in the city, providing care and treatment from birth until a young person leaves the education system. The range of children's services provided at the centre including the Child Development Team, Special Needs Early Years' Service, Community Paediatrics, Community Children's Nursing, Physiotherapy, Occupational Therapy, Speech and Language Therapy, Audiology, School Health and the Social Care Disability Team. The centre allows close inter-agency working between Health, Education (early years), Social Services and Child and Adolescent Mental Health Services.



Overview of approach

Key underpinnings of Wolverhampton's work include strong strategic buy-in to the work streams tasked with preparing for the reforms and close working with Wolverhampton's parent carer forum. Reports on this work are fed into Wolverhampton's Senior Executive Board monthly, and presented by Wolverhampton's SEN Manager. The Health reforms have also resulted in significant change in local health commissioning. As a result, Wolverhampton has concentrated on ensuring that the SEND reforms remain a recurrent CCG level agenda item. Implementing the reforms before the advent of DfE SEND reforms funding (for 2013-2014), has meant using existing staff to develop sustainable processes.

In preparing for the reforms, Wolverhampton has moved towards developing an All-Age Disability Service. As part of this, the area has extended its commissioning service age range from 14 to 25, in line with the SEND reforms.

Particular areas of focus have been the local offer, banded funding and developing a robust coordinated assessment and EHC planning process. All work streams have secured multi-agency sign-up and the local offer work stream is being led by Wolverhampton's Parent Partnership Services.

Approach to developing the Coordinated Assessment and EHC planning process

Step 1 Developing an EHC plan template

Wolverhampton's initial step in developing its coordinated assessment and EHC planning work stream was to **build on experience and resources the area already had to hand**. Principally, this came in the form of the CAF (Common Assessment Framework) model and Early Support Single Plan template. Also informing early thinking was sight of SEND Pathfinder EHC plans. In coproduction with parents, Wolverhampton pulled together favoured elements of these examples to create an initial working draft EHC plan template.

Early plans were also largely written in the 1st person. Family and practitioner feedback has meant this approach has been tweaked to **introduce greater clarity about the voice 'speaking' when sections of EHC plans are written**. To reinforce the person-centred nature of Wolverhampton's EHC plans, Wolverhampton has trained a parent carer and recruited them as Parent Participation Assistant part-time to support creation of one-page profiles for families. The EHC plan paperwork is supported by assessment documentation in appendices and Wolverhampton's banded funding formula.

As part of this work, Wolverhampton organised a **series of focussed sessions with parents to review example EHC plan templates**. Specifically, parents fed back that they wanted more specificity in EHC plan template and enhanced legal statements.

Step 2 Testing the coordinated assessment and EHC planning pathway

The result of these discussions and planning was that trials took place with ten families initially (5 new entrants, and 5 families with existing Statements). Since then a further 10 EHC Plans have been trialled focusing on young people at transition.

Families were able to select their key worker to support them through this process. Existing staff had received key worker training previously. This trial, predominantly with children with particularly complex needs, was used to learn from family experiences and seek focussed family feedback on the new ways of working. Work has focussed on maximising work completed at multi-agency meetings to streamline the overall process.

Wolverhampton has also worked with the DfE SEND Delivery Partner Early Support to **trial how the Early Support App could support the coordinated assessment and EHC planning process**. The Early Support App is in its infancy and requires further development before this can be taken forward.

Step 3 refining the coordinated assessment and EHC planning pathway

An important element of Wolverhampton's approach has been **to collate family information ahead of the formal coordinated assessment and planning process**, via key workers using a "Team Around the Child" approach. Specifically, Child in Need, Health Action Plan or Common Assessment Framework documentation is compiled to **ensure that families do not have to repeat their story**.

To support staff in developing EHC plans with families, **guidance is being developed about how to write outcomes and professional advice** in a manner that is effective and meaningful to parents, young people, and professionals across agencies alike.

What are the key successes and learning to share with others?

- Running **two systems in parallel has been challenging** – Wolverhampton has sought to turn this into an advantage by **involving a large number of staff in writing EHC plans from an early stage to train up its workforce**.
- Developing **guidance for writing outcomes and statutory assessment advice has supported greater consistency** across EHC plans.
- **Ensuring multi-agency access to assessment and planning information** is important – Wolverhampton has examined how EHC plans could be stored on the local area's clinical portal.
- **Securing early health buy-in and engagement** has been an essential element of preparing for implementation of the SEND reforms. This has involved identifying key local health bodies across providers and commissioning functions. A challenge has been ensuring that non-clinical time, such as Team Around the Child (TAC) meetings can be counted as time, in clinicians' timesheets.
- Time taken to work with professionals and families, as well as **trial the new assessment and planning pathway is important to support development of a sustainable process**.
- **Families welcomed the opportunity to select their key worker** that supported them throughout the EHC pathway process.

- **Regular meetings and co-location has supported multi-agency working.** Regular meetings in particular have also supported Wolverhampton in meeting the 20 week coordinated assessment and EHC planning process timescale (as outlined in the draft Code of Practice).

Quote from Parents (Sarah and Mark Baker) involved in the Wolverhampton EHC pathway testing

“The process was smooth and easy and felt very personal to us as a family. We felt very involved and we are really pleased with the outcome.”

Quote from Jill Wellings, Wolverhampton Head Special Needs Early Years

“We are using a Team Around the Child and person-centred approach to the work we do, which means involving the child/ young person and their parents at all stages of their assessment and planning”.

Quote from Sandy Lisle, Wolverhampton SEN Manager

“Over the last 18 months we have developed a more streamlined single assessment process, meaning children and young people’s needs are identified early, and we are also working with families to pilot new Education, Health and Care plans which are outcome focused.”

Portsmouth City Council Case Study (New)

Background and context

Portsmouth City Council is a unitary authority in the South East of England. They are not part of the Pathfinder programme but have been preparing for the SEN reforms working in partnership across agencies and with parent carers and young people. This case study provides learning about how a non-Pathfinder Local Authority and its partners can prepare for implementation of the SEN reforms.

Approach to implementing the SEN reforms

Figure 8 demonstrates the key elements which underpin Portsmouth's implementation of the reforms, supplemented with narrative to support below. Their approach builds on existing practice within the city and incorporates what is working well elsewhere, for example learning from the Southampton Pathfinder approach.

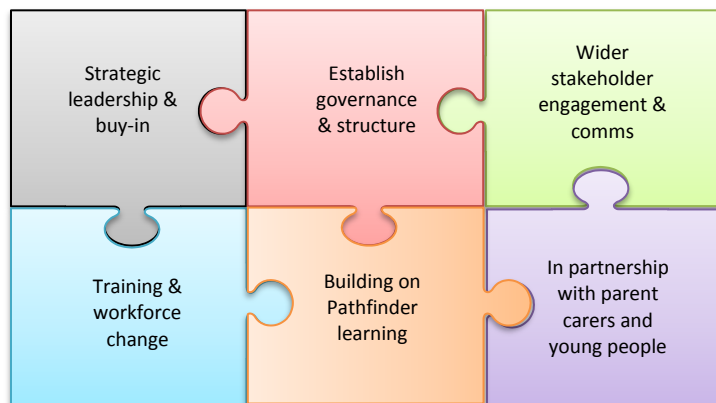


Figure 8 Key Elements of SEN Implementation Reforms



Portsmouth has a strong history of partnership working with parents. For some years, for example, trained parent representatives have been members of the Inclusion Support Panel which makes decisions regarding statutory assessment and placement. A new 'Co-production group' has been established with parents to work on all aspects of the SEN

Reforms in partnership with professionals. This group, chaired by a parent, has worked on a range of tasks including design of the Local Offer and recorded interviews as part of a DVD of information for parents about the new process.

Young People's Engagement Officers have been appointed and are working with young people with SEN and disabilities on the design of a local offer App, as well as 'All About Me' one-page profiles which will become part of the EHC assessment process.

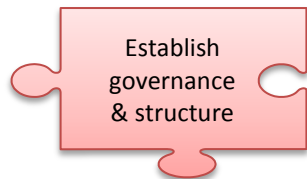


A stakeholder event was held in February 2014, involving local strategic leaders, elected members, representatives from the Department for Education and Council for Disabled Children, was used as an opportunity to reinforce the commitment of strategic leaders and to celebrate what has been achieved so far in the city in readiness for implementation of the SEND

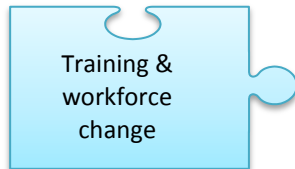
Reforms. A monthly electronic newsletter ensures that all stakeholders are kept informed of developments.



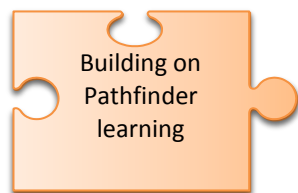
In Portsmouth, the implementation of the SEND Reforms is one of the priorities of the Children's Trust Plan: 'Priority G' and is led by the Child Support Services Commissioning Manager. The Strategic Board is chaired by the Portsmouth Parent Voice representative and meets every 6 weeks. This board reports to the Children's Trust Board and there is also accountability to the Health and Wellbeing Board, Clinical Commissioning Group, LLDD Partnership Board and Parent Carers Board.



At an operational level, the grant funding has been used to second a range of professionals to form an implementation team, with a Project Manager, Development Workers, Parent and Young People's Engagement Officers and Administrative Support. The Implementation Group meets for half a day fortnightly with representation from Education, Social Care, Health, the Voluntary Sector and Parents. The work of this group falls into 8 workstreams as demonstrated in Figure 8.



Portsmouth is currently piloting the co-ordinated EHC assessment model, building on the work of the Southampton Pathfinder. The model incorporates 2 key working roles. The 'Assessment Co-ordinator' provides the key working function throughout the assessment process. Once the EHC Plan has been agreed, the key working function is taken on by an identified 'Lead Professional'. This has involved training 25 Assessment Co-ordinators from various professional backgrounds including: Educational Psychologists; Personal Advisers; Portage Home Visitors; SEN Case Officers; Social Workers; Specialist Health Visitors. Assessment Co-ordinators have been taken from the existing workforce to ensure sustainability. On-going support and group supervision is also provided.



Portsmouth is currently piloting a co-ordinated EHC assessment model (refer to **figure 8**), which builds on the work of the Southampton Pathfinder. The assessment process starts with a meeting between the parent/carer and Assessment Co-ordinator to design a bespoke assessment. The Assessment Co-ordinator then acts as the single point of contact for the parent/carer throughout the assessment process, co-ordinating the work of the various professionals who contribute to the assessment. The information gathered is brought together at a multi-agency 'Team Around the Child' meeting that is called by the Assessment Co-ordinator at the end of the information gathering period. The outcome of this meeting is the Education Health and Care Plan.

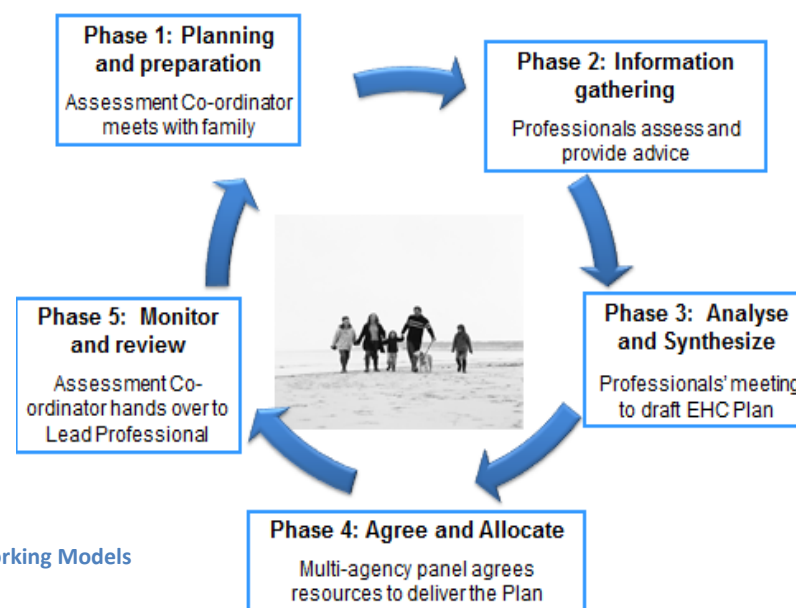
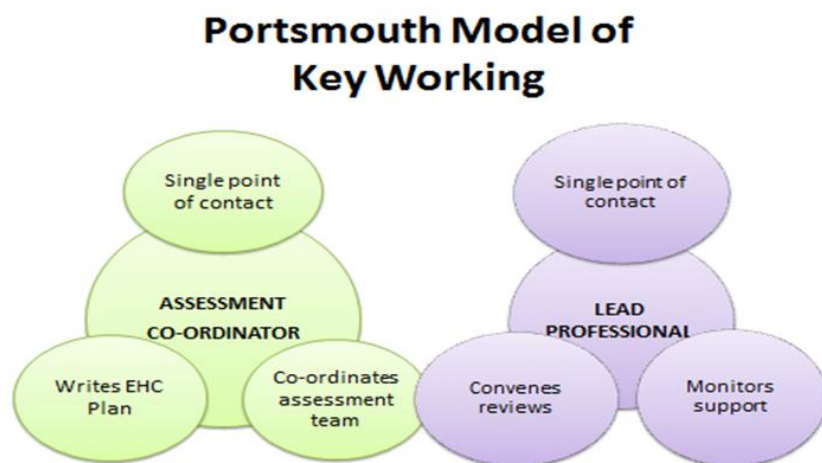


Figure 9 Portsmouth EHC Assessment and Key Working Models

A case study on the Southampton Pathfinder approach can be found on **page 44** of the archived [Coordinated Assessment and Education, Health and Care Plan Information Pack \(version 3\)](#).

Snapshots: A glance at different approaches across the country

Cornwall Pathfinder (Last updated April 2014)

Cornwall have taken a **phased approach to developing their new EHC coordinated assessment and planning process and implementing the new SEN Reforms**, which is demonstrated in **figure 10**. A summary of their key learning is included below and a case study on the Cornwall approach can be found on **page 22** of the archived [Coordinated Assessment and Education, Health and Care Plan \(version 3\)](#) information pack.

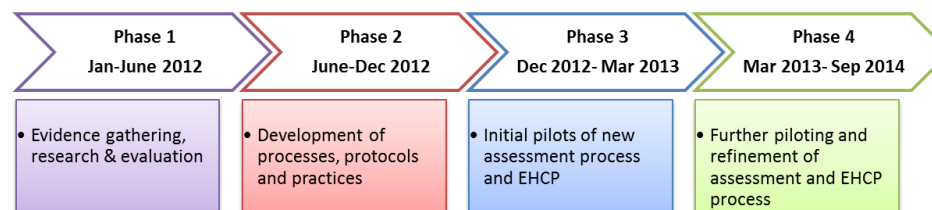


Figure 10 Cornwall's phased approach

- **Parent/carer's participation is required at all stages of the EHC process** - The assessment meetings have been successful in bringing parents and professionals together and focussing on the outcomes for the child or young person. At some of the meetings the EHC plan has been drafted at this stage. At other meetings the agreed outcomes are then fed into the EHC plan which is finalised at the EHC planning meeting. Parents request **few changes at the final stage because they have been engaged and listened to from the start of the process**.
- **Develop a sustainable model** - One of the key elements of the Cornwall's Pathfinder work is ensuring sustainability. For example, in order that families have access to key-working, the Early Support team and Parents Carer Council Cornwall are delivering key-working training to professionals and a team of parents. The trained parents will then be part a network of key-working peers who will be able to support families.
- **Multi-Agency approach**. Education, Health and Social Care professionals, in partnership with parents, have been actively involved in trialling and developing the initial coordinated assessment and EHC planning process in the Early Years. The Head teacher(s) of the Truro Child Development Centre (CDC), an educational psychologist and a paediatrician has been central to this. The latest development has been that a paediatrician has been the lead professional throughout the process for those children whose primary need is health.
- **Use a phased approach** - Phase 1 evidence gathering and Phase 2 co-production has ensured the success of Phase 3 and 4 piloting.
- **The co-production** of policies, protocols and processes by all stakeholders has ensured their success. Workshops have been the most successful way of ensuring co-production.
- **The already established [Parent Carer Council for Cornwall](#)^{lvi}** has been an **excellent body** to provide **challenge and advice**.

- **Consultation with young people with SEND has been invaluable** - The Cornish group 'Active8lvii' (a charity run group for young people with physical disabilities) has provided a great deal of input and the Foundation for People with Learning Disabilitieslviii has run several activity sessions to ascertain the views of young people with a learning disability.
- **Build on what is working well** - The established and well respected Early Support approach has provided an excellent model on which to base the EHC plan.
- **The Coordinated Assessment and EHC plan process empowers all those involved and puts children/young people and their parent/carers at the centre of the process.** Having a solution focussed approach has been essential.

Hartlepool Pathfinder Snapshot (Last updated April 2014)

Pathfinder background/context

Hartlepool is a small unitary authority in north east England. The Pathfinder has a multi-agency approach, working also with parent carers and other key stakeholders such as schools and colleges to develop a coordinated assessment process. A more detailed case study on the Hartlepool approach can be found on **page 17** of the archived [Coordinated Assessment and Education, Health and Care Plan \(version 3\)](#) information pack.

The Coordinated Assessment Process Support Materials

Hartlepool has developed a number of documents which can be [accessed via their website^{lix}](#). This includes a series of booklets for parent carers and young people that are in easily accessible format, and can be used to help families prepare for the new approach and format of the 0 -25 coordinated assessments and planning process. Included below are some examples from the [Preparing for assessment booklet for a young person^{lix}](#) and [parent carer booklet^{lix}](#).

Preparing for your assessment

[Insert your photograph here]

My name is _____

Contents

In this booklet you can record useful information that will help us during your assessment.

You may want support from a parent, family member, teacher or friend to fill in the information. At the bottom of each page you can write the name of the people who helped you fill it in.

You can write, draw or include photographs for your answers and if you need to you can add extra pages.

» Important people in my life	Page 2 - 3
» What people like and admire about me	Page 4
» What I like to do at school, at home and with friends	Page 5
» Things that I like	Page 6
» Looking to the future	Page 7
» How I communicate	Page 8
» What is working well in my life	Page 9
» What issues need resolving	Page 10
» Questions I want to ask	Page 10

Looking to the future

This may relate to the immediate future or a few years on and may include anything from simply being happy, meeting new people to getting a job or being more independent.

What are your hopes and dreams for the future?

What do your parents wish for you in the future? (this may differ from your answers)

_____ helped me fill in this page.

Figure 11 Preparing for Assessment Booklet

Pathfinder background/context

A core principle of Southampton's approach is that **Children, Young People and Parent Carers are the experts on their own lives**. Families need to be **supported** and **empowered** to be part of the team that enables them to achieve all that they want from life. As such, **key working is an essential element of Southampton's Integrated Assessment model**. A more detailed case study on the Southampton approach can be found on **page 44** of the archived [Coordinated Assessment and Education, Health and Care Plan \(Version 3\)](#) information pack.

Southampton have developed two new support functions for the new coordinated assessment and planning process, utilising the current workforce to ensure sustainability.

- **The Assessment Co-ordinators** are the single point of contact for the family from the moment an Integrated Assessment is agreed. They meet with the family to plan the assessment process, co-ordinate the assessment team and draw together the Education Health and Care Plan. The role includes timetabling the assessment process, ensuring that timescales are met and possible assessment activity is streamlined.
- **The Lead Professionals** are the single point of contact for the family once their Education, Health and Care Plan has been agreed. They co-ordinate the delivery of the support and convene the review of the plans. More broadly, the role includes representing the 'voice of the family' to other professionals and ensuring that provision aligned to outcomes within EHC plans is reviewed regularly and is working. The Lead Professional role is designed to closely align with the Assessment Co-ordinator role and is identified as assessment information is gathered and synthesised.

In addition they have developed, as far as possible, a 'tell us once' approach to sharing information so that families do not have to repeat the same information to different agencies or different practitioners/services within each agency. To support this approach they have developed a number of forms and tools to support the Assessment Coordinators and families.

Southampton's One and Only form and guidance found in Appendix 3 is used on an initial visit with families, along with the person who submitted the initial application for an EHC assessment. It is a flexible tool that can be used with families, if appropriate, and initiates early thinking about the assessment and planning process. The information gathered may be used to initiate conversations with families about aspirations and outcomes.

The **I Am Unique** form and **Relationship Circle** can be found in **Appendix 3** and are designed to be owned and completed, on a voluntary basis, by the family or young person in advance of an EHC assessment. During the pathfinder all families opted to complete these forms. Two versions of each form are available, one for children aged 11 and under and one for children and young people aged over 11. **Figure 12** includes examples of these forms.

The figure displays three example forms developed for the Southampton pathfinder, all featuring the CYPDS (Children and Young People's Development Service) logo and the website www.southampton.gov.uk/cypds.

- I am unique:** A vertical form with a blue header. It includes sections for:
 - This is me (with a sun icon)
 - Who I live with (with a house icon)
 - Important people to me (with a group of people icon)
 - What makes me smile (with a group of people icon)
 - Things you need to know (with a speech bubble icon)
 - What I get up to (with a group of people icon)
 - My dream is to (with a rainbow icon)
- My unique family:** A vertical form with a green header. It includes sections for:
 - My name is (with a person icon)
 - My parents (with a family icon)
 - My brothers and sisters (with a family icon)
 - What's important to us (with a heart icon)
 - Our transport (with a car icon)
 - Our aspirations (with a person icon)
- My circle of support:** A circular form with a yellow header. It includes sections for:
 - My family (top)
 - My friends (bottom)
 - People who support me at work, school, training (left)
 - People whose job is to support me at home and other places (right)
 - Me (center)

Figure 12: Example forms developed Southampton pathfinder

The Education, Health and Care Plan (EHC plan) (Last updated April 2014)

Developing person centred, outcome focused and robust EHC plans

Pathfinders have been working closely with parent carers, children, young people and wider partners to test the new approach to develop EHC plans which deliver the aspirations outlined in the Green Paper. There has been evidence from the outset that holistic person centred, outcome focused EHC plans have been positively received by both families and professionals. With the publication of the Draft Regulations and SEN Code of Practice in Autumn 2013, EHC plan templates are being updated to map to the emerging statutory requirements which will come into effect from September 2014, subject to Parliamentary approval.

Determining resourcing and accountability for EHC plans

Pathfinders are developing joint decision making processes to designate responsibility, providing appropriate resources for the delivery of specific outcomes. They are considering holistic multi-agency support provision within an EHC plan, with individual agencies responsible for the delivery of specific provision, in order to create accountability for children, young people and their families.

In turn, Pathfinders are determining the best delivery mechanisms in order to offer choice and control of support provision (including consideration of personal budgets), and giving consideration as to how the resourcing of individual EHC plans informs strategic commissioning decisions. Please see the [‘Personal Budgets’ and ‘Joint Commissioning’ Information Packs](#) for further information.

Example Education, Health and Care Plans

To support Pathfinders and non-pathfinder areas in developing their EHC plans the [Council for Disabled Children \(CDC\) have produced a checklist^{lxii}](#), as illustrated in **figure 13**, which brings together the requirements of an EHC plan, as set out in the draft Code of Practice (CoP), with the principles to which local authorities must have regard when they carry out an assessment and draw up a plan^{lxiii}. The checklist reflects the draft CoP and is subject to change, it will be updated once the final CoP has been agreed.



Education, Health and Care Plans: a checklist

Introduction: Part 3 of the Children and Families Bill and related draft regulations set out the statutory requirements for an Education, Health and Care (EHC) assessment and plan, including key content that local authorities must include in a plan. The Bill also sets out some general principles to which local authorities must have regard when they are carrying out their duties towards children and young people with SEN¹, including when they carry out an assessment and draw up a plan. This checklist brings together these two sets of requirements. It is set out as a checklist in order to support pathfinders and others in checking the quality of plans.

The two sets of requirements are very different. Whilst it is relatively straightforward to check whether key content is included in a written plan, it is more difficult to know whether a set of principles² was followed when the plan was drawn up. The checklist therefore considers surface features of a plan that may indicate whether the principles were followed. The checklist should be used with this in mind.

Linkage to other assessment and planning processes: part of the vision for EHC assessments and plans is of a more integrated process so that, for example, an assessment under s17 of the Children Act might be carried out at the same time as, and integrated with, the EHC process. The Children and Families Bill allows for this, but does not require it. This draft checklist invites local authorities to make it clear whether they are integrating other assessment processes into the EHC process for the individual child or young person.

At the back of the checklist is a note of the statutory requirements (Appendix 1) and a list of references that provide information about and guidance on person-centred approaches that reflect the principles in the Bill (Appendix 2).


Statutory requirements are in bold italics throughout the checklist and there is a footnote reference to the

Figure 13: Education, Health and Care Plans Checklist

Example draft anonymous EHC plans from Hartlepool, Southampton and East Sussex Pathfinders have also been included in **Appendix 1**. These provide different examples across the age range and should be viewed as working drafts.

Hartlepool

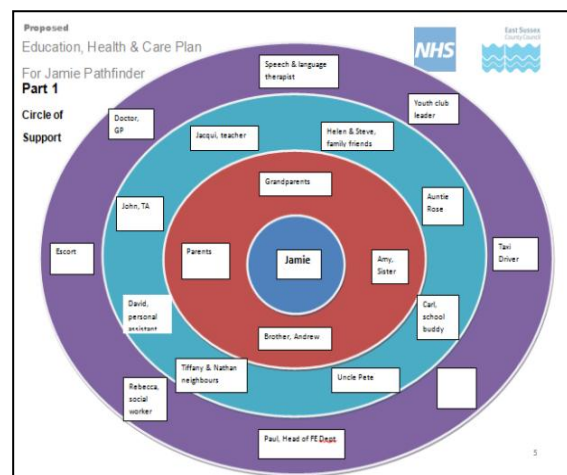
Emma's Plan
ONE Plan for Education, Health and Care



My name is Emma Jayne Straker
I like to be known as **Emma or Em**

Hartlepool

East Sussex



Southampton

cypds Children and Young People's Development Service

STATUTORY EDUCATION, HEALTH & CARE PLAN
In place of a Statement of Special Educational Needs

1. In accordance with Section 24 of the Education Act 1996 ("the Act") and the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, the following Education, Health & Care Plan is issued in place of the Statement of Special Educational Needs made on 20th of 2013 and issued by Southampton City Council ("the Education Authority") in respect of Toby Smith whose particulars are set out below.

Name	Toby Smith
Address	
Contact Number	
Date of Birth	
Setting/School/College	Woodrow Valley Nursery

Name of Parent/Carer who has parental responsibility	Lucinda and Joe Smith
Address	As above
Contact Number	As above

NHS Number	111455789
Paeds Number	111455789

Name	Title	How did they contribute?	Report Attached?
Lucinda and Joe Smith	Mum and Dad	Attendance at first and final meetings	Yes-03.09.13
Jane Wright	Assessment Coordinator	Chair and coordination	N/A
Michelle Allen	0170360106 @ Woodrow Valley Infants and Nursery	Attendance at first and final meetings	Appliment
Dr Sarah Wallington	Educational Psychologist (EP)	Report only	Yes-03.07.13
Karen Archer	Prevention Social Worker	Home visit & Report only	Yes-13.06.13
Sarah Madden	Speech & Language Therapist (SALT)	Report only	Yes-03.06.13

www.southampton.gov.uk/sandp/pathfinder

NHS Southampton City Clinical Commissioning Group

Figure 14 Southampton, East Sussex and Hartlepool Example draft EHC Plans

Developing Person Centred Outcomes ixiv (Last updated April 2014)

Feedback from Pathfinders has suggested that practitioners are very good at measuring activities and processes, but less so at measuring whether people's lives are improving. The draft SEN Code of Practice, Chapter 7, includes a section that relates to developing person centred outcomes, which Pathfinders are working and continuing to make the focus of EHC plans. This will be further developed within the Code of Practice once published.

Pathfinders have found it important to provide clear guidance about the differences between aspirations, outcomes and targets. A summary of thinking to date across the programme is included below:

- **Aspirations** tend to be more long term and are not outcomes in themselves; but they can be used to frame a number of outcomes. For example an aspiration could be full time employment with an associated outcome being that the young person has access a supported internship or Apprenticeship in order to help them move towards their aspiration.
- An **outcome** can be defined as the “benefit or difference made to an individual as a result of an intervention”. An outcome is not a description of the service being provided e.g. three hours speech and language therapy, which is not an outcome. In this case the outcome is what it is intended that the speech and language therapy will help the individual to do and achieve.
- Some pathfinders have also developed shorter term **targets** which can sit beneath the outcomes identified within an EHC plan and can be used, for example, in educational settings to assess progress and plan shorter term support.

Pathfinders have found that when developing outcomes, there is a tendency to confuse outcomes with solutions, the following *questions can be used to test whether it is an outcome or a solution*

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

- Give you?
- Do for you?
- Make possible for you?



Example to test
Speech and language therapy (a potential solution not an outcome)

What would that:-

- Give you?
 - Time with a speech therapist
- Do for you?
 - Help me be more easily understood by my friends
 - Other adults find out how they can help me speaker better
- Make possible for you?
 - Friendship
 - Social activities
 - Feel confident around other people

Outcome: To be understood by my friends so I can play with them at the after school club every day.

Once the outcome has been established, there can be focus on finding the right solution.

Questions to ask to establish the solution may include;

- What is stopping you from doing?
 - What obstacles are stopping you reaching your outcome?
 - What could you do instead?
 - What else could you do?

A Person Centred Outcome...

- Is a personal goal, not a service goal
- Is something you have influence/control over
- Is achievable, measurable and specific
- May have obstacles in the way of achieving it

All these make the outcome well formed

Example

A Solution...

- Is the resource you need to achieve your outcome
- It can be an item or an activity
- It can have a cost associated with it, or be free

Outcomes and provision table

Pathfinders are incorporating outcome and provision tables within their EHC plans, along the lines of the following format outlined in Figure 15. Focus is being placed on writing SMART (Specific, Measurable, Achievable, Realistic, Time-bound) outcomes in the short, medium and long term, so as to keep the EHC plan relevant.

My Outcome, i.e. What I want to achieve	My identified need	What's getting in the way of achieving it	Support and provision required	By When	A) Cost B) Who pays, including whether the provision is education, health or care	Review (How will we know when this is achieved?)

Figure 15: Example outcomes and provision table

The table to the right (**figure 16**) from Chapter 7 of the Draft SEN Code of Practice^{lxv} also provides detail around the definition of well-formed outcomes:

Section	Information to include
The outcomes sought for the child or the young person	<ul style="list-style-type: none"> • A range of outcomes over varying timescales, covering education, health and care as appropriate. • A clear distinction between outcomes and provision. The provision should help the child or young person achieve an outcome; it is not an outcome in itself. • Steps towards meeting the outcomes. • The arrangements for monitoring progress, including review and transition review arrangements. • Forward plans for key changes in a child or young person's life, such as changing schools or moving on from further education to adulthood. • For children and young people preparing for the transition to adulthood, the outcomes sought in adult life.

Figure 16: Outcomes section of the Draft SEN Code of Practice, published autumn 2013

As part of the SEND Pathfinder Programme, Greenwich local authority chose to focus efforts around the use of IT to promote person centred planning as part of the coordinated assessment and planning process.

There are currently two main strands to this work:

- **Use of iPads with pilot families:** Greenwich local authority supplied iPads to nine Pathfinder pilot families with the aim of understanding and improving experiences of interacting with services around the assessment and planning process.
- **Study into person-centred planning and multimedia-advocacy with a wider sample of families:** Greenwich has commissioned The Rix Centre (a charitable research & development organisation dedicated to the exploration of new media for the benefit of the learning disability community), to carry out a study into person-centred planning and multimedia-advocacy with a wider sample of families.

Use of iPads with pilot families

Context/ Background:

When reviewing Greenwich's existing assessment and planning process, parents noted a number of frustrations with the system causing unnecessary stress and conflict. Key feedback included:

- Families of disabled children reporting their frustration with certain aspects of the assessment and planning processes they go through in order to access services. For example, parents tire of having to repeatedly describe their child's condition or the advice given to them by a practitioner.
- Parents sometimes experiencing delays and other problems due to miscommunication between practitioners.
- Parents recalling occasions when their child has exhibited behaviour at home that it would be helpful for practitioners to witness for themselves.

Based on this feedback, Greenwich local authority decided to conduct a pilot study with nine families, supplying each of them with an iPad, with the overarching aim of understanding improving their experiences of interacting with services around the assessment and planning process.

Research aims:

Greenwich outlined a number of aims for this research including:

- To test whether providing families of disabled children with iPads improves their experiences of interacting with services – particularly relating to assessment and planning processes.
- To consider whether use of iPads by the families could offer improved value for money.

Ongoing communications are taking place with these families to understand what the benefits and challenges of using the technology have been and how this technology could potentially be used more widely to improve the process and reduce unnecessary frustrations for parents and children and young people.

What have been the findings of this research to date?

- Photo and video functions are highly useful for communicating information to practitioners.
- Video telephony is convenient and empowering; meetings can now be conducted remotely. A social worker has used 'Facetime' with one of the young people they are working with.
- Specialist apps available for download (including many for free) bring all sorts of benefits to children.
- There have been examples of practitioners being reluctant to fully engage with the families' use of the iPads. Concerns around confidentiality, data-sharing and safeguarding. This continues to be looked at with partners as part of the overall SEND Pathfinder Programme.
- Families that are less confident in using IT have not secured so many benefits from the iPads. Busy parents do not always have the time to familiarise themselves with the technology. There have been training sessions to support parents.

Study into person-centred planning and multimedia-advocacy with a wider sample of families

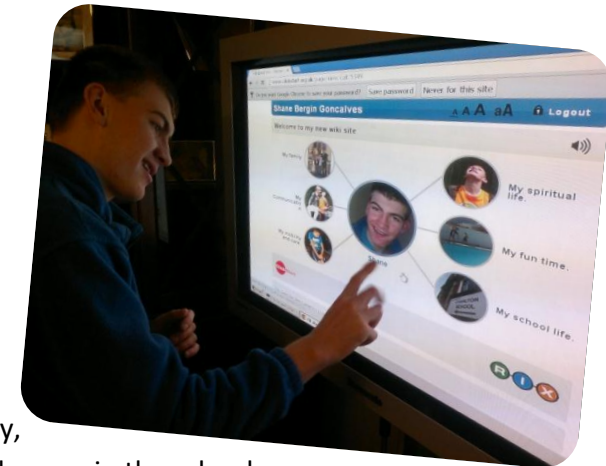
The Greenwich Person Centred Planning (PCP) project is a pilot aimed at exploring the use of password-protected personal Easy Build Wiki websites as a tool for person-centred planning in schools. Greenwich local authority commissioned The Rix Centre to carry out a study into person-centred planning and multimedia-advocacy with a wider sample of families. Multimedia Advocacy is an approach developed by The Rix Centre for using words, pictures, videos and sounds as a way of conveying preferences and viewpoints. As part of this, support staff and people with intellectual and communication disabilities work together, learning from each other as they develop multimedia person-centred portfolios.

Key principles of Multimedia Advocacy

- Keeping the person at the centre of the process.
- Developing tools that are cheap, easy to use and accessible.
- 100% security, privacy and consent.
- Providing instruction and training for everyone to contribute.
- Ensuring full integration across professional practices.
- Ensuring there is a fit with how technology is already used.

Staff from the Rix Centre are currently working with learners and staff from Charlton Park Academy, alongside parents and local service providers, as part of a trial and impact study that will see each learner in the school develop their own personal website for Person Centred Planning.

Shane Goncalves and his family are recipients of an EHC plan in the Greenwich Pathfinder programme. As part of this, they have been key to the development of the use and benefits of multimedia for person centred planning.



Shane Goncalves Person Centred Planning Wiki



Shane's family have developed a Wiki for Shane. This is one place which contains all of the things that are important to Shane. Shane's picture is at the centre of the Wiki to remind everyone that he is at the centre of everything his family and circle of support do. Branching off from this, there are 6 main sections/ areas Shane has chosen as important to his life. These sections include his family, how he communicates, his mobility and care, his school, his spiritual life and how he chooses to have fun.

The Wiki also allows Shane's family to upload pictures and videos and store important documents, such as his transition plan and Education, Health and Care plan in one place that is easily accessible. Shane's family can control who has access to this information.

Outcomes

- Shane's music and speech therapist can share their workings and practice with each other and Shane's family. This has allowed everyone to reflect on what is really working for Shane in a holistic way.
- The Wiki has allowed Shane's school and family to share footage to maintain consistency in Shane's development both at home and at school.
- Shane's Wiki provides a 2 minute training video on how to put on his splints. This enables professionals who come into contact with Shane to be able to quickly become familiar with how to do this. The result is that Shane has not suffered from having blisters as a consequence of his splint being incorrectly fitted, which was previously a common occurrence and could result in further health complications.
- Through developing Shane's wiki, this has given his family and circle of support time to reflect on Shane's life and future goals and aspirations and use these to develop both short and long term outcomes for Shane.
- The Wiki is one place where Shane's family can keep all of Shane's important documentation and complementary information and media, which can be used to inform person centred reviews, rather than keeping extensive paperwork. Such an approach allows Shane's personality to shine through and inform how professionals and his circle of support can best support him.
- As a result of developing the Wiki Shane was able to fully participate in a review for the first time.

Shane's Wiki

To see a demonstration of Shane's Wiki, please click on the links below:

40 minute version: <http://www.youtube.com/watch?v=wOK84qsB4BA&feature=youtu.be>

Shortened, 9 minute version: <http://www.youtube.com/watch?v=76q1U31ihw0&feature=youtu.be>

People who helped in the making of this video include:

- Sam Bergin Goncalves, Member of Greenwich Parent Voice, Parent Representative for Royal Borough of Greenwich Transition Board
- Sergio Goncalves – parent and Governor of Charlton Park Academy

- Shane and Daniel Goncalves
- Charlton Park Academy
- The Rix Centre
- Mott MacDonald Pathfinder Support Team

What are the challenges for Pathfinders to address over the coming months? (Last updated April 2014)

What are the main challenges ahead?

- **Developing a sustainable assessment and planning process** that can be implemented across the entire age range and locality.
- **Developing forward looking, measurable and effective outcomes** within EHC plans that all staff can work with families to achieve.
- **EHC plan templates** to be reviewed, in view of publication of the SEN Code of Practice and Regulations.
- **Continuing to coordinate and integrate assessments and meetings**, to streamline the new process for families and young people.
- **Rolling out the new process across local areas and across age ranges**, whilst maintaining quality and positive family experiences for both the new and existing processes.
- **Clarifying sustainable functions and roles to support the new process that** can be rolled-out whilst delivering a consistent, high standard of support to families.
- **Planning for the conversion of existing statements of SEN and LDAs beyond September 2014**, and in co-production with families.

What should all local areas be considering? (Last updated April 2014)

- **Workforce development is time-consuming** and should be prioritised to occur early in preparation for a sustainable, controlled roll-out of new processes.
- It is recommended to **build upon existing strengths and good practice**, working with staff already experienced in **person-centred ways of working** to 'champion' this approach.

- **Securing senior and multi-agency buy-in to the reworked coordinated assessment and EHC planning process and new ways of working** is important to secure early.
- **Engaging the spectrum of partners involved in implementing the SEND reforms**, not just multi-agency professionals, parents, parent carers forums and young people, to include VCS partners, providers, and educational settings, among others.
- **Co-production** at all stages with families and young people is crucial for establishing sustainable processes. Lessons from Pathfinders suggest that development of processes to meet the reform agenda's aspirations is iterative, requiring **staged approaches**.

ⁱ SEND Pathfinder Website available at www.sendpathfinder.co.uk

ⁱⁱ Children and Families Act, sections [36](#) (Assessment of education, health and care needs) and [37 to 50](#) (Education, health and care plans)

ⁱⁱⁱ Draft consultation regulations, Education (Special Educational Needs) (Assessment and plan) clauses 36, 37, 44, 45 and 46

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251844/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_assessment_and_plan_regulations.pdf

^{iv} Updated draft Special Educational Needs (SEN) Code of Practice: for 0 to 25 years

<https://www.education.gov.uk/consultations/downloadableDocs/SEN%20Code%20of%20Practice1.pdf>

^v Consultation on transition to Education, Health and Care plans and the local offer:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251879/SEN_-_Transitional_arrangements_document.pdf

^{vi} Implementing the 0 to 25 special needs system: advice for local authorities and health partners, April 2014.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf

^{vii} Consultation on DRAFT 0-25 Special Educational Needs (SEN) Code of Practice, Draft Regulations and Transitional Arrangements, Section 4.1 -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251832/SEN_consultation_document.pdf

^{viii} Implementing the 0 to 25 special needs system: advice for local authorities and health partners, April 2014.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf

^{ix} Draft Special Educational Needs (SEN) Code of Practice: for 0 to 25 years

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/Draft_SEN_Code_of_Practice_-_statutory_guidance.pdf

^x Draft Special Educational Needs (SEN) Code of Practice: for 0 to 25 years

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/Draft_SEN_Code_of_Practice_-_statutory_guidance.pdf

^{xi} Implementing the 0 to 25 special needs system: advice for local authorities and health partners, April 2014.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf

^{xii} [Children and Families Act](#), enacted

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- ^{xiii} SE7 SEND Pathfinder Framework for Assessment and Planning available at <http://se7pathfinder.files.wordpress.com/2013/12/se7-framework-for-assessment-and-planning-jan-2012.pdf>
- ^{xiv} SE7 Workstream Approach available at <http://www.se7pathfinder.co.uk/se7-workstreams>
- ^{xv} Nottinghamshire's animation available at https://www.klikin.eu/page/view/id/47860https://www.klikin.eu/page/view/id/47860?sm_au=iMV7MHVFt0Skq2M2
- ^{xvi} Council for Disabled Children Resources <http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources>
- ^{xvii} Key documents of the Children and Families Act available at <http://www.councilfordisabledchildren.org.uk/what-we-do/policy/sen-and-disability-reforms/key-documents-on-the-children-and-families-bill>
- ^{xviii} FAQs on SEN and disability reforms available at <http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources/countdown-to-change-getting-ready-for-reforms/faqs-on-sen-and-disability-reforms>
- ^{xix} What schools need to know and do <http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources/countdown-to-change-getting-ready-for-reforms/what-schools-need-to-know-do>
- ^{xx} Top Children and Families Bill myths available at <http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources/countdown-to-change-getting-ready-for-reforms/top-children-families-bill-myths>
- ^{xxi} Twitter updates available at <https://twitter.com/>
- ^{xxii} Nottinghamshire's Wiki website available at <https://www.klikin.eu/page/view/cat/13313>
- ^{xxiii} Nottinghamshire's EHC Pathway Guidance available at https://www.klikin.eu/asset/attachement/pageid/b46ddbccaec186d2b0112f287ab80ad1/ehc_toolkit_version_1.pdf
- ^{xxiv} SE7 SEND Pathfinder Framework for Assessment and Planning available at <http://se7pathfinder.files.wordpress.com/2013/12/se7-framework-for-assessment-and-planning-jan-2012.pdf>
- ^{xxv} Hartlepool preparing for assessment – for young people booklet available at http://search3.openobjects.com/mediamanager/hartlepool/fsd/files/booklet_03_-_preparing_for_the_assessment_process_young_person_.pdf
- ^{xxvi} Hartlepool preparing for assessment – for parent carers booklet available at http://search3.openobjects.com/mediamanager/hartlepool/fsd/files/booklet_04_-_preparing_for_the_assessment_process_parents_.pdf
- ^{xxvii} The Education, Health and Care (EHC) planning pathway for families that are new to the SEN system https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/275104/RR326B_EHC_planning_pathway_-_FINAL.pdf
- ^{xxviii} National Sensory Impairment Partnership (NatSIP) website address <http://www.natsip.org.uk/>
- ^{xxix} Combined 'Better assessments, better plans, better outcomes' guidance document version covering all sensory impairment available at http://www.natsip.org.uk/index.php/doc-library-login/doc_download/654-01-natsip-assessment-framework-all-si
- ^{xxx} NatSIP 'Better assessments, better plans, better outcomes' guidance document version covering hearing impairment available at http://www.natsip.org.uk/index.php/doc-library-login/doc_download/655-02-natsip-ehcps-assessment-framework-hi-only
- ^{xxxi} NatSIP 'Better assessments, better plans, better outcomes' guidance document version covering multi-sensory impairment available at http://www.natsip.org.uk/index.php/doc-library-login/doc_download/656-03-natsip-ehcps-assessment-framework-msi-only
- ^{xxxii} NatSIP 'Better assessments, better plans, better outcomes' guidance document version covering vision impairment available at http://www.natsip.org.uk/index.php/doc-library-login/doc_download/657-04-natsip-ehcps-assessment-framework-vi-only

- ^{xxxiii} NatSIP 'Better assessments, better plans, better outcomes' information gathering proforma available at http://www.natsip.org.uk/index.php/doc-library-login/doc_download/658-05-natsip-better-plans-assessment-and-information-gathering-proforma-v2
- ^{xxxiv} CDC EHC plan checklist available at http://www.councilfordisabledchildren.org.uk/media/506856/ehcp-checklist_final.doc
- ^{xxxv} Implementing the 0 to 25 special needs system: advice for local authorities and health partners, April 2014.
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- ^{xxxvi} Page 8 (number 15) Implementing the 0 to 25 special needs system: advice for local authorities and health partners, April 2014.
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- ^{xxxvii} Page 13 (number 38) Implementing the 0 to 25 special needs system: advice for local authorities and health partners, April 2014.
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- ^{xxxviii} Page 11 (number 25) Implementing the 0 to 25 special needs system: advice for local authorities and health partners, April 2014.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf
- ^{xxxix} [Children and Families Act](#), enacted
- ^{xl} Implementing the 0 to 25 special needs system: advice for local authorities and health partners, April 2014.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf
- ^{xli} SQW Key working and workforce development (part 1) thematic report available at
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/275914/RR326A_Key_working_and_workforce_development_-_FINAL.pdf
- ^{xlii} SE7 pathfinder and Early Support delivery partner 'Role of the Assessment and Planning Coordinator' available at
<http://se7pathfinder.files.wordpress.com/2013/11/7605-se7-assessment-and-planning-booklet.pdf>
- ^{xliii} Early Support Delivery Partner Key Working resources available at <http://www.ncb.org.uk/early-support/key-working>
- ^{xliv} Nottinghamshire's Education, Health and Care Plan Pathway Guidance document Page 10 <https://www.klikin.eu/page/view/id/48970>
- ^{xliv} Nottinghamshire's 9 minute video available at <http://www.youtube.com/watch?v=76q1U31ihw0&feature=youtu.be>
- ^{xlvi} Nottinghamshire's 40 minute video available at <http://www.youtube.com/watch?v=wOK84qsB4BA&feature=youtu.be>
- ^{xlvi} Nottinghamshire's Wiki website available at <https://www.klikin.eu/page/view/cat/13313>
- ^{xlviii} Nottinghamshire's Education, Health and Care Plan Pathway Guidance document available at
https://www.klikin.eu/asset/attachement/pageid/b46ddbccaec186d2b0112f287ab80ad1/ehc_toolkit_version_1.pdf
- ^{xlxi} Nottinghamshire's Education, Health and Care Plan Pathway Guidance document (pages 4-7) available at
https://www.klikin.eu/asset/attachement/pageid/b46ddbccaec186d2b0112f287ab80ad1/ehc_toolkit_version_1.pdf

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- ⁱ Nottinghamshire's Education, Health and Care Plan Pathway Guidance document (p.14-20) available at https://www.klikin.eu/asset/attachement/pageid/b46ddbccaec186d2b0112f287ab80ad1/ehc_toolkit_version_1.pdf
- ⁱⁱ Nottinghamshire's Education, Health and Care Plan Pathway Guidance document (Appendix 2) available at https://www.klikin.eu/asset/attachement/pageid/b46ddbccaec186d2b0112f287ab80ad1/ehc_toolkit_version_1.pdf
- ⁱⁱⁱ Nottinghamshire's Education, Health and Care Plan Pathway Guidance document (Appendix 3(f)) available at https://www.klikin.eu/asset/attachement/pageid/b46ddbccaec186d2b0112f287ab80ad1/ehc_toolkit_version_1.pdf
- ^{liii} SE7 SEND Pathfinder Framework for Assessment and Planning available at <http://se7pathfinder.files.wordpress.com/2013/12/se7-framework-for-assessment-and-planning-jan-2012.pdf>
- ^{liv} Early Support website available at <http://www.ncb.org.uk/earllysupport>
- ^{lv} SE7 pathfinder and Early Support delivery partner 'Role of the Assessment and Planning Coordinator' available at <http://se7pathfinder.files.wordpress.com/2013/11/7605-se7-assessment-and-planning-booklet.pdf>
- ^{lvi} Parent Carer Council for Cornwall website link <http://www.parentcarercouncilcornwall.org.uk/>
- ^{lvii} Active8 website link <http://www.active8online.org/>
- ^{lviii} Foundation for people with learning disabilities website link <http://www.learningdisabilities.org.uk/>
- ^{lix} Hartlepool SEND website available at http://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/send_advice.page?id=5g_GrnzPkZk
- ^{lx} Hartlepool preparing for assessment – for young people booklet available at http://search3.openobjects.com/mediamanager/hartlepool/fsd/files/booklet_03_-_preparing_for_the_assessment_process_young_person_.pdf
- ^{lxi} Hartlepool preparing for assessment – for parent carers booklet available at http://search3.openobjects.com/mediamanager/hartlepool/fsd/files/booklet_04_-_preparing_for_the_assessment_process_parents_.pdf
- ^{lxii} CDC EHC Plan checklist, available at http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources/countdown-to-change-getting-ready-for-reforms/education-health-and-care-plans-a-checklist?sm_au=isVr5qPV5N0Prf77
- ^{lxiii} Education, Health and Care Plans: a checklist. Developed by the Council for Disabled Children
- ^{lxiv} Based upon material produced and presented by Helen Sanderson Associates at the Coordinated Assessment & EHC plan Action Learning Network, hosted by Mott MacDonald, in May 2013. The Preparing for Adulthood programme is delivered by a partnership between the National Development Team for inclusion, the Council for Disabled Children and Helen Sanderson Associates
- ^{lxv} Draft Special Educational Needs (SEN) Code of Practice: for 0 to 25 years, Chapter 7:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/Draft_SEN_Code_of_Practice_-_statutory_guidance.pdf

Glossary

Term	Meaning
CoP	Code of Practice
CCG	Clinical Commissioning Group
CYP	Children and Young People
DH/DoH	Department of Health
EHC plan	Education, Health, and Care plan
ES	Early Support
FE	Further Education
FIS	Family Information Service
FSD	Family Services Directory
ISP	Independent Specialist Provider
Joint Commissioning	Commissioning arrangements that are coordinated or integrated across agencies or groups
JSNA	Joint Strategic Needs Assessment
LA	Local Authority
LDA	Learning Difficulty Assessment
NEET	Not in Education, Employment or Training
Personal Budgets Accelerated Testing Group	A group of the SEND Pathfinders asked to produce a set of case studies on work with families who have received SEN Personal Budgets.
PfA	Preparing for adulthood (both the theme and DfE SEND Delivery Partner - http://www.preparingforadulthood.org.uk/)
SE7	South East 7 – a consortium of 7 local areas in the South East of England, acting as a SEND Pathfinder.
SEN	Special Educational Needs
SENCo	SEN Coordinator (based in educational settings)
SEND	Special Educational Needs and Disability
VCS	Voluntary and Community Sector

RESOURCES

In addition to the resources outlined within the information packs, below are links to additional resources linked to the SEND Pathfinder Programme.

Support offer available to local authorities and their partners in 2014-15 to help prepare for implementation of the SEND reforms: On 8 April 2014, Edward Timpson (Parliamentary Under-Secretary of State for Children and Families) and Dr Dan Poulter (Parliamentary Under-Secretary of State at the Department of Health) [wrote to local authority and health leaders](#) with further information on transition arrangements in relation to the reforms. The Department for Education and Department of Health also recently published an updated [implementation pack](#) which outlines the vision for the reforms and contains useful information for strategic leaders.

Strategic Reform Partner - Council for Disabled Children (CDC): The Council for Disabled Children (CDC) is the umbrella body for the disabled children's sector in England, with links to other UK nations, bringing together the diverse range of organisations that work with and for disabled children to support the development and implementation of policy and practice. CDC has developed a number of useful resources which can be found on their website via the following link <http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources>

SEND Pathfinder Support Team (Mott MacDonald) – Further information and case studies, together with details of the pathfinder champions, are available at www.sendpathfinder.co.uk

Department for Education (DfE) SEND Delivery Partners:

There are seven Delivery Partners focusing on the following areas:

- **The Bond consortium:** child mental health - http://www.youngminds.org.uk/training_services/bond
- **The Early Language Consortium:** early language development - <http://eldp.talkingpoint.org.uk/>
- **The ES Trust with the National Children's Bureau:** early support and key working - <http://ncb.org.uk/early-support>
- **Contact a Family and the National Network of Parent Carer Forums (NNPCF):** parent participation - <http://www.nnpcf.org.uk/> & <http://www.cafamily.org.uk/>
- **The National Parent Partnership Network:** supporting Parent Partnership Services - <http://www.parentpartnership.org.uk/>
- **The National Development Team for Inclusion the Council for Disabled Children and Helen Sanderson Associates (Preparing for Adulthood):** preparing for adulthood - <http://preparingforadulthood.org.uk/>
- **The IMPACT consortium:** short breaks delivery - <http://www.shortbreaksnetwork.org.uk/policyandpractice/impact>

Achievement for All, a school improvement approach that was piloted in ten local authorities from 2009 - 2011, is also being rolled out nationally - <http://www.afa3as.org.uk/>

Additional DfE-funded SEND Organisations referenced in these packs:

VIPER: VIPER is a three year project, funded by the Big Lottery to research disabled children and young people's participation in decision-making about local services with the aim of improving services used by disabled children and young people in England. The website can be accessed here: <http://www.councilfordisabledchildren.org.uk/viper>

EPIC: EPIC are a group of 16 disabled young people from across the country who are supported by the Council for Disabled Children to advise the Department for Education on changes to the special educational needs and disabilities (SEND) system. Their website can be accessed here: <http://www.councilfordisabledchildren.org.uk/epic>

In Control: In Control is a DfE SEND Grant Holder, is a charity supporting organisations implement personalisation. They are one of the organisations supporting the SEN Personal Budgets Accelerated Testing Group - <http://www.in-control.org.uk/>

The Communication Trust: The Communication Trust is a coalition of nearly 50 VCS organisations with expertise in speech, language and communication - <https://www.thecommunicationtrust.org.uk>

The Dyslexia SPLD Trust: The Dyslexia-SpLD-Trust is a collaboration of voluntary and community organisations with funding from the Department for Education to provide reliable information to parents, teachers, schools and the wider sector. It acts as the important communication channel between government, leading dyslexia organisations, parents, schools, colleges, teachers and the sector- <http://www.thedyslexia-spldtrust.org.uk/>