

IMPROVING EDUCATION HEALTH & CARE PLANS WORKSHOP

SANDY LISLE & JILL WELLINGS



Wolverhampton SEND Strategy aims to highlight the good practice already achieved in co-production with families and young people by the city council, Wolverhampton CCG and other partners during the local implementation of the SEND code of practice. It also highlights the challenges emerging in the city and areas for further development.

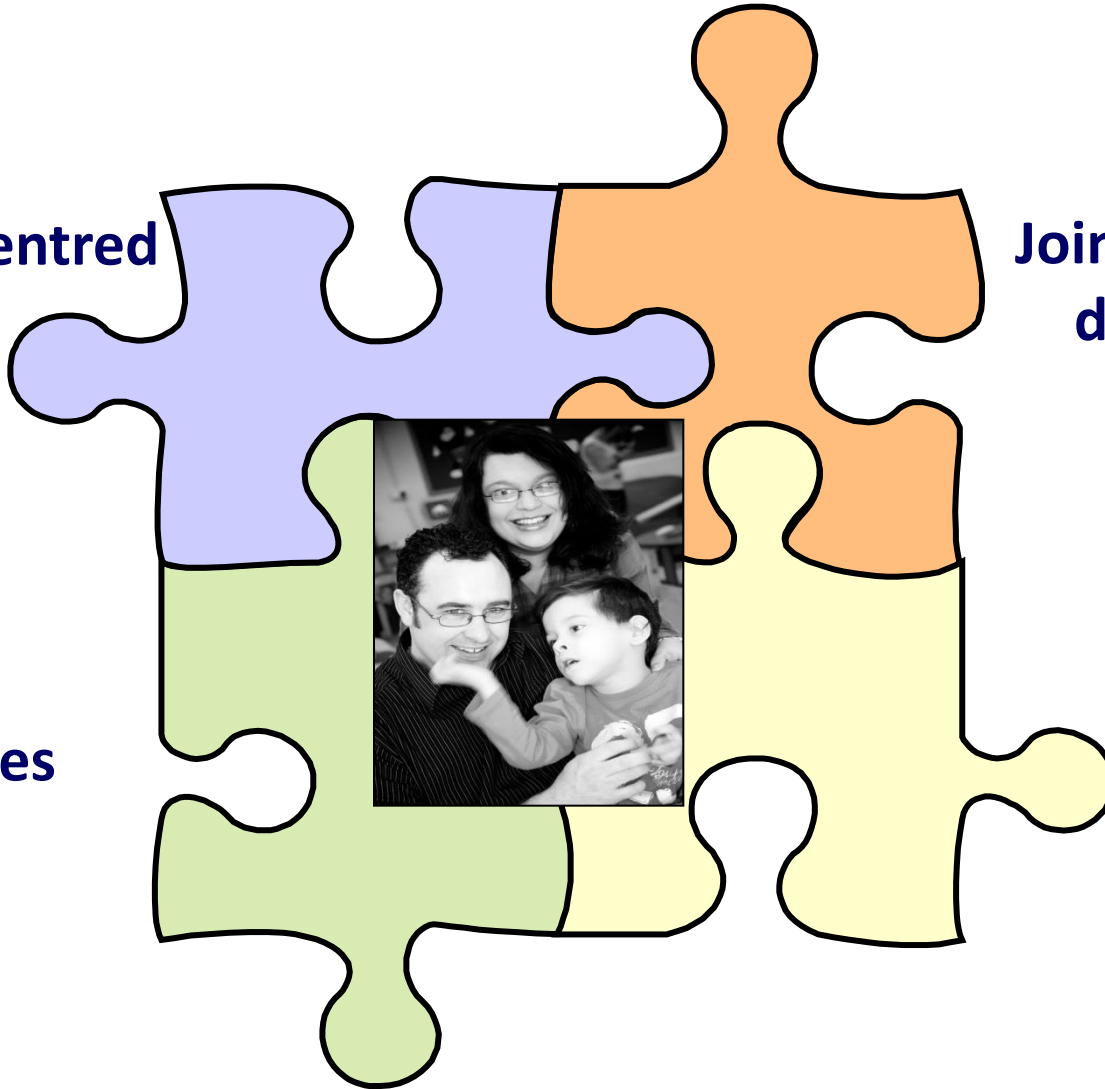
Our vision

Person centred

**Joint planning and
decision making
with families**

**Outcomes
focused**

**Integrated
support**



Team Around The Child

- The 'Team Around the Child' approach (TAC) continues to be the most effective way of providing co-ordinated support for children with complex needs.
- Wolverhampton City Council are cited in 'Paving the way' as an area of outstanding practice and is the best example in the country of key working for disabled children under 5.
- Integrated multi agency work for under 5's between the Special Needs Early Years Team and Health colleagues at The Gem Centre is well established and works well.

How we involve Parents/Carer's, Children and Young People in Wolverhampton?



Person Centred Approach since 2011

- In 2011 person centred thinking tools were introduced to staff working with children and young people.
- Parent Partnership Service and the Parent/carers Forum (Voice 4 Parents) were a motivating force in engaging parents. Supported training events and workshops enabled parents and carers to understand what the person centred tools could do to enable them to produce One Page Profiles to support their CYP.
- Person Centred Reviews transformed Annual Reviews.

**A person centred processes is embedded in the
Wolverhampton EHCP Pathway!**

A Parents Experience of Developing a One Page Profile

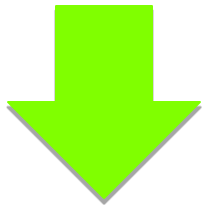
- “I was involved with putting together information as part of a request to the Local Authority to assess my son for a Statement of Special Educational Needs based on the impact his medical condition has on his education and academic progress. This seemed like an excellent tool for summarising key information about my son at a time when we seemed overwhelmed by paperwork from various sources; both medical and educational. I decided to do a One Page Profile with my son to get back to the grass-roots of what was most important to him. This was included in the parental evidence put forward for assessment and was subsequently included in his Statement. One Page Profiles are clearly important and flexible mechanisms for understanding people whatever their age and circumstances. I can see the benefit of using PCP tools to help cope with any periods of worry or stress and will happily recommend this method to friends and family.”

A map of the city of Wolverhampton, England, with a semi-transparent purple overlay. A thick yellow line outlines a specific area within the city, likely representing a designated pathway or park area. The text "WOLVERHAMPTON PATHWAY" is written in bold, yellow, uppercase letters across the center of the map, overlapping the yellow boundary.

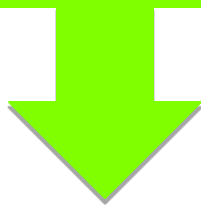
**WOLVERHAMPTON
PATHWAY**

Wolverhampton's Integrated Assessment Process

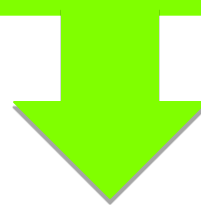
Meeting child and family



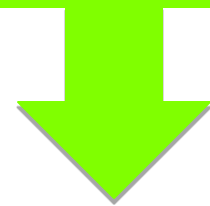
Person-centred Assessment Meeting



Commission new assessments



Plan agreed with Child/family and professionals



Start of process

Completed within 20 weeks

Pre - Referral Stage

- Child or young person is identified as requiring additional support (SEN Support). Relevant services begin to work with child/young person and the family in a co-ordinated way through Team Around the Child or Early Help.
- Individual person assigned to act as single point of contact (Key worker/ SENCo).
- Key worker/SENCo completes Part 1 of the Education, Health and Care Plan as part of the structured conversation with the child/young person and their parents/carers. Key worker/SENCo also gathers multi-agency advice and evidence, in preparation for referral for EHC needs statutory assessment

What we love about Scarlett

EVERYTHING, Happy, Loving, Determined, Beautiful, Funny, Amazing smile and laugh, gives the best hugs, Chatty, knows her own mind, how she really loves her sister Harriet and will never let her be left out, her unique ability to cope and just gets on with things, her singing, how bossy she is, her imagination and how everyone falls in love with her!



What is important to Scarlett

Mommy, Daddy Harriet, Nanny, Grandad and her family, Music, Dancing, Singing, Feeling safe, Bananas, Chocolate Buttons, her Baba, friends, the colour blue, hugs, to be listened to and understood, to be involved and included even with a bit of support, routine, home, people being kind to her, Playing and having fun

How to get the best out of Scarlett

To feel safe in her environment, be able to be independent if she feels upset or vulnerable, to be encouraged to use a loud voice to make herself heard, encourage her to try new things, e.g. foods, textures but don't force her as this will make her scared and upset. To be encouraged to use right side as well as left. To not take her by surprise especially with loud noises, to have an adult nearby to turn to for support and help! To be reminded to stand tall! To be given a bit extra time to do things. Be aware that she can fall easily especially if she is tired and most of the time forgets to save herself. To encourage Scarlett to rest and sit down when she starts to get tired especially if walking is deteriorating or she is stooping. To remind her to dab dab if dribbling a lot. Scarlett likes to be just like her friends and classmates and do the things that they are doing even if she needs a lot of support to achieve this. To not let others especially children pull her around or pull her hands, and to be treated like a big girl not a baby. Would need to have frame, helmet or wheelchair outside or for distances. Have the room to move around confidently and safely within her environment.

The Plan Includes

Part 1:

- Key Information
 - One page profile (It's all about me)
 - Child/young persons journey/family journey
 - Aspirations
-
- Summary of strengths and needs
 - Outcomes, strategies and provision
 - Name of provision
 - Personal budget Information
 - Advice and information used in plan

Single Assessment

Referral Stage:

- The Single Assessment Moderation Panel meet to consider requests (every 3 weeks). The panel decides whether or not to proceed and the case allocated to a Plan Co-ordinator/ Summary of Need Co-ordinator.
- The Decision is conveyed to parents/carers, keyworker/SENCo, and professionals involved.
- If the request is agreed; consideration is given as to whether any other advice needs to be sought.
- Independent Support is offered.
- If decision is not to assess; parents are notified and sent a Summary of Needs, as well as offered an opportunity to meet to discuss the decision/summary of needs.

Co-ordinated Assessment & Planning

- Plan co-ordinator makes contact with parent/carer.
- EHCP is drafted by Plan Co-ordinator, building on assessment information.
- Plan Co-ordinator contacts key worker/SENCO to set date/confirm date of next multi-agency meeting, in order to share the initial draft plan and agree outcomes.
- Prior to multi-agency meeting the draft EHC Plan is sent out to Parents/Carers/YP and professionals to consider. Parents/carers also offered opportunity to meet to discuss with the Plan Co-ordinator/caseworker

Co-ordinated Assessment & Planning

- Plan co-ordinator attends multi-agency meeting to share draft plan. Discussion takes place to agree contents.
- Request for personal budget made/ not made by parent/carer/young person.
- Parents/Young persons' preference of school established.
- Formal consultation.

Sign Off

- EHCP taken to EHC Funding Panel:
 - where funding is quality assured
 - where made, request for a personal budget agreed/not agreed.
 - moderation/audit of EHCP's
- Plan Co-ordinator signs off EHCP and the plan is made final. Parents/young person are notified and final EHCP is circulated to all.
- Completion of Independent Supporters work with family.

EHC Funding Panel

The EHC Funding Panel provides a forum for joint working including decision making and funding arrangements in respect children and young people (0-25 years) with high needs and assessed continuing care needs.

The Education, Health and Care Funding Panel considers/ agrees financial 'sign off' for children and young people with:

- additional health needs,
- additional health and social care needs,
- additional health and education
- additional education, health and care needs, and
- complex and continuing health care needs

Quality Assurance

- Single Assessment Panel
- EHC Funding Panel
- EHCP Audit
- EHCP Moderation (January 2016)

STORY SO FAR !!!!!



EHC Needs Assessments:

Statements:

2014 /15 Target 339 (met)

2015/16 Target 548

LDA:

2014/15 Target 58 (below target)

2015/16 Target 270 (reduced 206)

Percentage within timescale 50%

Plan devised and reviewed in
co -production

Changing young lives
reviewing letters

Local offer communication
strategy

POET Survey

Challenges to the Process

- Staff time for person centred planning and completion of paperwork with families,
- Advice writing and EHCP writing takes twice as long,
- Professionals attendance at more than one planning meeting,
- Staff Capacity,
- Receipt of any additional advice required, in a timely manner,
- Consultation with providers /commissioning of placements (in particular Post 16),
- Agreeing joint funding,
- Moving to an electronic system (social media)

WAY FORWARD

- **Timescales**
- **Outcomes**
- **# Creative**
- **Continued
Commitment to
making a difference**

