



SEND
LOCAL OFFER

Education Health & Care Needs Assessment Parent Carer Guide



South Tyneside Council

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SOUTH
TYNESIDE**



Contents

Introduction	4
Assessment Process	5
About This Guide	6
About Your Child's Needs	7
Your Views	13
Assessment Timeline	20
Notes	22



Introduction

In South Tyneside, we want every child to reach their potential, and to enjoy learning and achieving.

To make sure that every child is treated with equality and fairness, all children and young people in early years settings, primary and secondary schools identified with SEND have their needs assessed using the SEND Ranges. All education settings in the local area use the SEND Ranges to consider the pathways of support that best meet your child's needs. Most children and young people with Special Educational Needs are able to have their needs met in a mainstream setting through reasonable adjustments and SEN Support. It is important to work with your child's education setting to discuss what support they can provide to ensure your child makes progress.

Children and young people with significant or complex needs, may require an Education Health & Care Plan. This describes a child/young person's Special Educational Needs and Disabilities, the support that they need and the outcomes they are aiming to achieve.

Providing your views as a parent/carer is essential to an Education Health & Care Needs Assessment. It is vital to making sure that the right support for your child/young person is put in place. This guide offers prompts, tips and tools to help you provide detailed information about your child and give your views when an application for an EHCNA is made.

Education Health & Care plans are made up of nine sections (A-I). Section A is 'All About Me'; this is divided into parts where the child/young person and their parents/carers can provide their views. It covers the following areas:


- A brief history of the child/young person, their strengths and needs
- The child/young person's views, their interests, strengths, hopes and wishes for the future
- The parent/carer views, their hopes and wishes for their child/young person
- The important people in the child/young person's life
- The best ways to communicate with the child/young person, parents/carers to make sure that they are involved in the decision-making process
- How have the child/young person and their parents/carers been involved in the development of the EHCP?

You can find out more about EHCP's on South Tyneside's SEND Local Offer. www.southtyneside.gov.uk/sendlocaloffer

You can get independent advice and support from South Tyneside SENDIASS when applying for an EHCP. They can fill in the forms with you, help you understand the questions and how to answer them as well as provide information about the EHCP process.

SEND Services at South Tyneside Council facilitate and manage Education Health & Care Needs Assessments, Plans and Annual Reviews.

contact

 0191 424 7410

 sen@southtyneside.gov.uk

This guidance is written in accordance with Section 44 of the Children and Families Act 2014 and Regulations 2, 18, 19, 20, and 21 of the SEND Regulations 2014 and should be viewed alongside the Education Health & Care Needs Assessment Parent Carer Request Form.

Education Health & Care Needs Assessment Process

By week 2	Request for an Education Health & Care Needs Assessment is made to South Tyneside Council	Member of the SEND Services team will contact the parent/carer to discuss the process and provide them with information on how to access advice and support
By week 6	All information is submitted to the SEND Panel. The multi-agency panel will discuss the evidence and decide whether to proceed with an EHC Needs Assessment	
	EHC Needs Assessment Agreed SEND Services make contact with parent carer to discuss process and next steps Letter contains dates for next stage completion	EHC Needs Assessment Declined The panel makes recommendations of how to support the child The parent/carer has a Right of Appeal – Discuss mediation SENDIASS/Independent Support
By week 12	Assessment The Council must seek advice and information regarding education, health and care needs of the child. The parent/carer can request any reasonable assessments be carried out Child/Young persons views can be submitted by education setting, the parent/carer or themselves	
	A SEND Support Officer contacts parent carer to arrange a planning meeting. This is a meeting to discuss decision and next steps	
By week 16	SEND Officer prepares evidence and advice to present to the SEND Panel. The multi-agency panel decide whether to issue an EHCP.	
	EHCP Agreed An outline plan is sent out before the planning meeting so parents carers can see what the plan might look like. Following the planning meeting, any changes that were discussed at the meeting are made and a draft plan is issued. The draft plan and information collected during the needs assessment are circulated to parent carer, school and any necessary practitioners	EHCP Declined The panel makes recommendations of how to support the child The parent/carer has a Right of Appeal – Discuss mediation SENDIASS/Independent Support
By week 20	Parent/Carer, Child/Young Person and Practitioners have 15 days to return any comments on the draft plan. Preference for education setting is made at this point	
	FINAL PLAN ISSUED Any agreed amendments will have been made and the Council will have named an Education Setting for the child/young person	
<p style="text-align: center;">There are legal exceptions to these timescales that can only be applied by the Council Parent/Carer has the right to appeal after the final plan has been issued.</p>		



About This Guide

This guidance has been developed with parents and carers of children and young people with Special Educational Needs and/or Disabilities.

It will support you to write your views when application for an Education Health & Care Needs Assessment is made. There is a form available for you to use to provide your views when you, or your child's education setting are making a request for an EHCNA. You can contact SEND Services, SENDIASS, the SENCO at your child's education setting or find it online at the SEND Local Offer.

An Education Health & Care Plan is designed to person centred. This means that the child/young person and their family is put at the centre of the needs assessment and the plan. You can gather the information that you need to fill in the form through different methods and you can ask for support from other family members, practitioners from your child/young persons education setting or anyone else that knows your child well.

There are tools and tips throughout the document designed to help you put the child/young person at the centre and focus your thoughts when filling in the form or writing your request.

You can find out more about Education Health & Care Plan's and local services at www.southtyneside.gov.uk/sendlocaloffer

ADVICE FROM PARENTS & CARERS

- Read through the questions and this guidance first, make notes and speak with people that know your child well to
- Take breaks, you do not need to fill it in all at once
- When providing details about your child/young person, use examples and be specific
- There may be elements in the form/guidance that are not relevant for your child/young person. If it isn't that's ok, don't feel you must fill in the space
- If you need more space to write your answer, there is a section at the end of the form where you can provide more information.
- You do not have to use this form or this guidance to provide your views. You can use your own format to express your views

PART 1: About Your Child's Needs

This section of the form helps us understand your child's development and their progress.

It will also help us understand what needs have been identified and the support that has been provided. Each section has some questions and tips. These are prompts for you to think about when writing.

Section 1: Your child's journey so far

History

- Were there any complications during pregnancy and/or birth?
- Did they meet their developmental milestones, such as crawling/talking/feeding?
- Have there been any events that have affected your child enough to mean that they need extra support?
- When did you notice your child needed more support than others their age?
- What support was put in place for them in their previous settings?
- Did this support help them make progress?
- Has social care been involved with your child?

TIPS

- Use occasions and milestones as a timeline to help you remember their development
- If you have any reports about your child use these to provide details
- Ask friends and family what they remember about your child's development

Section 2: Your Child Now

To help you consider all the different areas of need, this section is broken down into Education, Health & Care. When providing information about the child's needs tell us what you do to support them and how effective this is.

Education

When did you first become aware that your child needed more support?

- What support has been put in place so far?
- Has this helped your child/young person – if it has how, if it hasn't why not?
- Do you feel that they are making progress?

The SEND Code of Practice details four broad areas of educational need. Each child is different, they may need support with a range of needs or with one specific need. The areas below are prompts to help you think about your child's needs.

Communication & Interaction:

- Do they have any speech & language difficulties?
- Do they receive Speech & Language Therapy?
- Do they use sign/symbols or assisted technologies to communicate?
- Can they understand non-verbal communication – body language?
- What is their imagination like?
- Do they interact well with children their own age?





Cognition & Learning:

- Has your child's school/setting made you aware of any difficulties that your child has with their learning?
- Are they receiving extra support with their reading/writing/ maths and other subjects?
- Do they have any Specific Learning Difficulties such as dyslexia or dyspraxia?

Social Emotional Mental Health:

- Does your child receive any support for emotional difficulties such as anxiety/depression in their school/setting?
- Do they have any behavioural difficulties such as hyperactivity or aggression?
- Have they been sent home from school because of their behaviour?
- How do they interact with their peers and adults at their school/setting?
- Have they developed friendships at in or outside the school/ setting?
- You can also include any information about diagnosis of ADHD, Attachment Disorder or any other mental health needs such as Bi-Polar.

Sensory and/or Physical:

- Do they have a hearing or visual impairment or a combination of both?
- Do they have a physical disability or mobility difficulties?
- Do they require specialist equipment?
- Do they require physiotherapy/occupational therapy/ continence service?
- Do they have any sensory processing difficulties?
- Does this affect their learning or behaviour– how?

Tool: 4 + 1 Questions

When you are thinking about the support that they receive and whether it helps, you can use the 4+1 Questions tool below. Answer the questions in the first 4 boxes, you can do this with your child and/or their education setting. This will then help you answer the final question – What do we need to do next?

4 + 1 Question

What have we tried?

What have we learned?

What are we pleased about?

What are we concerned about?

What do we need to do next?

Health:

- Does your child have any health conditions for example epilepsy or chromosomal disorders?
- Do they have a Health Care Plan at school?
- If they take any medication is it required during school hours? Are there any side effects?
- Do they require a specialist diet or have any allergies?
- Current eating/sleeping habits?
- Have they had to take time off due to medical needs?
- How does their health impact them at home and at school?

Social Care

- Do they attend any clubs/activities – what support do they need to access these?
- Behaviour at home – do they co-operate, listen, share?
- Are you able to go out as a family?
- Are they able to go out alone if they are old enough?
- Do they have age appropriate independence skills such as dressing/independent travel?
- Do they have any overnight short break care or personal assistants?
- Any involvement with Youth Justice Service
- How does this impact their education?

TIPS

- Think about a good day for your child, what support is put in place when they are having a good day?
- Think about a day that's not so good, what support is needed to help them?
- Provide information about the support you provide to your child as this will help those involved with your child understand how best to help them.

Your child's understanding of their needs

- What does your child know about their support needs?
- Do they know what support works best for them?
- Are they able to ask for support if they need it?

What's working well? What could be better?

We need to understand what is working well so this support can be continued and where things could be better, additional support may be put in place.



Tool: Build on/Make Changes

In South Tyneside we want our children to be the best that they can be. This means focussing on all aspects of their life.

About	What is working well that we can build on?	What could be better that we need to
Learning Skills & Moving to Employment	Example: Christopher is given lots of opportunities to take breaks during his learning to meet his sensory needs.	Example: Christopher struggles with changing between lessons, it takes a long time for him to get his stuff to get together and move to the next class
Home & Independence		
Health & Wellbeing		
Friends, Relationships & Community		



Section 3: Professional Involvement

Have you discussed your child's needs with their education setting (e.g. school/college)?

Most applications for EHCNA's are made by education settings, so it would be helpful for us to understand whether you have discussed applying for an EHCP with the school and what the outcome of this was.

It would be helpful to know about:

- Any SEN Support Plan that your child has
- How often this has been reviewed by the education setting
- What they have said about your child's progress
- How they plan to support them going forward

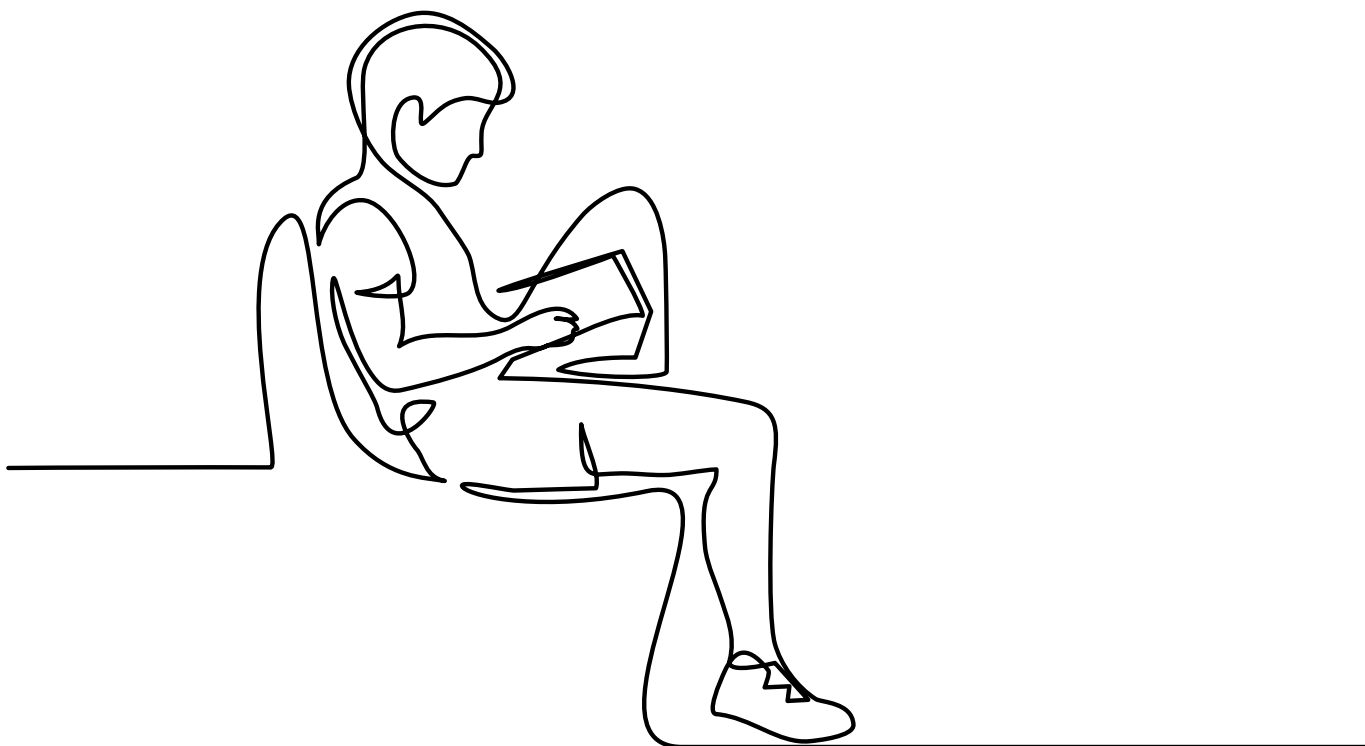
Other Professionals Involved

We need to know about any professionals who are or have been involved with your child. This will help us make understand what needs have been identified by them, what their recommendations for support are and whether this support has helped your child.

If you have any reports from them then it would be helpful to send a copy of these as well.

Section 4: Additional Information

This section is for you to provide any additional information that you feel will help us to decide whether to carry out a statutory assessment.



PART 2: Your Views

This section of the form helps us understand your views about your child/young person.

It helps identify your child's strengths, who is important to them, what they are interested in and how to support them. If a child is granted an EHCP we will ask you to update this section each year at an annual review.

Question 1:

What do people like and admire about your child/young person?

What are their gifts qualities and skills?

Starting with the personality traits, characteristics and qualities that you like and admire about your child/young person allows you, them and those around them to see beyond a diagnosis that they may have.

TIPS

- Think about the things that make you proud of your child/young person and what makes them proud of themselves
- Ask your family/friends and your child/young person about a time that they achieved something that made them proud
- Only use positive statements that aren't weakened by negative terms like 'sometimes' or 'occasionally'
- Remain positive, don't compare your child with another
- Try and write at least 5 statements

EXAMPLE

What people like and admire about Penny

- ✓ Penny is creative, her drawings and paintings are incredible
- ✓ Penny is great at making people smile when they are sad
- ✓ Penny keeps going no matter how hard something is – she won't give up
- ✓ Penny is kind and caring especially to those who are in need
- ✓ Penny has a great sense of style

Question 2:

Who are the important people in their lives?

Understanding who is important in your child/young person's life has several benefits.

- It can identify who can help and support them with different aspects of their life.
- Ensure support is available if they need help to stay in touch with friends and family
- Help identify any gaps – for example do they have more support staff than friends

Think about the people that you know as a family; then think about the people that your child/young person knows. You can then use the relationship circle (overleaf) to identify the most important people to your child/young person.

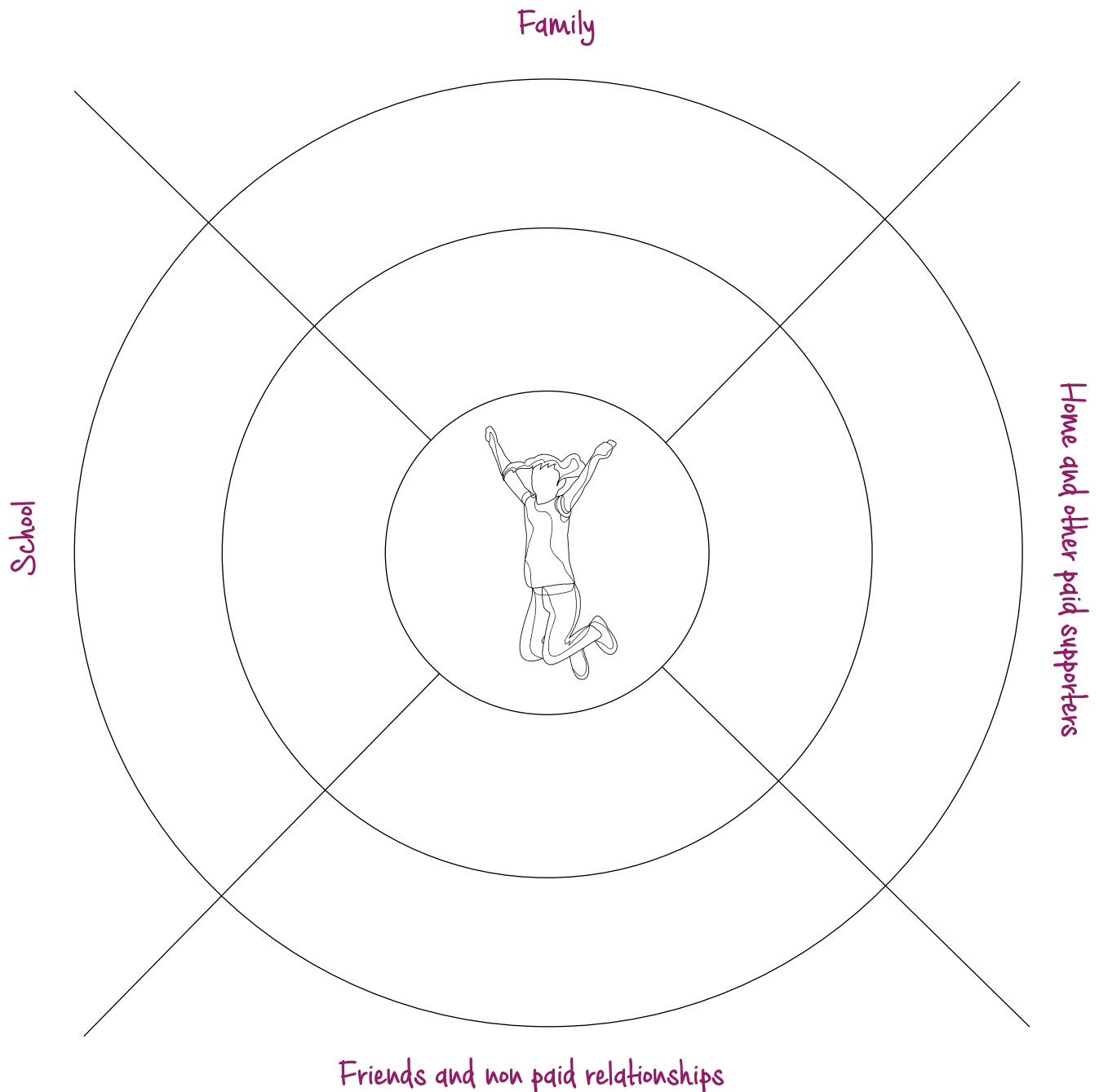
EXAMPLE: Mathew

People we know as a family	People my child/young person knows
Grandma Sue	Andy – Support staff at after school club
Uncle Pete & Auntie Megan	Chris – Swimming instructor
Max – next door neighbour	



Tool: Relationship Circle

Once you have a list of the people in your child's life you can then decide, with your child how important they are, you can use something like the diagram below or create a list



TIPS

- Complete this section thinking about who is currently important to your child, not who you think should or want to be.
- People that are paid to support your child can be as important as people that aren't. It may mean the difference between accessing an activity that they love

Question 3:

What is important for them/ What is important to them?

Understanding what a good day and a bad day for your child looks like, helps to identify what support they need and figure out what is important too them and what is important for them. You can use the tool below to help you identify what is important for and what is important to a child.

Tool: Good Day/Bad Day

This about a typical day in your child's life and what they need to happen, have and be with to make it a good day. Think about a bad day, what happened? Were they missing something/someone?

Good day?



Bad day?



What will it take you to have more good days and less bad days?

TIPS

- Where appropriate ask your child questions that will help you fill this section out.
- Ask questions like, What the best day ever be like? What would we be doing? Who would be there?
- Think about a day that wasn't so good, what do you/your child feel made it worse than any other day?

It can be a difficult task to decide what is important to someone and what is important for them. You can separate them by

Important To: Everything that makes your child feel happy, content and positive about their life

Important For: The help and support that they need to be safe, healthy and achieve their goals

TIPS

- Be as specific as possible when describing the things that are important to
- Use the Good Day/Bad Day tool to help distinguish the two.

EXAMPLE

Important to Sarah	Important for Sarah
<ul style="list-style-type: none"> ✓ To see her friend each day at school and talk to them at the weekends ✓ To have her iPad and headphones when she is on a car journey lasting more than 15 minutes ✓ To go to the amusement arcades once a week 	<ul style="list-style-type: none"> ✓ Have warning when changing from one activity to another ✓ Have a space that she can go to if there are lots of people and noises going on around her ✓ Have someone to take her to the arcades and help with road safety

Question 4:

How do they communicate? How do others communicate with them?

There are lots of different ways we all communicate and sometimes the message that we are sending can be misunderstood. Its important for those working with your child to know how they communicate and the best ways to communicate with them.

TIPS

- Communication is not only talking, but can be through body language, visual aids, sign language, assisted technology or behaviour
- You can include examples about when communication may need to be different
- Provide examples of what the type of communication may mean and the best way to respond

EXAMPLE

How Jonathan Communicates	How Others Communicate with Jonathan
<p>Shakes his hands and head when he is overwhelmed by noises</p> <p>Taps his hands on the table when he would like to tell you something</p> <p>Makes sounds like an animal – This means that he is struggling to understand his thoughts and put them into words.</p>	<p>Visual aids to help him follow multilevel instructions like pack up school bag and go home</p> <p>Start any sentence directed at him with his name</p> <p>Use the simplest sentence possible that is not ambiguous – for example 'Can you go to the toilet' should be 'Jonathan, go to the toilet'</p>

Question 5:

My child's hopes and dreams for the future

We want children and young people in South Tyneside to be ambitious and aspire to be the very best they can be. Some dreams that your child has may seem unrealistic and to avoid disappointment they can often be dismissed. A dream that your child has may be the source of a path that they hadn't thought of.

TIPS

- Ask your child if they could be anything, what or where they want to be when they are older. This doesn't have to be logical or what we would perceive as achievable.
- The answer that they give may help in deciding what steps they need to take to reach that goal and start to think about what support they may need in achieving that goal.

EXAMPLE

- ✓ Elena is 14 and would like to be a veterinary nurse. She loves having a pet hamster and would like to help other animals.
- ✓ Alfie is 7 and he wants to be an astronaut so that he can go into space and get close the stars
- ✓ Lisa wants to be a Lego Master Builder and play with Lego all day everyday

For some, asking what they want to be when they grow up, may not be suitable. It may be that as a parent/carer you make a 'best guess' by identifying what is most important to them. You can use the best week tool (overleaf) to help identify the things that they enjoy doing and show the most interest in.



Tool: Best week

Use this to make a detailed description of how your child wants to live, this shouldn't be unrealistic but consider all of the places that they would want to go/do regularly, their interests and the people that they want to spend their time with.

Mon			
Tue			
Wed			
Thu			
Fri			
Sat			
Sun			



Question 6:

What we want for our child in the future

Understanding what you want for your child in the future will help identify the support that they need and start preparing for their future.

TIPS

- It can be difficult to think about the future, but this can be in the next year, two years or five.
- Try not to limit what you want for them based on what you think they will be able to achieve but try to be realistic as well
- Think about what you want as a family as well

EXAMPLE

Learning Skills & Moving to Employment	✓ For Nathan to be able to engage in a group with up to 3 other children each day
Home & Independence	✓ For Nathan to pay for something in a shop
Health & Wellbeing	✓ For Nathan to be able to feel less anxious
Friends, Relationships & Community	✓ For Nathan to have friends outside of school

You should now have all the information you need to fill in your application for an Education Health & Care Needs Assessment for your child.

Go back and check through what you've written and check:

- Are you happy with your description
- Does it make sense to someone else reading it?
You can ask someone else to read it to make sure
- Does what you've written provide a picture of your child?
- Does it describe your child's needs and what support you feel they require?
- List everyone that has been involved in writing this

When you send in the application ensure that you have:

- Signed the document
- You have provided the names and services involved with your child
- Provided copies of any reports that have been written about your child



Parent Carer Information:

Timeline for Education Health & Care Needs Assessment

	Deciding whether to assess	Assessment and evidence gathering	
Weeks	1-6	7-12	
What is happening with my request?	When we have received your request, we will look at the information provided, and the SEND Panel will decide whether an assessment is required	If an assessment is agreed we will request advice from education, health and social care professionals	
What should I expect?	<p>You will receive information about the process, and we may call you to discuss this with you.</p> <p>You will be given a case worker that will be your main point of contact through the process</p> <p>You will receive a letter from us telling you when the decision about assessment will be made by</p>	<p>If we decide to assess you will be contacted to let you know when a decision will be made by. We will also schedule a planning meeting with you and the current school/setting to discuss the outcome of the decision</p> <p>You will be told of any additional assessments that your child needs</p>	
What should I do?	<p>You can contact us if you have any questions or would like to provide any additional information.</p> <p>We will write to let you know if we decide not to assess and give you details about your right to appeal this decision.</p>	<p>Contact us to let us know if you can make the meeting, we will try and rearrange if this is not suitable.</p> <p>You can contact SENDIASS if you would like them to attend to support you at this meeting.</p> <p>Ensure that any assessments are attended by your child</p>	

*Exceptions can be applied to the timescale by the Council. These can only be added when a child is absent from the area for 4 weeks or more, the educational setting is closed for more than 4 weeks, if there are missed appointments with health or if there are exceptional/personal circumstances affecting the child or parent/carer

	Assessment and evidence gathering	Consulting with you	Finalising the plan
	13-16	17-18	19-20
	<p>When we have received the advice from professionals the SEND Panel have 4 weeks to decide whether to issue an Education Health & Care Plan or not</p>	<p>If a plan is agreed, a draft plan will be written based on the information you have provided and the advice and recommendations from professionals</p>	<p>The draft plan will be sent to your preferred setting as well as any that the Council feel will be able to meet the needs of your child</p> <p>FINAL PLAN: Provided no later than 20 weeks* with the named setting</p>
	<p>At the planning meeting you will be informed of the outcome of the assessment</p> <p>If we agree to the EHCP we will write an outline plan and will work with you and other professionals to develop a draft plan.</p> <p>If a plan is not agreed, we will discuss this with you and the setting about how your child can be supported without an EHCP</p>	<p>You will receive a copy of the draft EHCP.</p> <p>There will be a form asking you which school/setting you would prefer your child to attend and if you are happy with the contents of the plan.</p>	<p>If your child will be moving school/setting they may be in contact with you to discuss meeting your child's needs</p> <p>When a setting has been agreed you will receive your final plan</p>
	<p>You can prepare for the planning meeting. You will have received copies of any assessments. It would be useful for you to think about what support could be in place for your child so you can discuss this with the current setting and the caseworker.</p> <p>If a plan is not issued you have the right to appeal. SENDIASS Can support you with this</p>	<p>Fill in the form naming your preferred school/setting and let the caseworker know of any changes that you would like to be made to the draft plan.</p> <p>You have 15 Days to Respond</p>	<p>The final plan will be sent to you</p> <p>If you are not happy with the final plan or the named setting you have the right to appeal. SENDIASS can support you with this</p>



Notes

Notes



South Tyneside SEND Local Offer has a range of information about local services, support and activities available to children and young people aged 0-25 years with SEND and their families

contact



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| www.southtyneside.gov.uk/SENDLocalOffer