

# Applying Working Together 2013

A case study of a three year old boy with emerging additional needs demonstrating how keeping the child and family at the heart of what happens enables improved outcomes into adulthood for him and his family

*written for Professionals, Volunteers, Parents, Carers and Young People*

ehcap

*innovative solutions for education,  
health, care and prison services*

# Acknowledgements

- Dr Sarah Temple would like to thank all those health visitors, children's complex needs nurses, specialist therapists, parent carers and others who have helped develop this presentation. In particular she would like to thank West Midlands Autism, The Department for Education, Mott Macdonald, [The National SEND Pathfinder](#) , Devon SEND Pathfinder, SE 7 Pathfinder for making information readily available in a clear and practical way and Northants Pathfinder for sharing their One Page Profile
- The case of Rory has been radically altered so that any resemblance to a real person is coincidental
- There may be changes to statutory requirements between now and September 2014

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# Professor Eileen Munro

- In the wake of the 2001 enquiry into the death of an 8 year old girl, Victoria Climbié, there have been significant changes to safeguarding legislation. Principles within Professor Eileen Munro's Review of Safeguarding, the Working Together 2013 statutory guidelines and the 2014 Intercollegiate Document are informing the CQC safeguarding inspections and will inform Joint Inspectorate Inspections in 2015.
- Professor Eileen Munro says improving safeguarding outcomes is *'about not allowing people to get into the comfort zone of pretending they are dealing with certainty and not allowing them to create a system where service outputs become reality and we forget about the children'*

For the full YouTube clip of her interview click this link:

- [Professor Robert Geyer interviews Professor Eileen Munro re complexity and social policy](#)

# Lessons from Victoria Climbié

- In this example Dr Temple demonstrates a young child and their family being supported from the point at which professionals become aware of developing additional needs, **during** the assessment process by the Child Development Team and into the Education Health Care Assessment and Plan. She uses the Common Assessment Framework (CAF) as a risk and needs analysis tool and shows how together with the relationships developed through the support network this informs the 0-25 SEN team who write the Education Health Care (EHC) Plan. This process of collaborative partnership working with the child and family at the heart of what happens leads to improved outcomes – including safeguarding outcomes- for Rory and his family.



# The EHC Plan

- From September 2014, if a Local Authority is alerted to a child or young person between the age of 0 and 25 years having Special Educational Needs then they must assess Education, Health and Care needs.
- The four areas of Special Educational Need are:
  - Communication and interaction;
  - Understanding and learning;
  - Social, emotional and mental health;
  - Sensory and/ or physical needs
- All children and young people with existing statements will convert to EHC plans within three years.
- Young people with existing Learning Difficulties Assessments will transfer within two years.

The EHC Plan should not be the first step in the process – different Local Authorities are exploring different pre-assessments.

The needs of the child and family are kept at the heart of what happens

Greater choice and control for young people and their parents over their support

Children and Young People's additional needs are picked up early

Collaboration between education, health and social care to provide support

Families tell their story once

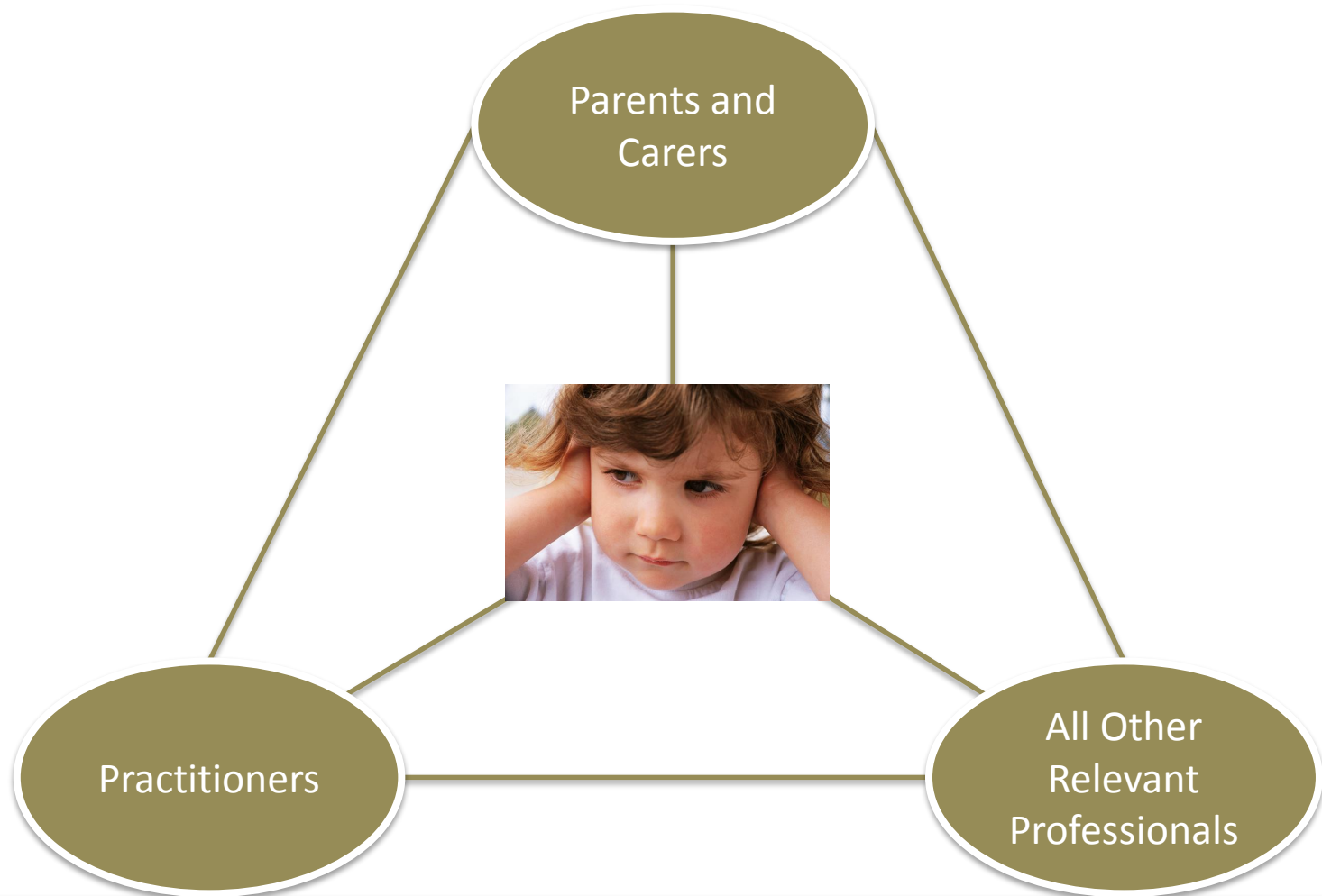
Improved outcomes – including safeguarding – for the child or young person into adulthood

Transitions are managed effectively by working across the 0-25 year age range.

A  
Person-centred  
Approach

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graph LR; A[The needs of the child and family are kept at the heart of what happens] --> C((A Person-centred Approach)); B[Greater choice and control for young people and their parents over their support] --> C; D[Children and Young People's additional needs are picked up early] --> C; E[Collaboration between education, health and social care to provide support] --> C; F[Families tell their story once] --> C; G[Improved outcomes – including safeguarding – for the child or young person into adulthood] --> C; H[Transitions are managed effectively by working across the 0-25 year age range.] --> C;
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# Collaboration



# Changes to Provision in schools

- School Action (SA)
- School Action Plus (SAP)
- Individual Education Plans (IEPs)
  
- SA and SAP are being replaced by a “Single Category” called “SEN Support”
  
- IEPs might not be used for EHC Plans although the information contained in them will be used in the new Plan, if your child is transferring from a previous Statement or Learning Difficulties Assessment.
  
- Each school will be assessed using a national formula to decide the ‘SEN Support’ budget
  
- The school will be allocated additional funding for children and young people with an EHC Plan and where needs are very high there will be the availability of further funding from the Local Authority High Needs Block. Personal Budgets will be allocated from within these two funding streams.





# Using a case study

- Sometimes the easiest way to explain how we can all work together is to use an example case study.....



# Case Study :Rory and his family



- Rory is 3 years old and has significant developmental delay. His use of language is poor.
- He does not seek out the company of other children except when he needs them to complete a task and he gets very frustrated if they do not comply.
- He is in mainstream nursery but is having difficulties and can be aggressive.
- At home he has trouble sleeping and is incontinent at night.
- His Health Visitor referred him for assessment at the Child Development Centre after his 2 and a half year check

# Case Study :Rory and his family



Rory has two brothers who are 8 and 11 and Dad works away from the family, leaving Mum on her own a lot.

Mum has had to give up work and is feeling lonely, isolated and depressed. She decides to speak with their Health Visitor about getting help.

# Arranging more support

CAF - Common Assessment Framework: provides a method for assessing needs for children and young people to support earlier intervention and to improve partnership working with families

Rory's Health Visitor knows that assessments by the Child Development Centre may take many months.

She feels Rory's family need support now and so she offers to arrange a CAF

# CAF in context

- The Common Assessment Framework was introduced as a result of learning from the Victoria Climbié Serious Case Review
- The CAF has proven to be paperwork heavy and difficult for professionals to incorporate into their ongoing work load
- Local Authority Child Protection and Early Intervention Teams, Health Commissioners and Health Providers (including Universal Services) are Working Together and modifying and developing the CAF to include strength based risk analysis tools. Swindon County Council have done this with the [Early Help Plan](#) . See [EHCAP](#) for further examples.
- Developing the CAF multiagency risk analysis tool in this way is an example of organisations Working Together and moving from a compliance culture to a learning culture - giving professionals the freedom to use their expertise in assessing need and providing the right help

# Arranging more support

- Rory's health visitor arranges to invite everyone involved with Rory's care to a multiagency meeting - this may be
- Rory's parents
- Rory's GP
- Rory's Nursery Nurse
- A representative from the Child Development Centre
- A Family Support Worker and the Special Educational Needs Co-ordinator (SENCo) from Rory's children's centre
- A volunteer called Marie from the Parent Partnership (see next slide)

# What is the Parent Partnership?

- [Parent Partnership Groups Nationally](#)
- Parent Partnership Services offer information, advice and support for parents/carers of children and young people with Special Educational Needs (SEN).
- There will be a parent partnership local to you e.g. [Birmingham Parent Partnership](#).
- Some have a volunteer training scheme e.g. [www.parentpartnershipdevon.org.uk/](#)



# Parent Carers

- Every county has a parent carers group and this can be another source of support and information
- Rory's parents look at the [National Network of Parent Carer Forums](#) to find the nearest group





# Rory has an eCAF

- Before the meeting Rory's Health Visitor gathers the information from those involved.
- She produces an eCAF which is presented at the meeting.

eCAF – electronic Common Assessment Framework: this is the online CAF

- Everyone contributes and edits until they are all happy with the eCAF.
- She formally completes the eCAF and uploads it to the cloud system.
- She is the professional lead on this case until Rory starts school and will be passed onto the SENCo there.

Note: Different areas will do things differently, for example, Devon uses a (DAF – Devon Assessment Framework) which combines the usual CAF with the Family Health Needs Assessment.

# What is the Local Offer?

- Every Local Authority will have an online Special Educational Needs and Disabilities (SEND) Local Offer by September 2014 within which there will be the detail of how the local Pre EHC Plan assessment and EHC Plan will be accessed.
- Rory's family are introduced to the 'Local Offer' on line so that they can familiarise themselves with what is available for children with additional needs and their families locally.
- The Local Offer will describe what is available and give information about entitlements and complaints processes.



# Examples of Local Offers

Local Authority	Link/Status
Birmingham	not yet published
Solihull	<a href="http://www.solihull.gov.uk/Resident/Schools-learning/SENDlocaloffer">http://www.solihull.gov.uk/Resident/Schools-learning/SENDlocaloffer</a>
Staffordshire	<a href="http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/local-offer.aspx">http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/local-offer.aspx</a>
Worcestershire	not yet published
Dudley	<a href="http://www.dudley.gov.uk/resident/learning-school/parental-support/dpp/local-offer-event/">http://www.dudley.gov.uk/resident/learning-school/parental-support/dpp/local-offer-event/</a>
Sandwell	<a href="http://www.sandwell.gov.uk/info/200298/early_years_and_childcare/2413/children_with_special_educational_needs_and_or_disability">http://www.sandwell.gov.uk/info/200298/early_years_and_childcare/2413/children_with_special_educational_needs_and_or_disability</a>
Shropshire	<a href="http://new.shropshire.gov.uk/get-involved/the-local-offer/">http://new.shropshire.gov.uk/get-involved/the-local-offer/</a>
Walsall	<a href="http://cms.walsall.gov.uk/index/education/sen_and_disabilities.htm">http://cms.walsall.gov.uk/index/education/sen_and_disabilities.htm</a>  <a href="http://www.mywalsall.org/ckfinder/userfiles/files/SEN%20Reforms%20Newsletter%20January%202014.pdf">http://www.mywalsall.org/ckfinder/userfiles/files/SEN%20Reforms%20Newsletter%20January%202014.pdf</a>
Wolverhampton	<a href="http://www.wolvesparentpartnership.org/wordpress/?p=1064">http://www.wolvesparentpartnership.org/wordpress/?p=1064</a>
Coventry	<a href="http://www.coventry.gov.uk/directory_record/17607/local_offer_details_and_contact">http://www.coventry.gov.uk/directory_record/17607/local_offer_details_and_contact</a>
Herefordshire	<a href="https://www.herefordshire.gov.uk/education-and-learning/local-offer">https://www.herefordshire.gov.uk/education-and-learning/local-offer</a>
Stoke	<a href="http://www.stoke.gov.uk/ccm/content/advice/advice-general-folders/family-information/stoke-on-trent-local-offer.en">http://www.stoke.gov.uk/ccm/content/advice/advice-general-folders/family-information/stoke-on-trent-local-offer.en</a> <a href="http://www.stoke.gov.uk/ccm/navigation/education/special-educational-needs/local-offer/">http://www.stoke.gov.uk/ccm/navigation/education/special-educational-needs/local-offer/</a>
Telford	<a href="http://www.ican2.org.uk/offer.html">http://www.ican2.org.uk/offer.html</a>
Warwickshire	Not yet published

# Pre – EHC Plans



- The arrangements prior to the EHC Plan will vary between areas. Some areas will merge routine data entered by health visitors at the birth visit into pre – EHC Plans and use this data to populate EHC Plans. Others may use one page profiles or data from a CAF.
- In every case there will be comprehensive electronic forms to be filled in by the involved professionals.
- Rory's Health Visitor uses the eCAF as the pre-EHC Plan
- Marie (volunteer from the Parent Partnership) offers to be the Key Worker for the family – she has a child with autism and wants to offer as much support as she can.
- Marie refers the family to Home-Start (details on next slide) and a volunteer is allocated.

# Home-Start



- Home-Start volunteers help families with young children under 5 deal with whatever life throws at them. They support parents as they learn to cope, improve their confidence and build better lives for their children. The benefits of their support include improved health and well being and better family relationships.
- They tailor-make their support to the needs of the parents and children.
- This may include cleaning, cooking
- Volunteers are very committed and will keep visiting until the youngest child turns five or starts school, or until the parents feel they can stand on their own two feet.
- Parents and volunteers often develop a deeply trusting relationship which can lead to powerful change within the family.

# Mum's mental health needs

- Mum feels confident with support from Marie and Home Start and does not need further support from the Family Support Worker at the Children's Centre.
- Mum and Rory attend an afternoon session with the Special Educational Needs Co-ordinator from the Children's Centre.
- Mum is pleased she was able to meet the professionals involved at the multi-agency meeting and so now feels less worried about the appointment at the Children's Development Centre.
- Now that Mum is feeling that Rory's needs are being met, she is able to talk to Marie (key worker) about her depression and is referred to Improving Access to Psychological Therapy (details on next slide).



# Mum's mental health needs

- IAPT is the Improving Access to Psychological Therapies programme.
- <http://www.iapt.nhs.uk/about-iapt/>
- This is open to all adults and provides free psychological support and talking therapies.
- A GP referral may be needed- check local referral criteria
- Talking therapies include Cognitive Behavioural Therapy (CBT) which can be hugely beneficial for people suffering with depression and anxiety.



# One Page Profile

- Rory's Health Visitor suggests she and Rory's family complete a one page profile
- A one page profile is a summary of what matters to the child or young person and how to support them well. It is the starting point in building a person centred plan. In Northants a One Page Profile is completed and sent with the application to the LA for an EHC Plan. It is the Northants version of a pre EHC Plan.

- **Headings used:**
- *Photo*
- *What people like and admire about Rory*
- *What's important to Rory*
- *How best to support Rory*
  
- On line guide *created with* Helen Sanderson





# Diagnosis of Autism

- Rory is assessed at the Child Development Centre by the Community Paediatrician and a Speech and Language Therapist.
- He is diagnosed with autism shortly after his 4<sup>th</sup> birthday
- Marie informs the children's centre SENCo of Rory's diagnosis and the details are discussed at the next multi agency or CAF meeting
- Rory is referred to the Local Authority 0-25 SEN Team (some call it the EHC Team) and the eCAF is updated with all of Rory's health assessments plus his Person Centred Plan or One Page Profile.
- The Special Needs Assessment Officer receives the referral and the EHC Plan process begins



# What ifs.....



- Meanwhile.....Rory's parents want to know about crisis support- the 'What Ifs.....'
- **Safeguarding**
- Children and young people with disabilities including autism are at higher risk of experiencing abuse and neglect than those without. Rory's parents are right to ask about this thorny and painful issue. Every Local Authority has a Safeguarding Children's Board or LSCB and a Child Protection Team. Anyone with an urgent safeguarding concern about a child or young person can contact the duty team and discuss their concerns.
- In Birmingham this is the link: <http://birmingham.gov.uk/child-protection>
- Other options for Rory's parents include talking with Marie from Home Start, their health visitor, GP or SENCo. **All professionals and volunteers who work with children and young people are trained to recognise abuse and neglect and to know how to access help.**

# What ifs....



- **'What ifs.....'**
- Rory's parents can see that even with the best possible support life will not be straight forward for Rory. They know from reading an article in their local church magazine that 20-30% of people who go to prison (offenders) have learning difficulties or learning disabilities. They want to know what they can do if Rory starts showing any signs of anti social behaviour.
- There is plenty of evidence that it is far better to give support early if a child starts showing anti social behaviour so Rory's parents are right to ask. The information about how to access support will be on the Local Authority website and all Local Authorities are working hard to make it easier to find this information. A rule of thumb is to take a look BEFORE a situation becomes critical- it is always harder to find things when under stress. All Local Authorities will have an information service and a single point of access telephone number to call for advice. Rory's SENCo is most likely to be the key worker by this stage and should be able to find the information.
- Some areas are working with [Emotion Coaching](#) for parents and teachers to help us all gain a better understanding of the emotions behind behaviours. This can be particularly helpful for parents and teachers of children with additional needs

# What ifs.....



- **The local Youth Offending Team or YOT**
- YOT teams have a statutory duty to co-operate with EHC Plans and so Rory's parents can be reassured that they will be able to access help and support. If at any time they have serious concerns and feel Rory is a risk to himself or others they can contact their Local Authority Emergency Team as they would for a safeguarding concern.
- Were Rory to be unfortunate enough to go to prison he should be able to continue his EHC Plan. This is because the Government has brought forward a number of amendments to include young people in custody within the scope of the Children and Families Bill.

# What ifs.....



- Rory's Dad is concerned about all the cut backs to social care- What If they need more support- will they be able to access a social worker?
- In the past all children with a disability have had a social worker allocated to them. Rory's Dad is right to be concerned because in some areas this is no longer the case. However, there will always be additional support available for Rory and his family even if this is no longer from a social worker. To access this support Rory's Dad can discuss his worries with Rory's key worker- probably his SENCo once he is in school.
- At all times if Rory's parents have concerns and are not able to access the support they feel they need through their SENCo they can contact the children and young people's team within their Local Authority. On the Birmingham website this means talking with the Information Advice and Support Service <http://www.birmingham.gov.uk/IAT>

# The 20 week process

- The SEN Officer receives the request for Assessment and agrees it meets the criteria.
- He contacts Rory's parents and explains the process.
- He offers access to the Parent Partnership and is delighted Rory and his family are working with Marie already
- Over the next 6 weeks the relevant information is gathered.
- Rory's GP and his school are informed that an EHC assessment will be carried out.



# Statutory requirements of EHC Plan at April 2014

- Name (or type) of school/nursery/post-16 **institution** (final plan)
- **Aspirations, views and interests** of the child/young person
- **Outcomes** sought for the child or young person
- **Child or Young Person's special educational needs**
- The **special educational provision** required by the child or young person
- Any health care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having special educational needs **and where an Individual Health Care Plan is made for them, that plan.**
- Any **social care provision** reasonably required by the learning difficulties and disabilities, which result in the child or young person having special educational needs
- **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**
- **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.**
- **The outcomes to be met by the direct payment** if one is going to be used
- **The advice obtained** in connection with an assessment must be attached to the plan

# The 20 week process

- The allocated EHC team officer reviews all the information and writes a draft plan which he sends to Rory's family.
- He asks whether they would like to consider a personal budget
- He facilitates a multi agency meeting with Rory's parents and professionals to discuss the draft document. He invites Rory's parents, the lead health professional from the child development centre, the Health Visitor, the Educational Psychologist, Rory's allocated social worker, Marie from Parent Partnership and the Family Support Worker from the Children's Centre
- After the meeting
- The draft EHC Plan with amendments agreed at the meeting is re issued to Rory's parents and they are invited to identify their preferred school placement
- They are also asked whether they would like to take up a personal budget



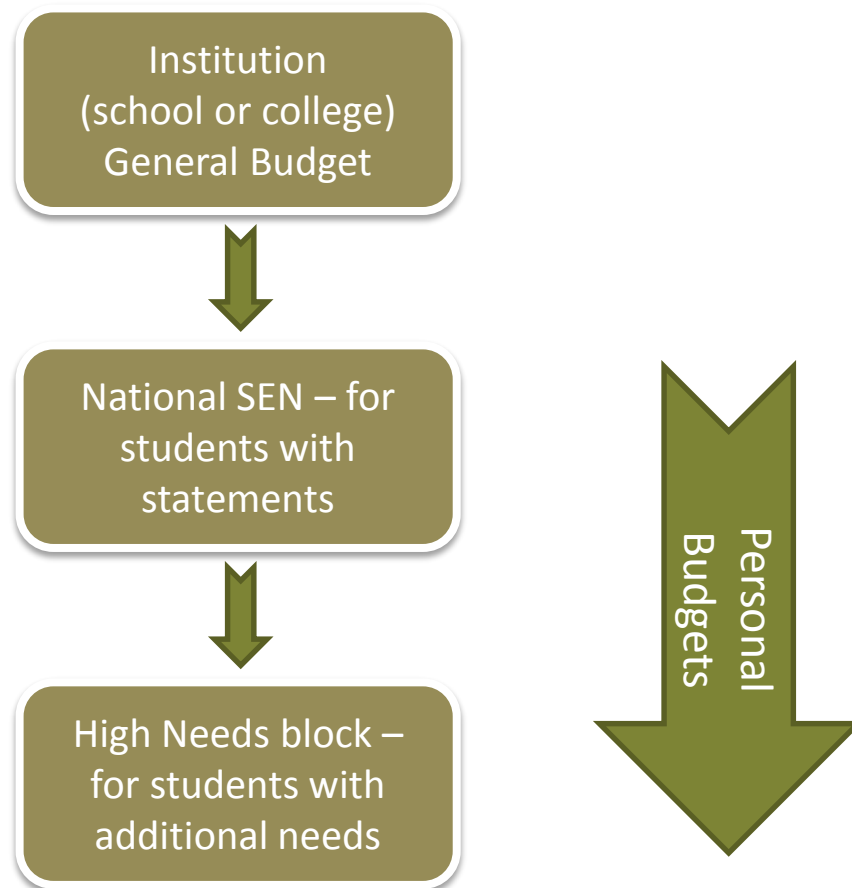


# Requesting a Personal Budget

- Young people and parents of children have a right to ask the LA to prepare a personal budget when a draft EHC plan is being prepared.
- Personal budgets should reflect the holistic nature of an EHCP, covering education, health and care services
- Personal budgets should be based on outcomes set out in the EHCP.
- The provision to be delivered through a personal budget will be set out as part of the provision specified in the EHC Plan.



# Funding Blocks



# EHC personal budgets

- Once an LA confirms a plan is necessary, a parent or young person can request an EHC personal budget. This is an amount of money identified to achieve outcomes agreed in an EHC plan.

This may be managed in three ways:

The local authority manages the funds (sometimes called “notional arrangements”)

The funds are paid to a third party to manage on behalf of the parent or young person

Direct Payment: The funds are paid to the parent or young person and they buy what is specified in the plan

# Short breaks and respite care

- During the EHC assessment process Rory's social worker asks his family whether they would like to be considered for funding for short breaks and respite care- every Local Authority has their own way of doing this
- Click [here](#) for an example from Devon where an allocation system called Fair Access to Short Breaks (FASB) is part of wider integrated assessment and planning. The FASB process gives scope, thought and detail to the needs of the family.
- The Short Breaks personal budget allocated to Rory's family can be allocated in the same 3 ways as the EHC personal budget – see previous slide.
- Payments for short breaks and respite are funded through the Local Authority Short Breaks fund NOT through the Local Authority SEN fund.
- If a Short Breaks personal budget is allocated it must be recorded in the EHC Plan.

# Personal Health Budget

- Rory's parents ask whether he is entitled to a Personal Health Budget.
- Rory is not entitled to payment from this budget as he does not qualify for NHS Continuing Healthcare .
- The vision for the future for personal health budgets is to enable all children and young people with long term conditions and disabilities to have greater choice, flexibility and control over the health care and support they receive.
- The personal health budget is a separate budget from the SEN budget. If a child is allocated a personal health budget this must be recorded in the EHC Plan.

# Reviewing Rory's EHC Plan

- Rory's Plan will be reviewed at least annually.
- It must be completed in partnership with Rory and his family
- It must take account of family's views, wishes and feelings.
- Professionals across education, health and care must work with LAs during reviews.
- Reviews will normally be held at Rory's school or post-16 institution.



# SEN in Free Schools and Academies

- Academies and Free Schools have the same SEN duties as maintained schools.
- This includes Further Education and Sixth Form Colleges.
- A Free School or Academy may be named in the EHC Plan if this is appropriate to the case.

**Academies:** Academies are schools that are publicly funded but operate without Local Authority control

**Free Schools:** Free Schools are set up by community groups (parents, religious groups, trusts etc.)

# Post-16 Provision

The draft Code of Practice for the Children and Families Act says that, in Further Education (FE) Colleges and Sixth Form Colleges:

- Young people with SEN should have access to a wide range of study programmes and support.
- Students can study across all levels, from pre-Entry level to Level 3.
- Colleges should be ambitious for young people with SEN.
- Colleges should promote autonomy and encourage them through transition to adulthood.
- Preparing for employment could involve, for example, working with local employment agencies, employers, and job coaches to gain work experience.
- Colleges may attempt to find Supported Internships for those with EHC Plans.



# Definition of SEN

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

*(clause 20, Children & Families Act 2014, Department for Education)*