



# **AN INTRODUCTION TO EHCPS AND OUTCOMES IN BEXLEY**

## **PARENTS' WORKSHOP**

Bexley Voice  
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# Introduction to EHCPs and Outcomes

## Parent's Workshop

### Objectives

At the end of today's workshop you will:

- Understand the EHCP Process in Bexley
- Understand your part in the assessment process
- Understand how Outcomes drive the process
- Know how to develop a good outcome
- Produce at least one key outcome for your child/young person (YP)

Are there any other outcomes you expect?



# From the Foreword to the Code of Practice

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’

‘Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence’.



# Background

- The previous adversarial system of statements was replaced in 2014
- The new **Education, Health and Care Plan** process focuses on OUTCOMES
- Outcome focused planning highlights what is **important to and for** the child/young person and their family to help achieve their aspirations
- Clear outcomes enable everyone to **work together** creatively with **limited resources** available to give children and young people the support they need

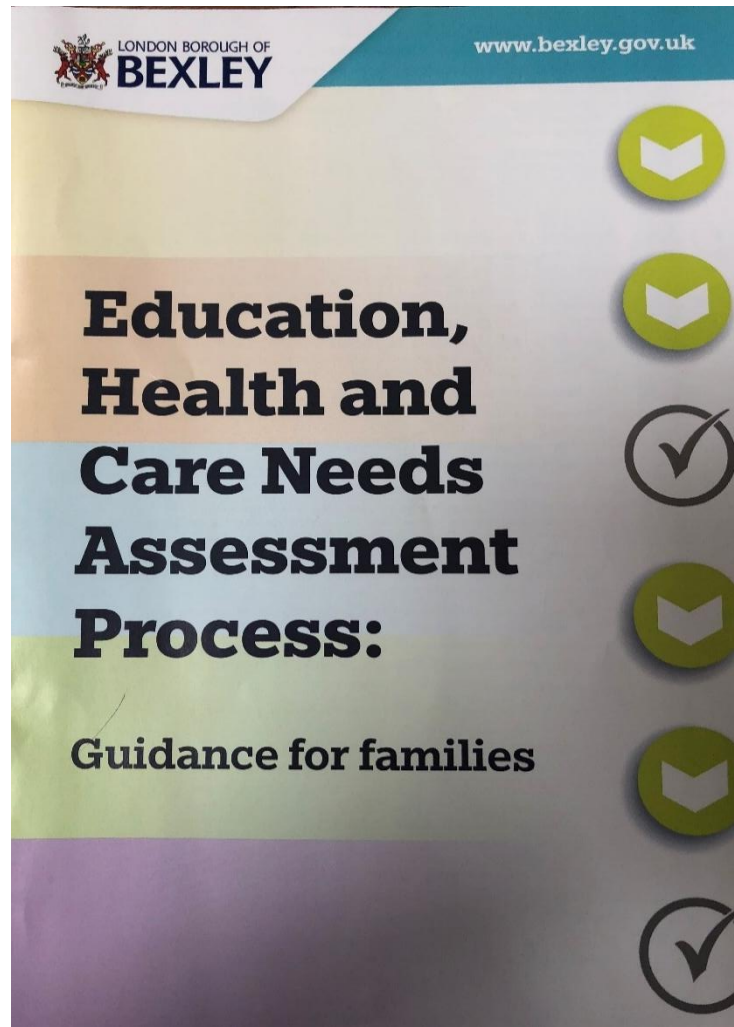


# A Well Written EHCP...

- Meets the requirements of the Act, Regulations and the Code.
- Describes positively what children and YP can do
- Is clear, concise, understandable and accessible
- Is co-produced – places children, young people and their families at the heart of the plan



# Overview of Process – Bexley Timeline



<https://www.bexleylocaloffer.uk/Services/category/270>





Child X DOB	Parent/Carer	
Photograph	Family contact address	
	Language used at home? Interpretation required?	
	Siblings	
	Religion	
	EHCP Key Worker	
	EHCP Case Officer	
	Nursery/School/College attending	

## EDUCATION HEALTH AND CARE PLAN

**WORKING DOCUMENT/DRAFT/FINAL MONTH YEAR [DELETE AS APPROPRIATE]**

### Confidentiality

Information shared and recorded in this plan will be circulated to those who have contributed advice and may also be shared with those listed in the contacts and other professionals, where appropriate. A copy will be retained in the child's file in the respective teams involved with the child. We ask that upon receipt this plan not be copied or distributed. As professionals, we respect confidentiality and must observe safeguarding and child protection procedures.

### Reviewing the plan

The school/setting will review X's progress regularly. Specific targets relating to the outcomes for X should be developed as part of his individual educational programmes by those working with him/her. X's Education, Health and Care plan should be reviewed at least annually (or every 6 months if s/he is under 5 years of age) and reference should be made at the review to the outcomes that s/he has been working towards. The review should consider how far the outcomes have been met and give clear reasons for any unmet outcomes.

### **Contents – Sections of the Education, Health and Care Plan**

- A:** Views, interests and Aspirations – parent and child/young person
- B:** Special educational needs
- C:** Health needs
- D:** Social care needs
- E:** Outcomes
- F:** Special educational provision
- G:** Any health provision reasonably required
- H1:** Social care provision under S2 of Chronically Sick and Disabled Persons Act 1970
- H2:** Any other social care provision
- I:** Name and type of setting
- J:** Personal budget
- K:** Advice and information gathered





# Section A: Views, Interests and Aspirations

This should include:

- Aspirations and goals for the future
- Details about play, health, schooling, independence, friendships, FE, employment (where practical)
- A summary of how to communicate with the child/YP
- Child/ YP's history
- Must make clear whether child/YP is being quoted directly, or if the views of the parents or professionals are being represented



## Section B: Special Educational Needs

- Describe in detail all the child's SEN identified during the assessment.
- Should also include a description of the child's/YP's current functioning – what the child/YP can and cannot do
- SEN may include those requiring health and social care provision where such provision is for the child or YP's education or training

**ACID TEST - Could a person new to the child/YP easily find out what are the priority areas of focus for the child's/YP's educational development?**



## Section C: Health Needs

- EHCP must specify any health needs identified through the EHC needs assessment which relate to the child or YP's SEN
- Some health care needs, such as routine dental health needs, are unlikely to be related
- CCG may also choose to specify other health care needs which are not related to the child or YP's SEN (e.g. a long term condition which might need management in a special educational setting)

ACID TEST - Could a person new to the child/YP easily find out what are the priority areas of focus for the child's/YP's health intervention?



## Section D: Social Care Needs

- EHCP must specify any social care needs identified through the EHC needs assessment which relate to the child or YP's SEN or which require provision for a child or YP under 18 under S2 of the Chronically Sick and Disabled Persons Act 1970.
- LA may also choose to specify other social care needs which are not linked to the child or YP's SEN
- Could include reference to any child/YP in need or child protection plan – such inclusion must only be with the consent of the child/YP and their parents

**ACID TEST - Could a person new to the child/YP easily find out what are the priority areas of focus for the child's/YP's social care intervention?**



# When there is no social work involvement

- Social care needs must still be considered as part of the EHC Needs Assessment and advice must be sought from social care services.

**Having social care needs does not mean that a social worker will need to be involved. Why?**



# Section E: Outcomes

- Range of outcomes over varying timescales,
- Cover education, health and care
- Distinction between outcomes and provision - provision should help the children and YP achieve an outcome
- Steps towards meeting the outcomes
- Arrangements for monitoring progress
- Forward plans for key changes
- Y9 onwards, outcomes should reflect the need to ensure YP are preparing for adulthood



# Section F: Special Educational Provision

- Must specify the special educational provision necessary to meet the SEN of the child /YP
- Detail appropriate provision to meet each identified SEN and quantify provision as necessary
- Provision should be described in such a way as to leave no room for doubt about:
  - **what** is to be provided, and by **whom**
  - **how** it will be delivered
  - **how often** and over **what time period**
- Where health or social care provision educates or trains children and YP, it must appear in this section
- Should **specify**: facilities and equipment, staffing arrangements and curriculum; modifications or exclusions to National Curriculum; residential accommodation



# Section G: Health Provision Reasonably Required

- Must be detailed and specific and should normally be quantified, e.g. in terms of the type of support and who will provide it
- Must be clear how the provision will support outcomes
- Health care provision *reasonably required* may include: specialist support and therapies, such as:
  - **medical treatments** and delivery of medications
  - **occupational therapy**, and **physiotherapy**
  - a range of **nursing support**, specialist **equipment**, wheelchairs and **continence supplies**
  - **highly specialist services** needed by only a small number of children/YP which are commissioned centrally





# Section H1: Social Care Provision under S2 of 1970 Chronically Sick Disabled Persons Act

- Must be detailed and specific and should normally be quantified, in terms of the type of support and who will provide it
- Must specify all services assessed as being needed under section 2 of the CSDPA. These services include:
  - practical **assistance in the home**
  - provision or **assistance in obtaining recreational and educational facilities at home and** outside the home
  - assistance in **traveling to facilities**
  - **adaptations** to the home
  - **facilitating the taking of holidays**
  - provision of meals at home or elsewhere
  - provision or assistance in obtaining a telephone and any special equipment necessary
  - non-residential short breaks



# Section H2: Any other Social Care Provision Reasonably Required

- May include provision identified through early help and CiN assessments and safeguarding assessments
- Must only include services which are not provided under Section 2 of the CSDPA
- Includes residential short breaks and services provided arising from their SEN but unrelated to a disability
- Should include any provision secured through a social care direct payment
- Include any adult social care provision to meet eligible needs for YP over 18 under the Care Act 2014



# Section I: Placement

- Name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution
- Where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or YP
- These details must be **included only in the final EHC plan**, not the draft EHC plan sent to parents



# Section J: Personal Budgets

- Detailed information on any Personal Budget that will be used to secure provision in the EHC plan
- Should set out the arrangements in relation to direct payments as required by education, health and social care regulations
- The SEN and outcomes that are to be met by any direct payment must be specified
- **Section K** – Advice and information gathered during the assessment process



# What does 'Good Quality EHCP' mean?

It has to do the following:

- Clearly represent the child/ YP's views and aspirations in a meaningful way
- The areas of need, Educational, Health and Social Care, have to be clearly identified and articulated
- Articulate aspirational, yet realistic outcomes for the child and YP and always be SMART
- The identified provision **must** meet the needs identified
- There needs to be a clear and unambiguous thread linking the identified needs to the outcomes and the provision to meet those
- A usable document for professionals, young people and parents
- Legally compliant



# What Goes Where?

Lets see if you know your EHCP.....

- Please close your handouts and:
  - List sections A – K on your piece of paper (don't forget H has two parts)
  - Now write in what each section should contain
  - You may wish to work in pairs



# BREAK



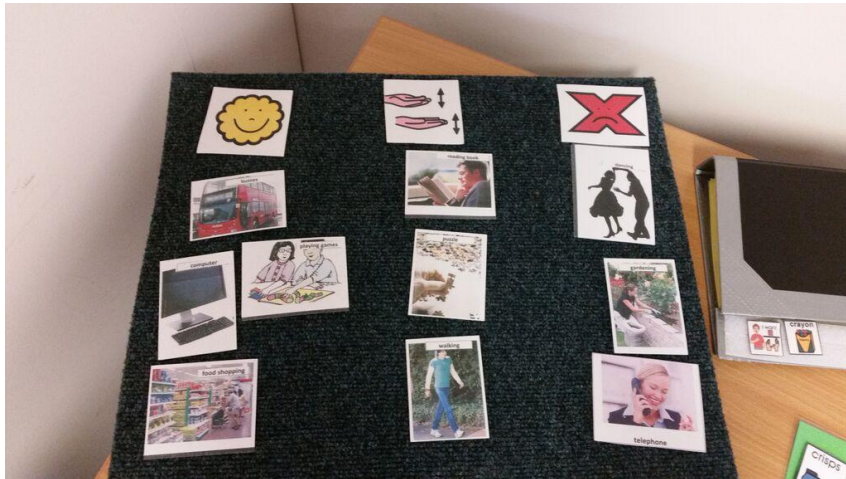
# What is an Outcome?

- The benefit or difference made to an individual as a result of an intervention
- ‘Steps towards reaching the long term goal’
- Outcomes describe the result, consequence, impact, effect or achievement of using a ‘service’ (provision, approach or therapy)
- Outcomes are medium to long term, usually looking ahead to the end of the next stage/phase of education





# An Outcome is not an Intervention or a Solution

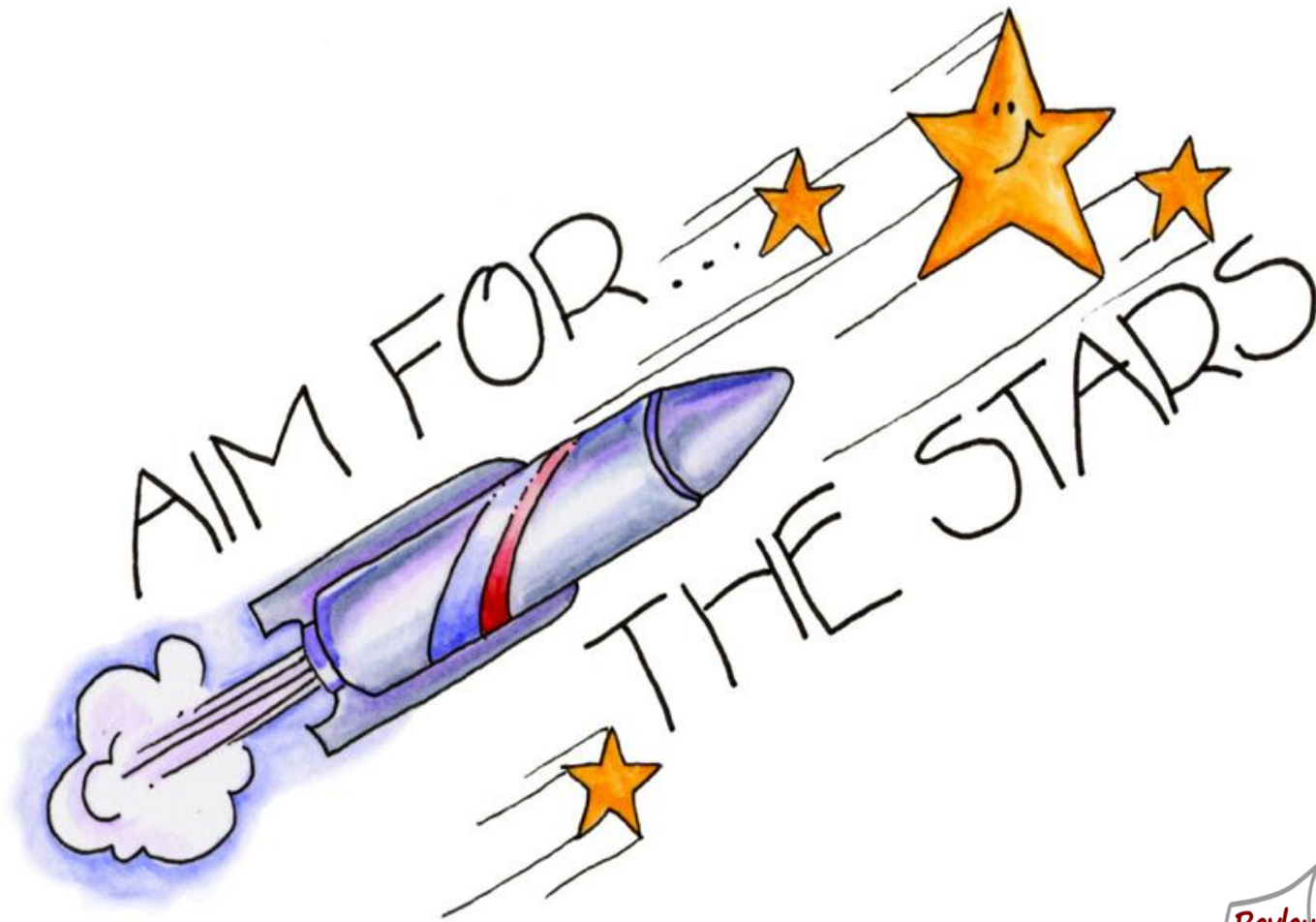




**Outcomes matter!**



They should be Aspirational...



They should lead towards  
all the Life Outcomes...

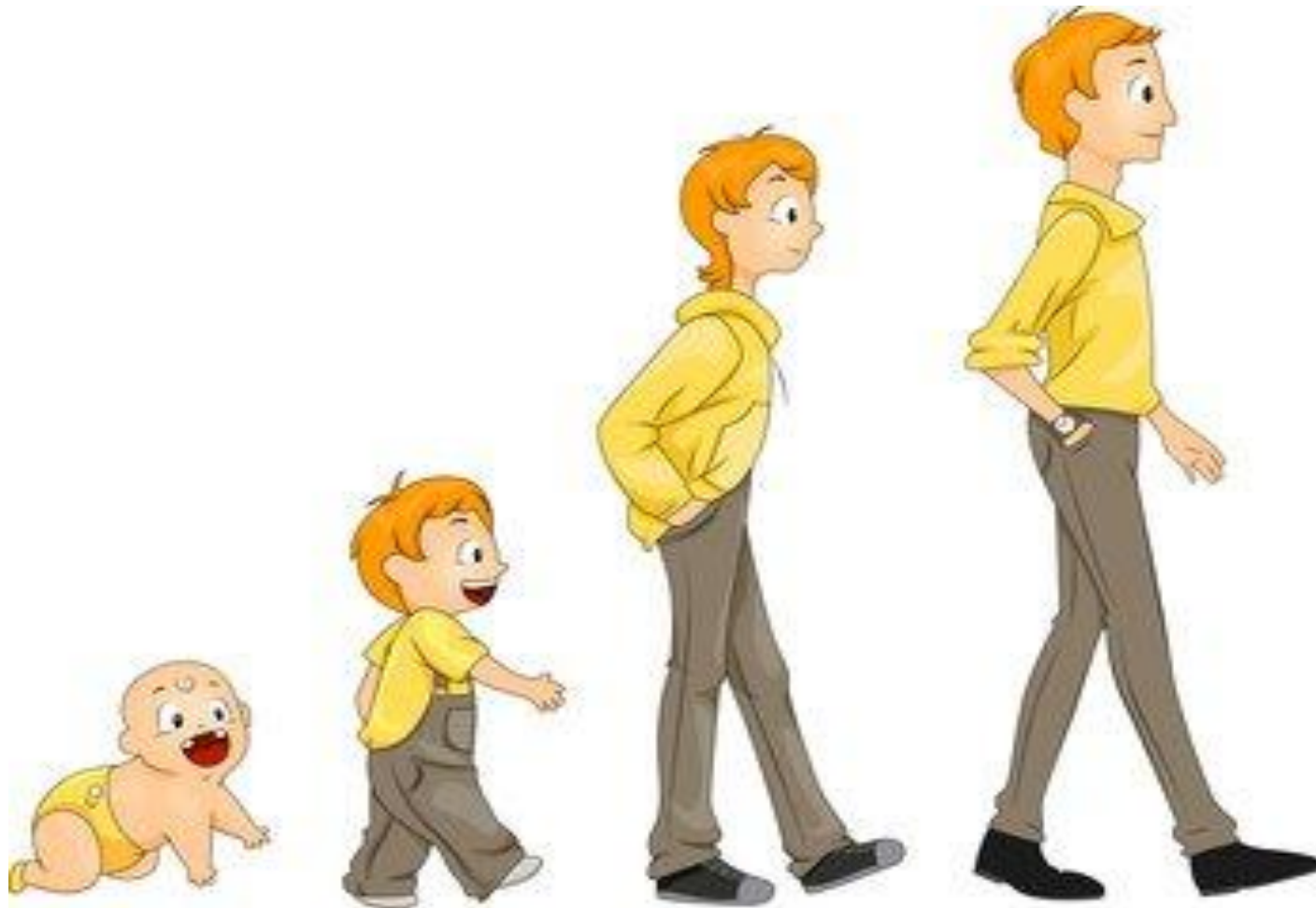


They should be Holistic...





Of course outcomes, like children, will develop over time



Children, young people and parents should be involved in their development



Remembering that ....

One size  
doesn't fit all.





# Outcomes must be based on Person Centred Planning



## PERSON CENTRED PLANNING.....

A huge area

Lots of terms associated with it.

This clip shows how a person centred approach is essential to achieve the best plan/outcomes.

The EHCP will outline need, outcomes, what needs to be put in place to achieve the outcomes, who will do it, who is responsible for doing it and who will pay for it.



<https://youtu.be/8ElkB6NzWi8>



# Only clear Outcomes will ensure the right Provision



# Other Terms

- Aspiration
- Need
- Provision/Solution
- Targets

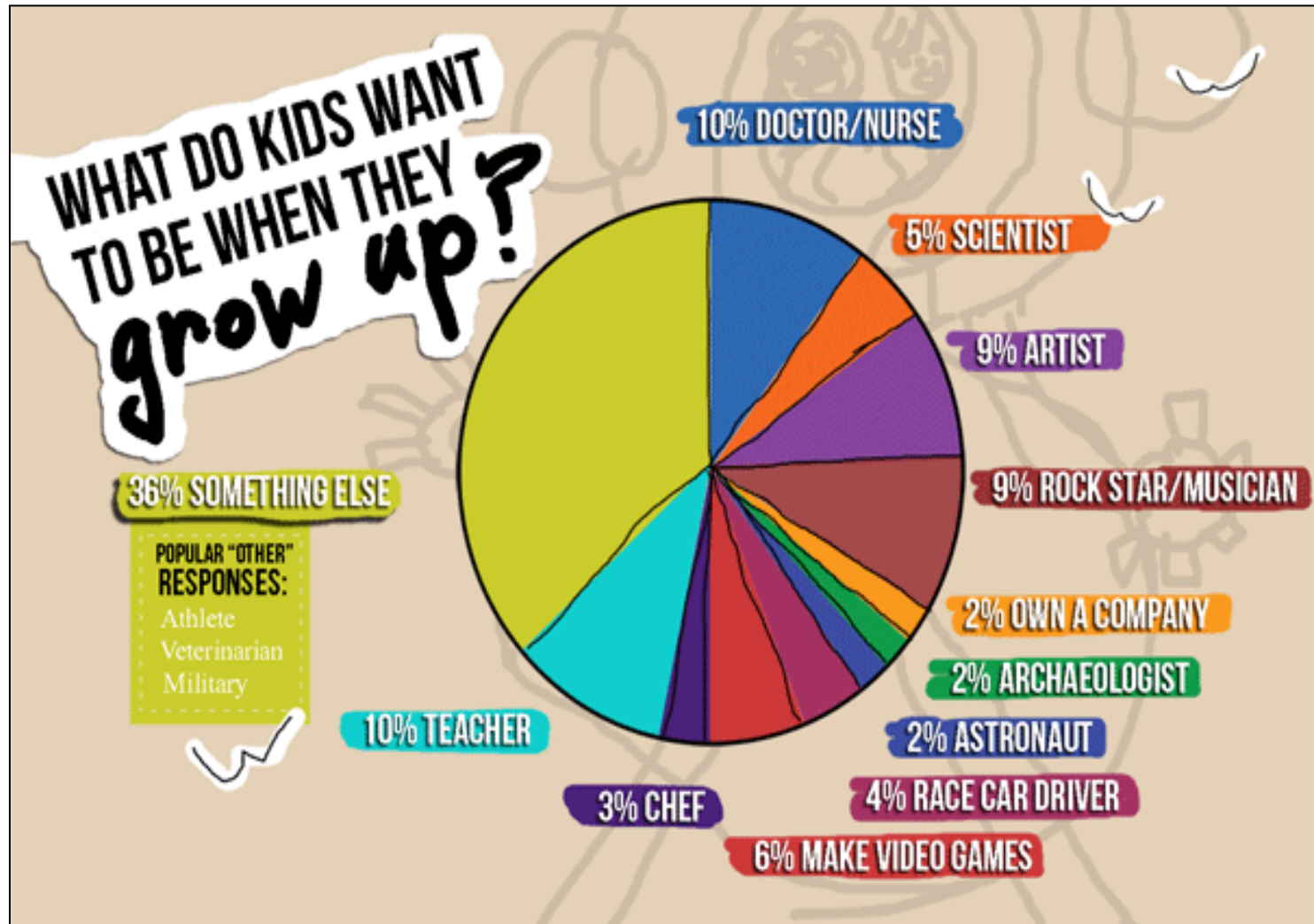


# What are Aspirations?

- 'A cherished desire' or 'Something to accomplish one day'
- Aspirations might not be achieved in the end
- The LA is not responsible for achieving aspirations but they must be set out in the Plan
- Can be whatever the child/YP wants to achieve e.g. be a footballer/hairdresser/pilot/TikTok Star etc.
- Help everyone better understand what motivates and interests them



# Aspirations.....



# What is a 'need'?

- Down Syndrome?
- Inability to recognise letters and numbers?
- Autistic Spectrum Disorder?
- Learning Difficulty?
- Difficulties with self help skills e.g. toileting?
- All the above?



# What is a Target?

- Targets do not form part of an EHC Plan
- They are short term and will be reviewed more regularly (usually termly)
- Where they are set, they should be attached to the EHC Plan as an appendix, so that their impact on Outcomes can be considered





# What is Provision?

- The action of providing or supplying something... a service or resource

Examples:

- *'participation in a social communication group with 4-5 other children, facilitated by a trained teaching assistant for 20 minutes, once per week'*
- *'James will receive one to one support in the classroom, for all lessons, to support him to understand and complete differentiated tasks'*



# The Golden Thread



Aspiration



Needs



Outcomes



Provision



## “The Golden Thread” – Example I

<b>Aspirations</b> <b>A</b>	<b>Needs</b> <b>B</b>	<b>Outcomes</b> <b>E</b>	<b>Provision</b> <b>F</b>
<p>Jenny (age 14) wants to get a job in travel</p>	<p>She needs to improve her spoken language skills</p>	<p>Jenny can give directions to another pupil so they can walk to another classroom in the school at least 100m away, successfully on 2 out of 3 occasions by the end of KS4.</p>	<p>30 minutes small group (up to 5 students) language development programme, 3 times a week, designed and monitored termly by SALT with reinforcement activities in class.</p> <p>Jenny will be provided with a 2 week work experience in a local travel agency during summer term 2017, organised by head of KS4 in her school.</p>

## “The Golden Thread” – Example II

<b>Aspirations</b> <b>A</b>	<b>Needs</b> <b>B</b>	<b>Outcomes</b> <b>E</b>	<b>Provision</b> <b>F</b>
<p>(At age 8) - Bob wants to be better at reading and be able to “read stuff”.</p>	<p>Bob needs to improve his phonic skills</p>	<p>Bob will be able to read a list of thirty 3-5 letter words with 2 and 3 consonant combinations, fluently, by the age of 11.</p>	<p>A phonics programme, delivered in a small group, 4 times a week, for 30 mins each time. Teacher to coordinate, with individual support from a teacher assistant to monitor progress at least every 5 minutes and provide prompts as needed.</p>

# What part do you play?

- As a parent/carer, you will initially input into the EHCP Process by completing Part A with your SENCO or Independent Supporter
- In part A the child/YP and parent/carers outline their Aspirations along with what is 'important to' and 'important for' their child/YP which should shape the 'Outcomes' discussion at the MA meeting



# What part do you play ? (continued)

- The Outcomes (Part E) will be discussed and agreed at the Multi Agency meeting that you will attend, with those working with your child/YP
- This in turn will drive the provision your child/YP receives



# Preparation.....

In order for you to confidently discuss/question/clarify those outcomes suggested by professionals and contribute to the process it is important that you:

- understand what **good outcomes** are,
- understand **how they might be determined** for your child/YP (they will be agreed at your MA meeting)
- have the **opportunity to think about them and discuss** how they are structured with your Case Officer or IASS before the MA meeting
- are **clear about the impact the agreed outcomes** in the plan will have on support/provision for your child/YP



# Where to Start....

Think about where you want your child/YP to be, in terms of skills/development





# In the Long Term

- Looking into the future/adult life or in 5 or 10 years time
- This is likely to influence your **Aspirations** in the plan



# In the Medium/Long Term

- To the end of a key stage/phase of education
- This will help you focus on potential **Outcomes** for your child/YP



# In the Short Term

- By the end of the term/school year
- These things can be fed into the development of **short term targets**
- These form **stepping stones** moving the child/YP towards their outcomes



# Ask Yourself.....

- **what** you would like your child/YP to be able to do?
- **why** you would like them to be able to do it?
- **what** needs to be in place to achieve this?
- **what new skills** they may need to develop to make it happen?
- **how can they be supported** to achieve this?



# Ask Yourself (continued)

- What would success look like?
- How will you know when it has been achieved?
- Would you know it when you see it?



# Ensuring an Outcome is “SMART”



## Specific & Stretch

- Has a clear target: The what
- Is well-defined and easy to understand: The why
- Guides action: The how



## Measurable (and Motivational)

- Can be assessed objectively
- Includes figures/numbers
- Can be seen



## Achievable but Ambitious

- Is challenging but not beyond reach
- Ensures that the C/YP has the ability to do this



## Relevant & Realistic

- Aligns with aspirational outcome
- Is meaningful to the C/YP



## Time bound (and Timely)

- Has a time scale/end date
- Can be achieved (at a stretch ) within the allotted time



# Examples of Outcomes – Are They SMART?

- By The time I go to secondary school, I will be able to go talk to my friends
- **By the time I am 10, I will be riding a bike without stabilisers**
- I will be able to travel to school and back every day, on my own.
- **Joe will demonstrate increased independence**
- At school, Mallie will be holding conversations with other children and adults, describing in simple detail things about her everyday life
- **In 2 years I will have improved fitness and stamina**



# Good Examples of SMART Outcomes

- I will be able to travel independently, on public transport around Enfield by the time I'm 19 (& not with my parents)
- By the end of the autumn term of Year 7 at mainstream secondary school, I will be holding simple conversations with my friends in the playground
- By the end of key stage 4, Humphrey will be taking the bus to school twice a week without support





# Aspiration to Outcome

YP aged 16 with:

- a BMI of 12
- poor feeding,
- gastro problems/reflux & inflammation of the oesophagus

Young Person: “It doesn’t hurt to eat, so I can enjoy my food”

Parent: “ I want him to put on weight”

## **SMART Outcome....**

“By the time I’m 19, I’m eating comfortably and have put on around 2 stone”

# Lets Make it Personal

Think about a key outcome for your child/YP:

- Make a first draft (2 mins)
- Discuss in your pair (5 mins)
- Revise and feed back to the group for comment



# Developing an Outcome...

- By the time I'm.....(age or key stage)
- I can/ have learnt the skills to/ am maintaining/ am doing.....



# Further Sources of Good Outcomes..

- [www.in-control.org.uk](http://www.in-control.org.uk)
- [www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk)
- <http://www.youtube.com/watch?v=z3GJG6qIKys>
- <https://contact.org.uk/help-for-families/information-advice-services/education-learning/ehc-plans-assessments/>



# What Next?

- Did we cover everything?
- We can answer individual questions at the end
- Please complete your evaluation forms – we will shape future workshops with your feedback, so please help us improve it for other parents
- We really hope you have found it useful
- Let us know if there are any other areas in which you need support

