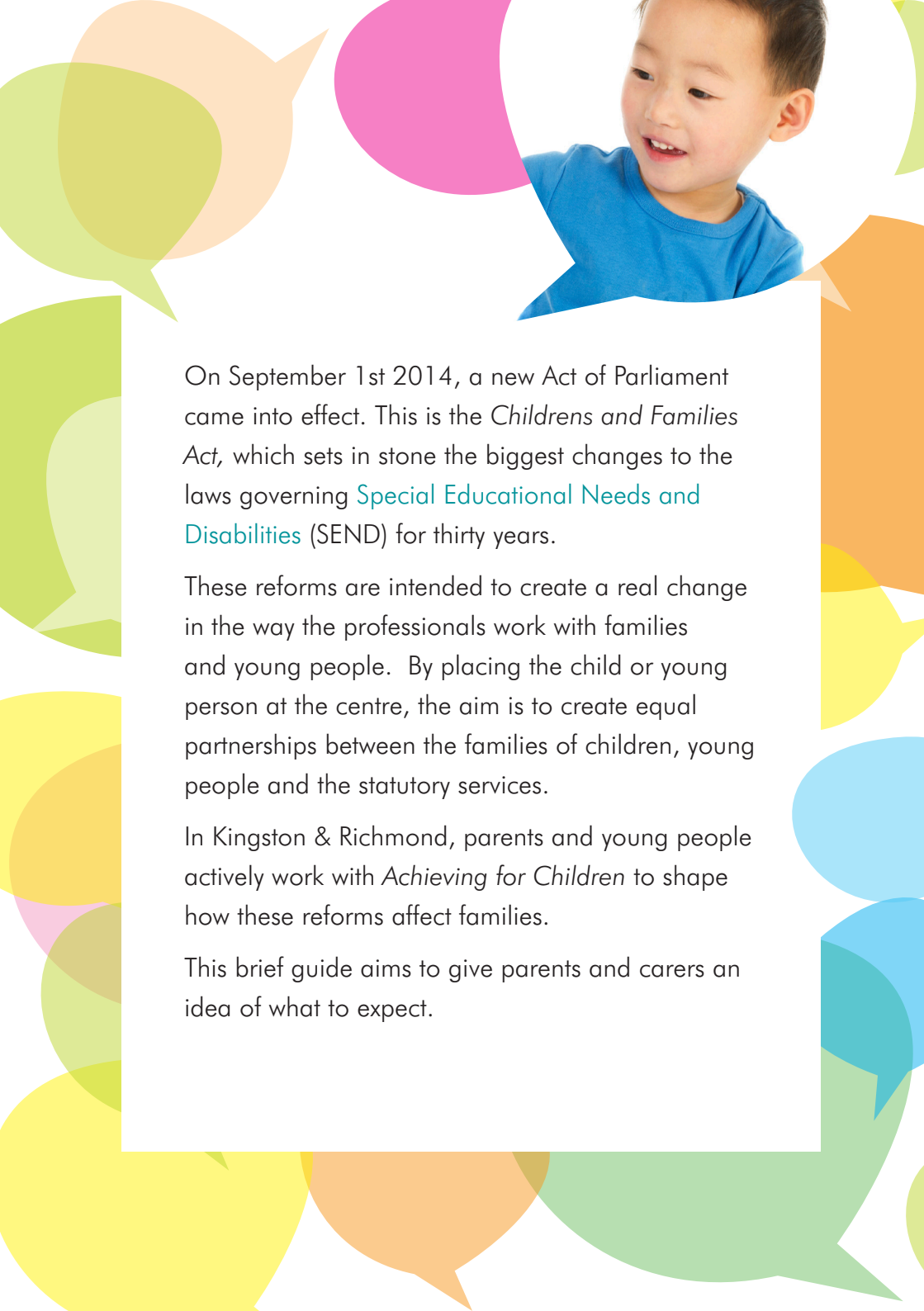




PARENTS & CARERS GUIDE TO THE SEND REFORMS

A new approach to Special Educational Needs & Disabilities

www.sendfamilyvoices.org

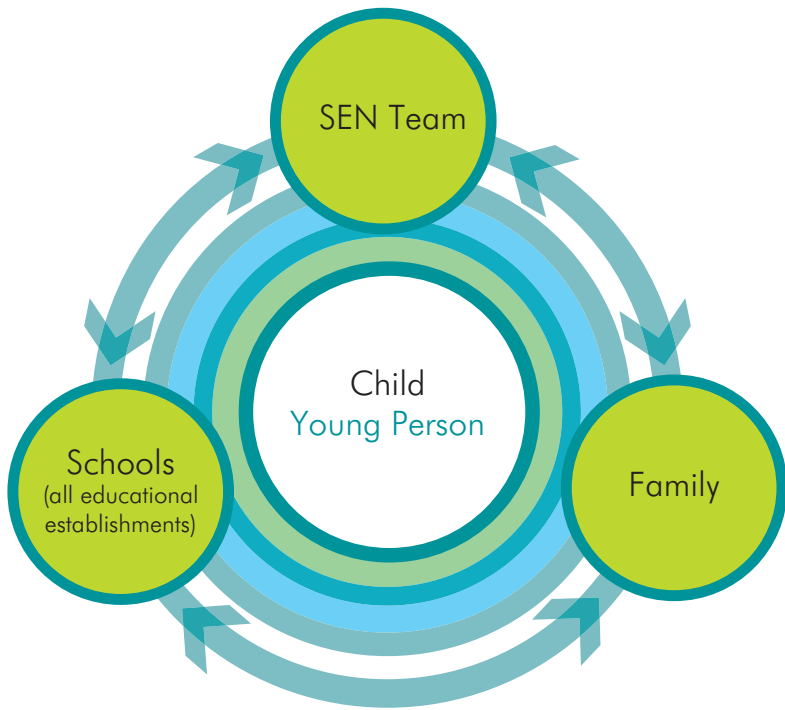
A young boy with short dark hair, wearing a blue t-shirt, is smiling and looking towards the left. He is positioned in the upper right corner of the page. The background is white, decorated with several large, overlapping speech bubbles in various colors: light green, orange, pink, yellow, and light blue. The text is contained within a white rectangular box that has a slightly irregular, hand-drawn edge, set against the colorful background.

On September 1st 2014, a new Act of Parliament came into effect. This is the *Childrens and Families Act*, which sets in stone the biggest changes to the laws governing **Special Educational Needs and Disabilities** (SEND) for thirty years.

These reforms are intended to create a real change in the way the professionals work with families and young people. By placing the child or young person at the centre, the aim is to create equal partnerships between the families of children, young people and the statutory services.

In Kingston & Richmond, parents and young people actively work with *Achieving for Children* to shape how these reforms affect families.

This brief guide aims to give parents and carers an idea of what to expect.



IN THE BEGINNING

The *Education, Health and Care plan* (EHC plan) replaces the system of *Statements of SEN* and *Learning Difficulty Assessments* (LDAs). The EHC plans will support children and young people between ages 0-25 (*Statements* run from 0-19 years). As the name suggests, an EHC plan will cover not only a child or young person's educational needs but their health and social care needs as well.

There is a single assessment process, which aims to provide a coordinated approach across education, health and social care. This process will take 20 weeks (instead of the previous 26). The intention is to enable young people, children and their families to only have to 'tell their story' once.

Children, young people and their families will be involved throughout the assessment process; these reforms are about an equal partnership between you and the professionals involved.

WHAT IS AN EDUCATION, HEALTH & CARE PLAN?

An EHC assessment and plan looks at life beyond education and aims to bring the different services together. It is outcome focused and reflects the child or young person's aspirations for the future as well as their current needs.

Unlike a Statement, EHC plans are person centred and flexible; they may be written in the first person (I like), not the third person (Sarah likes). This in itself is a huge shift in perspective. The EHC plan also includes the views of the parents and professionals who provide support around the child or young person.

In Richmond and Kingston, existing Statements are steadily being replaced with EHC plans, usually at transitional Annual Reviews such as the move from nursery to school, the move from primary to secondary school and the Year 9 review.

Be assured, no-one loses the support they currently receive as a result of moving from a Statement to an EHC plan.

Contact the Independent Support Partnership (ISP) for help with new Education, Health and Care Plans (EHCPs). The ISP is also the first point of contact for new EHCPs or conversions from Statements of SEN. Their aim is to provide a friendly and flexible service by telephone, e-mail, or they can arrange to meet at a place that suits you.

✉ **Independent.support@richmondaid.org.uk**

📞 **020 8831 6076**

@ **www.richmondaid.org.uk/services-disabled/independent-support-partnership**

KIDS provide impartial and confidential Information & Advice Support Services (SENDIASS) for Kingston & Richmond. This includes support for families of young people with Statements of SEN as well as those with EHC Plans. SENDIASS also provides an information service and benefits advice for families.

✉ **RichmondKingston@kids.org.uk**

📞 **020 8831 6179**

@ **www.kids.org.uk**

EHC PLAN TRANSFER SCHEDULES

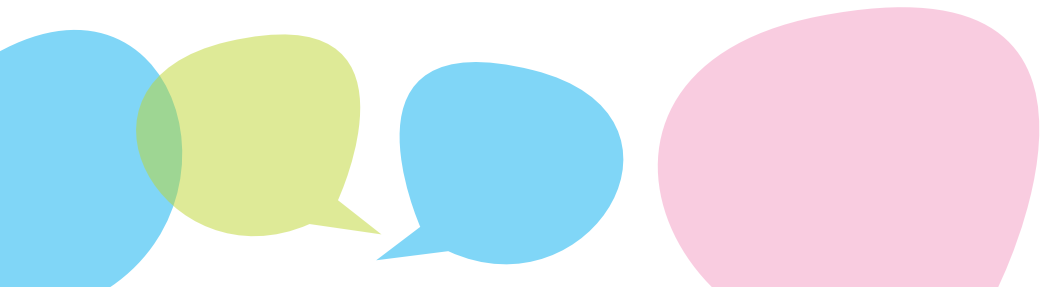
The current Transfer Schedule is:

Phase Number	To take place between
1	1 Sept 2014 and 31 Aug 2015 completed
2	1 Sept 2015 and 31 Aug 2016
3	1 Sept 2016 and 31 Aug 2017
4	1 Sept 2017 and 31 Aug 2018

Achieving For Children's revised transfer plan is outlined below:

School Year Group 15/16	Transfer Date	Phase
Reception	n/a	na
1	1 Sept 2015 and 31 Aug 2016*	2
2	Completed during 2014-2015	1
3	1 Sept 2017 and 31 Aug 2018	4
4	1 Sept 2016 and 31 Aug 2017	3
5	1 Sept 2015 and 31 Aug 2016	2
6	Completed during 2014-2015	1
7	1 Sept 2016 and 31 Aug 2017	3
8	1 Sept 2016 and 31 Aug 2017	3
9	1 Sept 2015 and 31 Aug 2016	2
10	Completed during 2014-2015	1
11	1 Sept 2015 and 31 Aug 2016	2
12	Completed during 2014-2015	1
13	1 Sept 2015 and 31 Aug 2016	2
14	Completed during 2014-2015	1

*Pupils who were originally due to transfer between **1 Sept 2017 and 31 Mar 2018**, now transfer between **1 Sept 2015 and 31 Aug 2016**. This is the only change to the schedule published in September 2014.





WHAT IF YOU DON'T NEED AN EHC PLAN?

For those with SEN or disabilities that do not need an EHC plan, there is SEN Support (which replaces School Action and School Action Plus). Schools and nurseries must work with the child or young person's parents or carers when agreeing what support they will provide and what this support will achieve, drawing on extra resources as needed, setting clear targets for progress and tracking these.

Some educational settings do this through working with young people to develop one page profiles which explain what is important to the young person, what they want to achieve and how the school, college or nursery will help.

WHAT IS A PERSONAL BUDGET?

For those young people being assessed for an EHC Plan, there is also the option to request a Personal Budget to extend their choice and control over their support. This means that sometimes the money being spent on services can be freed up and used in different and creative ways to meet the agreed outcomes. Personal Budgets must be agreed with the school or college, and Achieving for Children.

If a Personal Budget has been requested - and an indicative Personal Budget has been agreed - then a Support Broker will be in contact to help you make a plan. The plan must explain how the money will be used to meet the agreed outcomes for the child or young person.

The amount of money will be based on the support needed for one year and will be reviewed on an annual basis, although you can ask for a review any time. The last draft of the EHC plan (before final sign-off) will include the Personal Budget amount and the agreed method for managing it.

Personal Budgets are new and we are all learning as we go. One of the most useful aspects of this option is the conversations it prompts about how funding is used – whether or not a family take a Personal Budget. Please refer to the Local Offer website for more information on Personal Budgets.

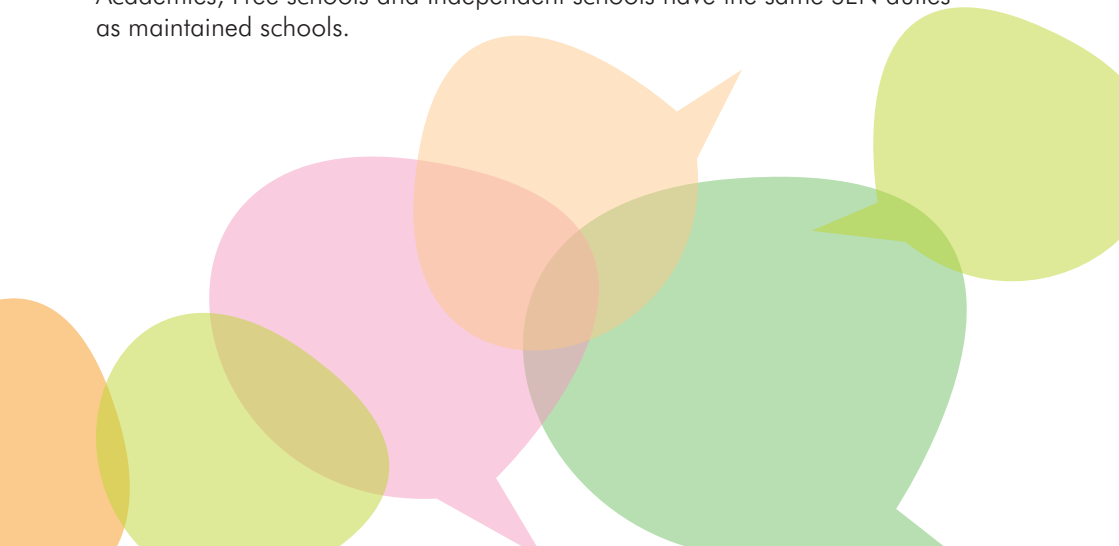


ANYTHING ELSE DIFFERENT?

There is a new duty on health commissioners to deliver the health elements of EHC plans (eg Speech and Language Therapy, Physiotherapy etc.) where these are part of the child or young person's educational requirements.

There are new statutory protections for young people aged 16-25 in further education, including the right to request a particular institution named in their EHC plan and the right to appeal to the first-tier tribunal. Statutory means that the protections are enforceable in law.

Academies, Free schools and Independent schools have the same SEN duties as maintained schools.



WHAT IS THE 'LOCAL OFFER'?

The purpose of the Local Offer is to enable parents, carers, children and young people with SEND to see clearly, from a single and up to date source, the services available to local families and how to access them.

The offer covers services from birth to 25, across education, health and social care. It describes state-funded, charitable and private services, and includes services outside the local area (e.g. schools) which are used by local families. Put another way; 'Local' Authorities must gather together information about the services and support on 'Offer', and made easy to find in a 'Local Offer'. This is because the Local Offer is for the children and young people for whom the Local Authority has responsibility and is more than a directory of information about local services.

WHAT ARE UNIVERSAL, TARGETED AND SPECIALIST HEALTH SERVICES?

Universal Services: are services that anyone in a local community can use e.g doctor, dentist, school nurses, health visitor etc.

Targeted Services: these are services within the local community, aimed at particular groups of children & young people e.g specialist health visitors, speech & language therapists. To use these services, you can go via the Universal Service (e.g your doctor) or one of the Children's Centres.

Specialist Services: these are usually multi-disciplinary teams or services (sometimes at specialist centres) that cater for the needs of children & young people with more complex or persistent difficulties. e.g mental health services or Great Ormond Street Hospital.

THE LOCAL OFFER INCLUDES INFORMATION ABOUT:

- education services from pre-school to further education
- health services which are universal, targeted and specialist
- social care services including short breaks and leisure activities
- preparing for adulthood for young people aged 14 to 25
- training & employment opportunities for young people
- leisure and social activities for young people
- transport arrangements including the local authority's transport policy
- arrangements for assessing children and young people
- how to request an Education, Health and Care (EHC) plan
- transferring from a Statement of SEN to an EHC Plan
- the option of personal budgets
- making complaints, appeals and tribunals
- information, advice and guidance on funding, financial support and support available from local voluntary organisations
- a jargon buster

As well as providing information, the Local Offer will help improve services by highlighting gaps and making services more responsive to local needs.

USEFUL WEBSITES

www.afclocaloffer.org.uk

www.ipsea.org.uk

www.councilfordisabledchildren.org.uk

www.specialneedsjungle.com

www.preparingforadulthood.org.uk

Read the new SEND Code of Practice and the Parent's Guide

www.gov.uk/government/publications/send-code-of-practice-0-to-25

www.gov.uk/government/publications/send-guide-for-parents-and-carers



WHAT IS AN OUTCOME?

Outcomes underpin and inform the detail of Education, Health & Care Plans (EHCPs). Outcomes will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage.

When agreeing outcomes, it is important to consider both what is important to the child or young person – what they themselves want to be able to achieve – and what is important for them as judged by others with the child or young person's best interests at heart.

Outcomes should be something that those involved have control and influence over, and while it does not always have to be formal, it should be specific, measurable, achievable, realistic and time bound (SMART) – and most importantly relevant to the child or young person.

HOW TO WRITE AN OUTCOME:

By (time period)

X will have gained the (description of skill)

so that he can (measureable impact /behavioural observation)

EXAMPLE:

This is an Outcome that fits the criteria, but may not be relevant to the child:

“By the end of Year 3, Peter will be able to read CVC* words with 80% accuracy at home and at school, so that he can read aloud to his teacher.”

This is the same Outcome, but as agreed with Peter:

“By June, I will be able to read aloud a Kipper book to my teacher, so that we can enjoy the story together.”**

*Consonant, Vowel, Consonant words are pig, cat, dog etc

**Level 2 Oxford Reading Tree

JARGON BUSTER

Sometimes, as parents, we think one of the most challenging aspects of being a family that includes a young person with Special Educational Needs or Disability (SEND) is the jargon and the acronyms.

It's possible to construct an entire sentence using SEND related acronyms! The Local Offer has a fabulously helpful Jargon Buster page which can help you steer a course through these.

www.afclocaloffer.org.uk/pages/home/jargon-buster

If you come across a term that isn't included – please contact the Local Offer and they will find the answer, reply to you and include it in their Jargon Buster.

If you have any query at all relating to Special Educational Needs & Disability, please contact us and we will always do our best to find an answer.

SEND FAMILY VOICES

This booklet has been jointly written by SEND Family Voices in partnership with Achieving for Children*.

SEND FAMILY VOICES

We work with parents and families of children and young people with Special Educational Needs and Disabilities (SEND).

We work independently from, but in partnership with, Achieving for Children*, Education (including public, independent and post-16), Health and all other statutory services in Kingston and Richmond.

We bring people together into a community to improve services, share support and strengthen our common voice. By ensuring families voices are heard, and listened to, we empower children, young people and their families to obtain the best possible care and services.

We're a mix of individual parents, plus leads from disability specific support groups and governors from specialist schools; we all offer our time on a voluntary basis and take responsibility for representing the views of a wider group of parents.

Telephone: 07758 305 472

E-mail: sendfamilyvoices@outlook.com

Facebook: [sendfamilyvoices](https://www.facebook.com/sendfamilyvoices)

Website: www.sendfamilyvoices.org

*Achieving for Children (AfC) is a community interest company created by the Royal Borough of Kingston-upon-Thames and the London Borough of Richmond-upon-Thames to provide their children's services (including Education).

October 2015