

# TRANSFER OF STATEMENT TO EHCP

## Children or young people with a statement of SEN

Since 1 September 2014 changes have been taking place for

- children with statements of special educational needs; and
- young people with learning difficulty assessments (LDA).

These children and young people will be going through a process referred to as 'transition' which involves changing from their statements and LDAs to education, health and care plans (EHCPs) within the new legal framework under the Children and Families Act 2014.

Completing the transition process is a duty on the local authority where the child or young person lives. The local authority must have completed this process for children with statements by 1 April 2018.

### EARLY YEARS SUPPORT

Support for children whose special needs are identified between birth and when they go to nursery.

### SEN SUPPORT IN EDUCATION

Graduated approach to support children and young people with SEN in nursery, school or college, based on ASSESS, PLAN, DO, REVIEW cycle. Within control of the nursery, school or college.

### EDUCATION, HEALTH & CARE PLAN

A plan detailing support and provision for children and young people whose needs cannot be met within SEN Support. Contains a description of needs, outcomes and provision around education, health and social care.

### ANNUAL REVIEW

Formal review of progress against targets and outcomes and chance to revisit and reassess needs, outcomes and provision.

### TRANSFER

Process of transferring a Statement of Educational Needs to an EHCP. Managed through a transition review process.

Statements of SEN will remain in force until the transition to an EHCP has been completed, as will all the review arrangements. The legal framework supporting Statements will also continue to apply until all Statements have been transitioned to EHCPs.

**In the case of a child with a statement**, there is a timetable for the transition from statements to EHCPs. For details of the timetable, see below.

If your child has a statement you can ask the local authority to carry out the transition before their intended time but if they do not agree you cannot appeal against that decision. The right to request an EHC needs assessment has been suspended for children with statements for the transition period. You can however still ask for a re-assessment under the Education Act 1996 during the transition period, which you can appeal if refused. If the tribunal finds in your favour they may direct the local authority to undertake an EHC needs assessment.

Code of Practice xi: The legal test of when a child or young person requires an EHCP remains the same as that for a statement under the Education Act 1996. Therefore, it is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHCP – no-one should lose their statement and not have it replaced with an EHCP simply because the system is changing.

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## Kingston and Richmond councils' proposed transfer plan

Taking account of the phased transfer requirements, Achieving for Children (AfC) intends to carry out the transfer reviews in line with DfE guidance, but will also give careful consideration to other groups of children and young people where it appears in their best interest to be transferred to the new system. The detailed plan for transferring from a Statement of SEN to an EHCP is currently under review. Priority will be given to children and young people in transition years (Year 5, 11 and 13).

## Help for families and young people during the transition process

The process of transitioning to an EHCP can be daunting and complex and many families and young people find that they need support with the process.

There are a number of organisations that will help you fill in forms and give you guidance and advice. A good place to start is with your local independent supporters.

[independentsupport@richmondaid.org.uk](mailto:independentsupport@richmondaid.org.uk)

Telephone: 020 8831 6076

or

[RichmondKingston@kids.org.uk](mailto:RichmondKingston@kids.org.uk)

Telephone: 020 8831 6179

For other organisations that can help you see the Local Offer or the "Who is Who in SEN" Section in this guide.

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## Role of the lead professional

### When and how to identify the lead professional

It is helpful for a lead professional to support the family or young person during the process of the transfer from statement to EHCP. Anyone can be a lead professional. It is important that it is someone the family trusts and who is available to take on the role. For children at school, the SENCo or another member of school staff may be the most obvious person as they may well know the child best, however each child is different and it could also be a speech and language therapist, a family member, or independent supporter – to name a few possibilities. It is worth noting that although a family may request that a professional take on the role of lead professional, that professional is not obliged to accept. Some feel that they do not have the time or expertise to be able to support the process in this way. In this case the family may consider asking someone else or managing the coordination on their own behalf. For families that do not have someone who can act as Lead Professional and do not feel able to manage the role themselves they are strongly recommended to seek support from the independent supporters or a voluntary sector organisation which has knowledge of the EHCP process. Some families or young people may decide that they do not want to nominate a lead professional at all (the role is optional).

### Why have a lead professional?

The lead professional role is available for the entire lifetime of an EHCP, although who takes this role may change over time as the child grows and circumstances change.

The lead professional is a contact point for parents and families who will help ensure that the provision of services and support are joined up and that the input needed for an EHCP is coordinated. They can also act as advocates for the family or young person where there are concerns or issues around the process or the content of the plan.

The lead professional is a person who the parent, carer and/or young person feel comfortable working with and vice versa. They may have some professional or therapeutic expertise from which the family can learn as they navigate their path through SEND support.

It is helpful for the lead professional to know and understand the background of the family. This can be particularly helpful for the family in reducing the need to re-tell their story.

Following meetings, the lead professional is able to re-visit the discussion with the family and reassure them about agreed actions, rationale and next steps (as appropriate). They will raise concerns with relevant services as/if appropriate although they are not accountable for the actions of other professionals or services.

### What does the lead professional do?

- Acts as a main point of contact for the child and the family
- Supports families in ensuring that all needs are properly identified and that suitable outcomes for the child or young person are included in the EHCP
- Keeps an overview of the case and be included in communication about what is happening
- Using their knowledge of the overall situation, helps to identify any concerns or issues
- Supports families in ensuring that agreed actions are carried out
- Hears concerns from parents and help to signpost them in terms of services or facilitate communication with others as needed
- Reduces overlap and inconsistency

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## Drafting Section A and defining outcomes

### Section A

Parents or the Young Person will need to complete a section A of the EHC Plan – which defines the aspirations, views and interests of the child or young person. It also allows the parents or carers to express their views. There is no equivalent section in a Statement of Educational Needs, hence this needs to be created from scratch. The content of Section A is important to the rest of the EHCP as it sets out the hopes and aspirations of the child or young person, which provides context and direction for the rest of the EHCP. The parents or young person should be given a copy of the Section A template (ideally in electronic format) as early as possible in the transfer review process. This should ideally be at the Annual Review meeting prior to the transfer review being initiated, but failing this at the point when the EHCP coordinator from the SEN Team contacts the family to initiate the transfer review. Parents of the Young Person may wish to hold a “paperwork meeting” with the school (probably the SENCo) to work on the draft of Section A. The family or young person should aim to give the completed section A back to the EHCP coordinator by the time of (or shortly after) the transfer review meeting – as this will ensure that the contents of section A can be circulated to any professionals who are being asked for guidance during the process of drafting the EHC Plan.

### Outcomes

One of the most difficult and important parts of the form to complete is section E on outcomes, which do not appear explicitly in a statement of SEN and will therefore need to be written during the transfer review process. A discussion about possible outcomes for the child or young person should happen during the annual review process prior to the transfer review. These will be documented on the annual review form and will provide a base that can be further enhanced during the transfer review process. It is also worth noting that in addition, professionals that provide their input during the needs assessment may also suggest outcomes, based on the aspirations and goals in section A. If the parents or young person have not discussed outcomes (Section E) at the annual review meeting then, following the triggering of the transfer review process, it is strongly recommended that the family or young person organises a ‘paperwork’ meeting with the school to discuss possible outcomes (section E), which should link clearly to the aspirations expressed in section A. If a lead professional other than the SENCo has been nominated, then it is advisable to include that lead professional in the meeting. More detailed guidance on filling in the form can be found under the section ‘Detailed guidance on completing an EHCP form’ (Golden Binder Chapter 5).

If a child is not in school or the family or young person does not feel that the SENCo is the right person to support with defining outcomes then they can ask their lead professional to help them define some draft outcomes or they can complete section A and outcomes on their own.

### Defining outcomes

Defining effective outcomes is important as it provides clarity around what the child or young person is working towards in order to meet their aspirations. It is important that those involved in drafting input for the plan understands the importance of defining appropriate outcomes and how to write them. Below is a tool that helps when writing outcomes. More detailed can be found in the appendices.

#### How to write an outcome:

- ***By (time period)***
- ***X will have gained the (description of skill)***
- ***so that they can (measureable impact /behavioural observation)***

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**Example:**

Time Period	Description of the skill that will be gained	Description of what the pupil will be doing differently
By the end of Year 6...	...Malie will have gained understanding and use of spoken language skills...	...so that she can hold conversations with other children and adults, describing (in simple detail) things about her everyday life

**What the Code of Practice Says about outcomes:**

9.64 EHCPs must specify the outcomes sought for the child or young person in Section E. EHCPs should be focused on education and training, health and care outcomes that will enable children and young people to progress in their learning and, as they get older, to be well prepared for adulthood. EHCPs can also include wider outcomes such as positive social relationships and emotional resilience and stability. ...

9.65 Long-term aspirations are not outcomes in themselves – aspirations must be specified in Section A of the EHCP. A local authority cannot be held accountable for the aspirations of a child or young person. ...

9.66 An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). ....

9.67 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...

9.68 Outcomes underpin and inform the detail of 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..... In all cases, EHCPs must specify the special educational provision required to meet each of the child or young person’s special educational needs. The provision should enable the outcomes to be achieved.

9.69 The EHCP should also specify the arrangements for setting shorter term targets at the level of the school or other institution where the child or young person is placed...

For young people, post-16, it is particularly important to draft clear outcomes to carefully plan for that young person’s transition in to adulthood and the various pathways within them. Clear consideration has to be given for young people or their parents who wish to remain in education post-19 and what outcome they aim to achieve. For young people up to 25, an EHCP may be maintained under certain conditions if there are outcomes that have not been met and the young person requires more time to meet those outcomes (and continues to make progress towards them). Conversely, if a young person is capable of, and wishes to work, AfC can offer support to help him or her to find a traineeship or apprenticeship.

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## Statutory process for transfer of statement of SEN to EHCP



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## Transfer of statement of SEN to EHCP – Step-by-Step

### 1. Annual review meeting - the trigger for transferring

Every child with a statement of special educational needs has an annual review meeting. The annual review held the year before the child is due to transition will be used as part of the evidence gathering to inform the EHC assessment. Professional advice will be requested. This advice should focus on the needs and provision for the child or young person as well as suggested outcomes.

At the annual review meeting the child's needs, progress towards outcomes and provision will be discussed as usual. There will be a keen focus on discussing and agreeing appropriate outcomes, which will be included in the annual review paperwork. Additional details of the annual review meeting are provided in Chapter 7 of the Golden Binder – specifically under the section defining sample agendas for various types of annual review.

In most cases the statement will be transferred to an education, health and care plan. However for some children or young people who are making good progress, a statement may no longer be necessary to support them, they may be able to access all the support that they need through the SEN support process. If this is the case it should be discussed and agreed at the annual review meeting. This constitutes a success for the child or young person, as well as the interventions provided and should be recognised at the meeting. This recommendation should then be submitted to the local authority (Achieving for Children), which will carefully consider it if they agree will confirm the decision to the family or young person in a formal letter. If a decision is taken to cease a statement, the statement remains in place until the appeal deadline. If the parents decide to appeal the decision, the statement remains in place until the end of the appeal. If a child or young person no longer has a statement, the school becomes responsible for putting in place a package of support, documented in an SEN support plan for the child (see section on SEN support).

For most children however, the higher level of support provided by the statement will need to remain in place, and the process of transitioning to an EHCP should be started. It is recommended that during the annual review meeting there is discussion about any changes of need, or whether further professional advice is required in order to determine the child's needs, provision and outcomes. The law allows for a full reassessment (request for updated advice) from professionals unless the parents, professionals and local authority all agree that the existing advice is sufficient. It should be documented as part of the review which professionals will be asked for new or updated advice and what the 'purpose for involvement is' for that professional. Once Achieving for Children receives the annual review paperwork from the school, they will start the process (this may not happen immediately).

### **Preparation for a transfer from statement to an EHCP**

Often the information contained in a statement of educational needs is somewhat out of date – in particular with respect to the profile of the child and in some cases the professional guidance that is referred to in the statement and upon which it is based. The transition process allows for the local authority to seek professional advice, and it is obliged to do so if there is not sufficient information to make an EHCP. However, it is for each service to determine what that advice is. Paragraph 9.49 in the Code of Practice sets out the professionals whose input must be sought during a needs assessment, unless the family, professional and local authority all agree that the existing advice is sufficient to write a needs assessment.

There may, however, be additional professionals (such as specialist health professionals or voluntary sector therapy providers) whose input the family or young person may wish to have considered as part of the needs assessment. They are entitled to do this, the local authority must consider any reports that the parents submit as part of the needs assessment. Professionals not commissioned by AfC may not be subject to the same timeframes associated with seeking advice.. Therefore it is advisable to seek updated information ahead of the planned transfer review meeting, in accordance with the schedule.

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## 2. Initiate transfer review

Once the local authority receives the annual review paperwork from the school they will consider the contents of the minutes from the review meeting and will make a decision whether to initiate an EHC assessment (in almost all cases) or propose to cease to maintain the statement. The EHC coordinator will make contact with the family in either of these outcomes.

If the decision is to cease to maintain the statement the parents and young person, if over 16, will have the right to appeal the decision. The statement will remain in place until the end of any such appeal.

If the decision is to proceed with a transfer review and EHC assessment the EHC coordinator will contact the family and/or young person to initiate the transfer review. They will explain that a letter will be sent to the family or young person inviting them to attend a transfer review meeting on a specific date (giving them at least 2 weeks notice). The date of this proposed meeting is the start date for the 18 week transfer process. A face to face transfer review meeting may not be deemed necessary by the family if all the points are covered during the initial phone call – in which case the parent or young person may request that the meeting be cancelled. During the call the EHCP coordinator may discuss the process of the transfer and discuss section A, outcomes and which professional guidance needs to be included in the needs assessment process. Otherwise these points need to be covered in the transfer review meeting.

Following the call the EHCP coordinator will email or post a copy of the section A to the family or young person, with information on where to get help filling it in.

The family or young person should consider who they would like to nominate as their lead professional.

## 3. Discuss Transfer Review Process

The family or young person should have the opportunity to discuss the process of the transfer with their EHCP coordinator. This will either be covered in the initial telephone call or during the transfer review meeting, if the parent or young person wants to go ahead with the face to face meeting. They should discuss the annual review report and advice within it, review the current statement, and agree whether the advice already available is sufficient or whether further advice should be requested. In most cases there will be existing reports from professionals already involved with the child, which may be deemed sufficient for the purposes of the needs assessment. However, if the family or young person or the professional deem that the information is not sufficient for the purpose of drafting an EHCP the local authority must request updated advice.

Code of Practice 9.47: The local authority should consider with the child's parent or the young person ... the range of advice required to enable a full EHC needs assessment to take place. The principle underpinning this is 'tell us once', avoiding the child's parent or the young person having to provide the same information multiple times. The child's parent or the young person should be supported to understand the range of assessments available so they can take an informed decision about whether existing advice is satisfactory. The local authority must not seek further advice if such advice has already been provided (for any purpose) and the person providing the advice, the local authority and the child's parent or the young person are all satisfied that it is sufficient for the assessment process. In making this decision, the local authority and the person providing the advice should ensure the advice remains current.

The Code of Practice (9.49) sets out advice that must be sought during a Needs Assessment (if parents, the local authority and professionals do not agree that existing advice is sufficient)

- The child's parent or the young person
- Educational advice from the head teacher or principal of the school or post-16 or other institution. If that is not available e.g. the child is not at school, the local authority must get advice from the person teaching them (which could include the parent) or someone with experience of teaching



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children or young people with SEN, or knowledge of SEN provision which may be called for in different cases to meet those needs

- Medical advice and information from a health care professional identified by the relevant commissioning body
- Psychological advice and information from an educational psychologist
- Advice and information in relation to social care
- Advice and information from any other person the local authority thinks is appropriate
- Where the child or young person is beyond year 9, advice and information in relation to provision to assist them in preparation for adulthood and independent living
- Advice and information from any person the child's parent or young person reasonably requests
- Advice from a specialist visual or hearing impairment professional if relevant

During the transfer review meeting the family or young person has the opportunity to discuss and review with the EHCP coordinator Section A and the draft outcomes, which should have been documented in the annual review report. Following the meeting the EHCP coordinator will send these, along with the request for an assessment, to all professionals who have been identified as needing to provide input.

Code of Practice 9.50: The local authority must give to those providing advice copies of any representations made by the child's parent or the young person, and any evidence submitted by or at the request of the child's parent or the young person.

If draft outcomes and section A have not been covered during the Annual Review meeting prior to the transfer review then the EHCP coordinator should discuss the need for these with the family or young person and then send them copies of the relevant forms to complete as soon as possible.

Whether the transfer review meeting happens as a face to face meeting or is covered during the initial telephone call between the EHCP coordinator and the family or young person the following points should be covered:

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## Transfer review meeting – suggested agenda

Attendees: EHCP coordinator and family or young person. Lead professional if already nominated.

### AGENDA

- Discussion of transfer review process and the main steps and timing
- Review of the annual review minutes and associated documents, current statement of SEN and existing reports
- Discussion of which professional input is needed, whether the current advice is sufficient and whether further advice should be sought. Agreement on whether this advice will be requested by the local authority (for school, EP, community paediatrician, therapy, social care and other local authority input e.g. teacher of the deaf) or provided by the family or young person
- Review of section A (if already completed by family or young person) or explanation of section A and the need to complete it
- Review of outcomes that were suggested during the annual review meeting or that are suggested by the family and a discussion of how these will be finalised, including suggesting that the family / young person meet with the SENCo to discuss these if this has not happened at the annual review (a “paperwork meeting”)
- Explanation of where the family or young person can go to get help and support during the transfer process (Independent supporters and others)
- Initial discussion around placement. Many children going through the transfer process will remain in their existing placement successfully – however the EHCP coordinator should discuss this with the family or young person and understand whether there are considerations to change of placement. (This is by no means a decision at this point).
- Personal budgets. The EHCP coordinator should make the family or young person aware that they may request a personal budget as part of the process if they choose, and should provide them with details of where to get more information and support

## 4. Draft EHCP

Professionals whose advice is sought following the transfer review meeting will have six weeks to provide their advice. It is for each professional agency to determine what their advice is.

If professionals receive a request for advice as part of a needs assessment they must provide it; it is not sufficient to say, ‘not known to this service’. It is however possible that the advice provided by the service is ‘does not meet our referral criteria’ or ‘our advice is that this child or young person does not need an assessment’. The request for advice from social services is particularly important for young people over 16, even if not previously known to social services.

[Code of Practice 9.51: “The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person’s age and phase of education and strategies for their achievement.”](#)

Professionals should provide their input in a format that makes clear the needs of the child, the recommended provision and the suggested outcomes. More detailed information on wording and phrases that are recommended or should be avoided can be found in the Section on detailed guidance on completing an EHCP.

AfC is responsible for requesting advice (when required) from services listed in Para 9.49 of the Code of Practice (see previous page). Families may also request or provide additional reports over and above those requested by the local authority. These may include reports from specialist health professionals (e.g. consultant surgeons or specialist paediatricians), private therapy providers or private educational psychologists. The local authority has a duty to review and consider all such information submitted by parents. The local authority may ask a professional from the local authority teams to review the information provided if they deem it necessary.

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The EHCP coordinator will take all this professional input, including agreed existing reports, the existing statement and the outcomes and will use it to draft the EHCP sections B to H2. More detailed notes on how these sections should be populated can be found in the section 'Detailed guidance on completing an EHCP form' – Golden Binder Chapter 5.

## 5. Decision to issue a draft EHCP

The Local Authority (AfC) will issue the draft plan by post and write to the family to ask them to review the plan, suggest any changes to the content of the plan and to express a preference for a school or college (even if this is the one they are already attending). The parent or young person has 15 days in which to do this. The letter will also offer the parent or young person the option of attending a review meeting to review the draft. If they choose to go ahead with this meeting the 15 day time period will be extended.

## 6. Optional review meeting

If requested, the EHCP coordinator will organise a review meeting at which the parent or young person can review the draft EHCP and provide their comments. They may also request that other professionals, including the Lead Professional attend this meeting.

### Purpose of the meeting

The purpose of the meeting is to focus on sections E (Outcomes, B (Special Educational Needs) and F (SEN provision) ensuring that needs, provision and outcomes are clearly linked, challenging and personalised to that child. Needs and provision should have been detailed in the written advice provided by professionals and should only need minor adjustment during the meeting. If substantial change is needed to sections B, C, D or F, G, H1, H2 then professionals may need to update their written advice so that their reports are consistent with the content of the assessment summary.

The meeting should ensure that there is a 'golden thread' running through the assessment summary, from aspirations (section A) through strengths and needs (Section B, C, D) to provision (Section F, G, H1 and H2) and outcomes (section E).

Outcomes are defined as 'the benefit or difference to be made to the child or young person as the result of the intervention' (provision). **Provision should be identified for each need specified** and should support the child or young person in reaching the defined outcomes. This should all be backed up by the professionals' reports. The EHCP coordinator will have numbered the needs, provision and proposed outcomes as part of the assessment summary to help show the linkage.

## 7. Request for School / College

The Local Authority (AfC) will consult with the preferred school or college, which then has 15 days in which to give their view about being named in the child or young person's EHCP. N.B. The Local Authority has a statutory duty to consult with a school or college before naming it in a plan following a transfer review (which in effect is a reassessment), even if it is not a change of placement. For more information on requesting a school or college please refer to the Section "Determining nursery, school, college or placement" on p25 of Chapter 4 of the Golden Binder, Education, Health and Care Plans.

## 8. Issue Final Plan

The final plan is issued by post, including any agreed amendments. In the final EHC Plan Section I will be filled in, which defines the educational placement.

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## Transfer of a statement to an EHCP - Who does what?

### Educational setting's role

- Ensure that the annual review paperwork is submitted to the SEN team in a timely manner, paying particular attention to outcomes. Support the family or young person with completing section A of the EHCP and in defining some appropriate draft outcomes. Organise a "paperwork" meeting including the lead professional (if not the SENCo) to do this if is not covered during the annual review meeting.
- Signpost additional help and support to families and young people (e.g. SENDIASS, independent support, parent / carer forum - SEND Family Voices).
- Be prepared to act as Lead Professional (SENCo most likely to be asked) if asked to do so.
- Support the family and the SEN Team to ensure that all the professionals who need to provide input to the needs assessment are identified.
- Prepare any plans and documentation relating to the special needs of the child or young person from a school setting in particular based on the existing statement and provision as input to the draft EHCP.
- Attend the optional review meeting once the draft EHCP is drafted, if requested

### SEN Team role

- Ensure that all children in the year identified as going through the transition process are identified and are notified of their transfer review.
- Contact the family and/or young person following receipt of the annual review paperwork to initiate the transfer review and invite them to the transfer review meeting
- Send the section A and outcomes sections to the family or young person so that they can complete in advance of the transfer review meeting, if they have not already done so.
- Schedule and attend the transfer review meeting, if requested, ensuring that the lead professional is invited (as well as the family or young person).
- Ensure that during discussions of the transfer a complete list of the advice that is needed is identified, and whether any new advice will be sought or whether an existing report is deemed sufficient. The views of the parent or young person in this are paramount.
- Ensure that advice to complete a needs assessment is requested from professionals unless there is agreement from parent, professional and local authority that the existing advice is sufficient.
- Create the draft EHCP based on input from parent, child or young person (section A) and school and professionals (Sections B-H2).
- Chase up any input that has not been received.
- Issue the draft EHCP to everyone involved and send a formal letter for the parents and young person asking for their comments on the draft and for their school preference. Offer a review meeting.
- If requested by the family or young person schedule a review meeting and invite any other professionals requested by the family or young person.
- Amend the EHCP draft incorporating further advice following the meeting. Ensure that any professional, who were consulted for advice, that was not able to attend has a chance to comment and provide input.
- Consult with the preferred school or college on being named in the child or young person's EHCP
- Finalise the EHCP, including section I, placement and issue the plan.

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### Guidance for parents, carers and young people

- Ensure that section A and Outcomes are discussed at the Annual Review meeting prior to the transfer review
- Be proactive with getting reports from professionals that are beyond the scope of the local authority (this may include specialist doctors, voluntary sector organisations, private health or EP reports). If you wish these to be considered as part of the needs assessment then you will need to make sure that the information is available during the six to eight weeks of the drafting of the plan. Doctors' appointments often take months to set up so do try to do this as early as possible.
- Complete section A and provide your suggestions for outcomes (Section E) in a timely manner as this will ensure that your submission can be circulated to all professionals who need to provide input. Do ask your school or lead professional (if not the SENCo) to help with this.
- Ensure that you have discussed with the EHCP coordinator at the transfer review meeting which existing reports you are happy to use for the needs assessment (as they are still relevant) and which new advice the local authority should request (this could include SaLT, OT, CAMHS etc).
- Think about who would be the most suitable person to act as the lead professional during the preparation of the plan as this will be discussed at the transfer review meeting.
- Start thinking early about suitable placements for your child. In many cases the placement will not change when a child moves from a statement to an EHCP, but if you are thinking of a change in placement you should be aware that the statutory process only allows 15 days for the formal response from you regarding placement and this does not allow much time to visit possible schools.
- Consider whether you would like to request a personal budget and find out what is in scope and whether it will be practical.
- Be aware that during the EHCP needs assessment it is possible that based on the updated advice gathered the Local Authority will decide that it is no longer necessary for the statement or an EHC Plan to be maintained, but that the needs of the child or young person can be met through SEN support within the educational setting. You have the right to appeal this decision.

### Other professionals

- Attend annual review, where appropriate, and ensure that reports are up to date and in a format which supports the new format for EHCPs (needs, provision, outcomes) as far as possible.
- Provide written professional advice relating to a child's needs, outcomes and suggested provision to support the needs assessment request and the EHCP content.
- Wherever possible submit information in standard formats (such as the health advice form) and structuring advice around needs, outcomes and provision.
- If professional input requested by AfC, this must be supplied within six weeks of the request.
- If advice is requested it must be provided; it is not sufficient to say that the child or young person is not known to the service
- Attend the meeting to review the draft EHCP if attendance is requested, or if unable to attend, provide input in writing.