

<b>FAQ's regarding Elevate Programme</b> in response to questions raised at the November 2024 SENCo Briefing sessions	
<b>Questions:</b>	<b>Answers:</b>
Will the outcome on preparing for adulthood be covered in each area of need?	Yes, this becomes a skill of writing with no separate PfA sections. We are using the NDTi resources to support: <a href="#">Preparing for Adulthood: EHC Planning - NDTi</a>
Are amendments documents staying the same?	No, we have a whole new suite of Annual Review documents, please take a look: <a href="#">Documents - Local Offer Birmingham</a>
If outside agencies have commented in reports, can we write "see EP's report" etc.?	Yes, but please do navigate the receiving Officer to where in the report. For example, 'see EP's comment on this, page 6, paragraph 2.'
Can I ask if it is an urgent request why we are still being asked for two terms of evidence?	You are not, there is a space to explain exceptional circumstances in the new EHCNA Request document.
Is DLP involvement counted as outside agency involvement?	This would depend on the nature of the DLP project and work and whether this was appropriate to the request. It would also depend on whether the professionals held the relevant qualifications
Is there any particular form to use to show a graduated approach?	No; the Working Party felt it better to allow flexibility for schools and settings and be able to use whatever format they record their assess, plan, do, review cycles on.
Private Speech and Language involvement - can they be used as external agency?	Private reports will be considered, yes.
Private SaLT therapist provided by parents who may work with pupils in school - can their reports be used as evidence?	Private reports will be considered, yes.
If in mediation the LA suggests involvement of an EP - would this come through as statutory hours from LA or need to come out of school's traded hours (of which there are rarely any to spare)?	It would come from the school's traded hours. Mediators make it clear that the school should prioritise access to services based on need.
If a child is in AP currently and a draft EHCP comes through stating mainstream, how do we answer the consultation form appropriately?	The school would state that they have endeavoured to meet the child's need by using an AP provider, state how this provision has been different to school provision and its impact on learning.
To support triangulation from outside agencies, will 'hours' be allocated for PSS and CAT and the EP team to attend non-year 5 EHCP reviews?	Schools all have a core allocation of hours for pupil-based work. All work, including annual reviews would need to be prioritise from this allocation of hours.

<p>We are not getting diagnosis letters from clinical partners; will the school nurse team have access to these?</p>	<p>No, they are only a signposting service to guide on who is involved.</p> <p>Do note any difficulty in attaining medical letters in the Annual Review Report / EHCNA Request / Setting Based Information document and state the attempts you have made to gain the letter. We can follow up with our health colleagues our end then.</p>
<p>When should the Y7 transition review be? When their normal AR is due when in Y5 or Y6?</p>	<p>The Annual Review Guidance sets out all the dates for transition reviews: <a href="#">SENAR Annual Review Guidance</a> (pg22)</p>
<p>On the attainment section, will there be an EYFS section</p>	<p>Yes; EYIS were involved with the coproduction of the EHCNA Request / Setting Based Information documents and helped build a best-fit table, as we are aware there are so many different ways to capture attainment at this crucial developmental stage.</p>
<p>With regards to the threshold related to the Cost provision Map, how much detail is needed? Is there a template that's preferred?</p>	<p>The Working Party did not determine a template for this, to allow flexibility for schools and settings to send us what they already have, and not duplicate work already completed.</p>
<p>If parents name special on EHC but specialist provision refuse as they are full but recognize specialist provision is needed, can mainstream be forced to take the children? Would this go to mediation?</p>	<p>Every child has the right to an education. A child may remain in their setting or be placed into a setting while a more suitable setting is secured. The Element 3 Top Up Funding the setting receives will reflect this.</p> <p>Mediation and tribunal can only be raised by parent/s, so they may decide to take this step.</p>
<p>In early years we only have 1 year to plan do review so are we going to find more are declined due to not enough plan do review cycles?</p>	<p>No, the graduated approach is not based on time per se, it is based on cycles. The key is to set your intervention, apply it, analyse and evaluate it, and judge its impact. If you need to involve external professionals, they will guide you on the second/third cycles and together you can decide if it is appropriate to make an EHCNA Request. <a href="#">The Graduated Approach - Local Offer Birmingham</a></p>
<p>If a child has clear diagnosed long-term needs and is not able to attend full-time due to these needs, can they get an EHCP without evidence of graduated approach?</p>	<p>No, evidence of need and support is required to fully inform decision making by the multi-agency SEND Panel.</p> <p>An EHCP sets out provision that is beyond what is ordinarily available to support a child or young person bridge the gap between their SEND needs, and their outcomes based on their aspirations.</p> <p>In order to determine what provision is needed, cycles of assess, plan, do review (SEND Support) need to evidence what intervention has been tried and evaluated, alongside relevant external professional/s, to determine the level of provision required.</p> <p>It may be that this child is unable to attend, but it is important to evidence how they have been supported to learn, and show any progress made, or not. It is</p>

	<p>also important to determine if it is rooted in a medical need, and / a SEND need. Engage the relevant professional/s, follow their recommendations, and again evaluate impact. They will be able to guide you on whether an EHCNA Request is appropriate. Take a look at the Local Offer for more detail: <a href="#">The Graduated Approach - Local Offer Birmingham</a></p>
<p>If a parent has requested and received a date for the tribunal hearing (to contend a finalised EHCP), but didn't know about mediation, can they call for a mediation in the interim?</p>	<p>No, not if they've lodged an appeal. They have access to their allocated Tribunal Officer, who will be able to work with the parents to narrow issues or resolve their appeal, which is the tribunal expectation.</p>
<p>If a parent is awaiting a tribunal date over school placement as they would like Special, but a resource base becomes available and they take the resource base placement, would their tribunal date still stand?</p>	<p>Every case has its own complexities, and so the parent liaising with their allocated Tribunal Officer is of uttermost important. In this scenario, if parents agree to an RB placement, the tribunal will come to an end by consent and the tribunal would issue an Order to that affect.</p>
<p>For plans that have PFA, do we review on this new format which doesn't match now as these have Area Of Need?</p>	<p>The Annual Review Reports have space to review according to what your plan has in Section E: either Areas of Need OR Preparation for Adulthood.</p> <p>If you are recommending new outcomes, please state them under Area of Need.</p>
<p>Would maintained nursery schools access information from health visitors as we do not have a school nurse?</p>	<p>Health Visitors may be able to advise, yes. Please check with them first.</p>
<p>Do you have to have an outside agency involved in the annual review. We don't have enough hours for this to happen for all of our children!</p>	<p>Best practice is to engage the relevant professional/s for an update of the child or young person's needs, provision and progress prior to the Annual Review, in order to be able to full evaluate their progress towards the outcomes in the EHCP.</p>
<p>Can you clarify the Physical/Sensory area of need? I understand it is for VI/HI/DP but then struggle with the best category to use for a child with ASC with extreme sensory sensitivities.</p>	<p>Physical/Sensory does refer to VI/HI/DP. C&amp;YP with Autism and extreme sensory differences are categorised as Communication and Interaction.</p>
<p>With regards to agency involvement at EHCNA request. Historically SENAR have used the reason of NTA as not enough outside agency involvement. Is it still the case that PSS and CAT are not statutory, only that EP is? If we are looking at just using CAT or PSS etc, how will this look without EP involvement?</p>	<p>An EP is not required prior to a EHCNA Request unless they are the most relevant agency.</p> <p>We have reviewed the EHCNA process with the SEND Panel Chair and are keen to 'bust the myth'. It is important that the right agency (or more than one if relevant) is involved at the right time.</p> <p>EPS are asked to assess a child or young person's needs and recommend provision as part of an EHC</p>

	Needs Assessment (once it has been agreed to assess).
Can previous or current funded SSPPs be attached as graduated approach evidence?	Yes; these must be within the last two years.
How do we evidence graduated approach with the children in our mainstream that are not accessing the mainstream and are struggling to increase reduced provision. And newly arrived child with high needs and no previous paperwork?	<p>Each child is on their own learning journey. If identified under SEND Support, that journey is documented via assess, plan, do review cycles:</p> <ol style="list-style-type: none"> <li>1. Assess the need</li> <li>2. Plan the intervention (use the Ordinarily Available Guidance to help you: <a href="#">Ordinarily-Available-Guidance.pdf</a>)</li> <li>3. Do the intervention, recording as you go</li> <li>4. Review and evaluate the intervention in terms of impact on learning progress</li> </ol> <p>If there has not been enough progress made, engage an external professional to support and guide the above cycle, and on evaluation of that they will be able to support and guide a decision of whether a further cycle of assess, plan, do review is required or if an EHCNA Request is required.</p> <p>Please also ensure any adjustments to educational offers are in line with requirements. There is a webinar we held earlier this year to guide on this: <a href="#">Webinars - Local Offer Birmingham</a></p>
We've had a child start with an EHCP and the phrase given is that they have 5 Support Units + SALT. With respect, a 30 minute session a fortnight from the SALT does not make up the difference of £4700 that 6 support units would bring, that we need to support the child every day. Is this something that could be looked at?	Any SALT / OT provision cited in Section F of an EHCP will be funded separately to the Support Units. Please liaise with your allocated Case Officer to determine this.