SENCo Briefing - Autumn 2024
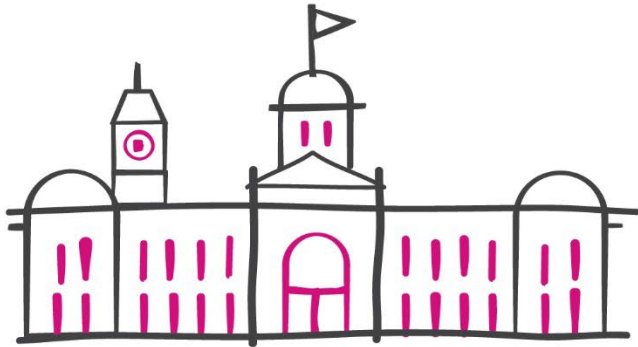
Agenda:

1. New EHCP paperwork

2. Evidencing the Graduated Approach
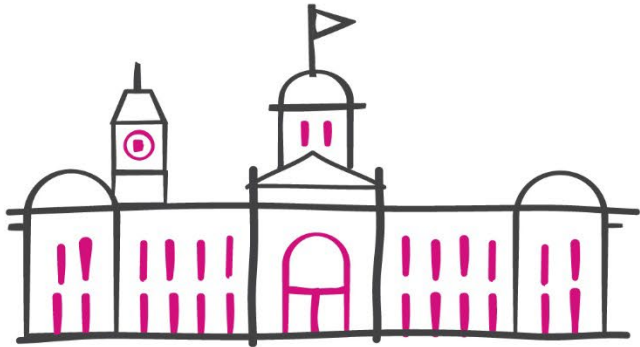
EHCP: Elevate Programme

Helen Georgiou, Performance & Improvement Officer, SENAR

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New EHCP template

Communication and Interaction		
Section B: **CYP's Special Educational Needs and how they impact CYP**	**Section F:** **CYP's Special Educational Provision required to meet CYP's outcomes**	**Section E:** **Outcomes sought for CYP linked to their aspirations**
Complete first. Use a row for each need, add more rows below and delete grey notes before sending draft to QA and issuing.	Complete third. Align each provision to match the need. Delete grey notes before sending draft to QA and issuing.	Complete second. Align each outcome to the provision and need. Delete grey notes before sending draft to QA and issuing.
Guidance – check The Good Plan Guide for detailed information on the expectations of writing Section B. Section B describes a child or young person's special educational needs. It is best practice to describe briefly the impact that the needs are having on a child / young person, to maintain the golden thread between need, provision and outcomes. More detail is held within the advice, which is held as an appendix. The special educational provision described in Section F **must** directly link to the needs described in this section and so should be written in the aligning row. It is a legal requirement to list **all** identified needs. If there are no needs in this category, please enter: Child/ Young Person's Name has no identified special educational needs in this area.	Guidance – check The Good Plan Guide for detailed information on the expectations of writing Section F. Section F must be specified for each, and every need specified in section B and so should align with it as much as possible. It should be clear how the provision will support achievement of the outcomes. See The Good Plan Guide for examples of this. Therapy provision that educates or trains is placed in Section F. If there are no needs, and therefore no provision in this category, please enter: Child/ Young Person's Name has no identified special educational needs in this area.	Guidance – check The Good Plan Guide for detailed information on the expectations of writing Section E. Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention. It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART). All outcomes should be based within the four SEN Areas of Need: Communication and Interaction; Cognition and Learning; Social, Emotion and / Mental Health; Sensory and / Physical. Outcomes can include Preparing for Adulthood themes on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as
		healthy as possible in adulthood. However, outcomes should not be written under PfA titles.

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Focus on SMART Outcomes

| Section B: Special Educational Needs	Section F: Special Educational Provision	Section E: Outcomes
Billie has a reading age of 7 years and 3 months (April 2024) which is below what is expected for her chronological age. This means Billie has difficulty in accessing her class documents and so is not able to keep up with classwork or read out in class without hesitating, which makes her feel embarrassed.	Billie requires one 10-minute session of reading intervention, daily, for 12 weeks, delivered by her teacher or teaching assistant.	By the end of KS3, Billie will improve her reading age to at least 10 years, in order to help Billie achieve her aspiration of reading out in class.

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New EHCP template

Health		
Section C: **CYP's health needs and how they impact CYP**	**Section G:** **CYP's health provision required to meet CYP's health outcomes**	**Section E:** **Outcomes sought for CYP linked to their aspirations**
Complete first. Use a row for each need, add more rows below and delete grey notes before sending draft to QA and issuing.	Complete third. Align each provision to match the need. Delete grey notes before sending draft to QA and issuing.	Complete second. Align each outcome to the provision and need. Delete grey notes before sending draft to QA and issuing.
Guidance – check The Good Plan Guide for detailed information on the expectations of writing Section C. This section should capture the child or young person's health care needs related to their SEN and include how the needs impact the child or young person's learning on a daily basis. Where a health assessment has been received and there are no SEND related needs: No health needs related to child or young person's name SEND have been identified at this time through available professional reports. If the health assessment information has not arrived by the time the plan needs to be published, please use: A health assessment report has not yet been received. If received, relevant information will be considered and added to this section at the next available review of the plan.	Guidance – check The Good Plan Guide for detailed information on the expectations of writing Section G. Section G **must specify** the health provision needed to meet the health needs in Section C. Provision by health professionals with educates or trains must go into Section F. For example, SALT goes to Section F, SALT for dysphagia goes in Section G. If there are no needs, no provision and therefore no outcomes in this category, please enter: As no health needs related to child or young person's name SEND have been identified through available professional reports, no specified provision is required at this time. If the health assessment information has not arrived by the time the plan needs to be published, please use: A health assessment report has not yet been received. If received, relevant information will	Guidance – check The Good Plan Guide for detailed information on the expectations of writing Section E. Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention. It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART). All outcomes should be based within the four SEN Areas of Need: Communication and Interaction; Cognition and Learning; Social, Emotion and / Mental Health; Sensory and / Physical. Outcomes can include Preparing for Adulthood themes on achievement (education, employment), independence,

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New plan template

Social Care			
Section D: **CYP's social care needs and how they impact CYP**	**Section H1:** **CYP's social care provision required to meet CYP's social care outcomes**	**Section H2:** **CYP's social care provision required to meet CYP's social care outcomes**	**Section E:** **Outcomes sought for CYP linked to their aspirations**
Complete first. Use a row for each need, add more rows below and delete grey notes before sending draft to QA and issuing.	Complete third. Align each provision to match the need. Delete grey notes before sending draft to QA and issuing.	Complete fourth. Align each provision to match the need. Delete grey notes before sending draft to QA and issuing.	Complete second. Align each outcome to the provision and need. Delete grey notes before sending draft to QA and issuing.
This section should detail the social care needs identified, and the impact of those needs on the child/ young person. If there are no needs in this category, please enter: Birmingham Children's Trust have been working with child's or young person's name and their family to identify their social care needs. Based on this work Birmingham Children's Trust have not identified any social care needs that require further support from Social Care at the present time.	If there are no needs and therefore no provision in this category, please enter: Child's or young person's name has been assessed and does not require any support under Section 2 of the Chronically Sick and Disabled Persons Act 1970. If there are needs, outcomes and therefore provision are both required. 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. NB – no provision for anyone over 18 should be recorded in this section. Any support to an adult should be recorded in Section H2 Where provision is required, ensure the below are considered and should be included:	If there are no needs and therefore no provision in this category, please enter: Child's or young person's name has been assessed and does not require support under any legislation relating to children or adults up to the age of 25. If at any point in the future it is felt that child's or young person's name needs have changed and that support through the Early Help Service, or the Children Act 1989 or the Care Act 2014 might be required, then a referral should be made to Birmingham Children's Trust via this link for children aged between 0 – 18 years: I need help with...	Birmingham Children's Trust (birminghamchildrenstrust.co.uk) https://www.birminghamchildrenstrust.co.uk/ homepage/64/i_need_help_with	Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention. It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART). It is important that outcomes are written in ways that enable: • progress to be monitored

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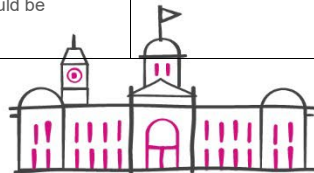
REVIEWS: AR Report – reset!

- Reviewed and coproduced to focus the AR on the Outcomes, and all aspects that lead to these being achieved.
- Three versions: Up to Year 8, Year 9 and Year 10+

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New AR Report template

ii) Progress towards Preparing for Adulthood						
Preparation for Adulthood Theme	**Outcome/s:** copy and paste into the relevant area from the current EHCP. Add more rows if you need them.	**Fully Achieved**	**Partially Achieved**	**Working Towards**	**N/A**	**Review each outcome: questions to consider that might help you complete this review:** What have we tried within Section F? What's working? What's not working? What have we learned? How have interim targets contributed to progress here?
Employment						
Employment						
Employment						
Employment						
Community Inclusion						
Community Inclusion						
Community Inclusion						
Community Inclusion						
Independent Living						

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New AR Report template

Review of SECTION B: SEND Needs and SECTION F: SEND Provision

Are any changes being recommended to <u>Section F: SEND Provision?</u> Evidence is required to support changes to Section F: SEND Provision. Please complete as appropriate below.			
No changes ☐	**Yes, there are changes recommended, stated below, and evidence is attached** ☐		
Provision recommended to be <u>removed / edited</u>. This could be due to outcome/s being met and provision no longer being required/suitable, or needs changed, and different provision is required. Evidence for triangulation is required, please attach.			
Area of Need	**What is the provision?**	**How often?**	**Delivered by whom?** For example: Teacher, TA, therapist, Specialist SEND Service Professional
Provision recommended to be <u>added</u>. This could be due to new / amended outcomes being set, and new / different provision being required. Evidence for triangulation is required, please attach.			
Area of Need	**What is the provision?**	**How often?**	**Delivered by whom?** For example: Teacher, TA, therapist, Specialist SEND Service Professional

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Review of SECTION C: Health Needs and SECTION G: Health Provision

This section relates to any health needs which relate to the child's special educational needs. All new diagnoses must be accompanied by evidence from the relevant health professional/s.

Are any changes being recommended to Section C: Health Needs and / Section G: Health Provision Evidence from the relevant health professional is required to support changes to these. Please complete as appropriate below.			
No changes ☐	**Yes, there are changes recommended, stated below, and evidence is attached** ☐		
Diagnosis/Need (Section C)	**Date Diagnosed**	**Impact within the educational setting**	**Health Professional Intervention/therapy schedule (Section G)**
			What: How often: By whom:
			What: How often: By whom:
			What: How often: By whom:

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Review of SECTION D: Social Care Needs and SECTIONS H1 and H2: Social Care Provision

Are any changes being recommended to Section D: Social Care Needs and / Section H1 / H2: Social Care Provision Evidence from the relevant Social Care professional is required to support changes to these. Please complete as appropriate below.			
No changes ☐	**Yes, there are changes recommended, stated below, and evidence is attached** ☐		
Need (Section D)	**Date Identified**	**Impact within the educational setting**	**Social Care Professional Intervention (Section H1 / H2)**
			What: How often: By whom:
			What: How often: By whom:
			What: How often: By whom:

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Additional Information about the child's educational progress

Early Years and School Assessments

Please attach all relevant data regarding educational progress.   Attached ☐

Attendance	**Alternative Provision**
Please attach attendance data for the previous year or from when the plan was last reviewed/issued. Attached ☐	Does the child person attend alternative provision? Yes ☐ No ☐
	Name of provider:
Confirm that the child is attending full time:	Start date in the provision:
Yes ☐	Is the alternative provision a registered or unregistered placement?
No, details below and reviews of part time timetable attached ☐	Is the child dual registered? Yes ☐ No ☐
	Days the child attends alternative provision:

	am	pm
Monday	☐	☐
Tuesday	☐	☐
Wednesday	☐	☐
Thursday	☐	☐
Friday	☐	☐

	am	pm
Monday	☐	☐
Tuesday	☐	☐
Wednesday	☐	☐
Thursday	☐	☐
Friday	☐	☐

Total hours per week:

Is the provision on the main school site? Yes ☐   No ☐

If so, how many days per week on-site provision?

How many hours per week on-site provision?

New AR Report template

Child's or Young Person's Views

Wider workflow ongoing

New AR Educational Advice template

SEND Services Educational Advice

One document for all services to use. Co-produced with SEND Service reps in the Working Party.

Progress Towards Outcomes and Review of Provision

Comment on areas relevant to your service where you have collected evidence directly from service observations/assessment.

Communication and Interaction	
EHCP Outcome(s)	**Progress towards Outcome(s)**
Taken from the EHCP	
Suggested new /edited outcome(s) (if required)	
Please consider Preparation for Adulthood for Annual Reviews in Year 9+	
Review of Provision in Section F	
What is working with current provision?	**What is not working with current provision?**
Recommended amendments to provision	
☐ **No amendments** ☐ **Yes, amendments below**	

- Identify any changes that are required to the provision. Additions and deletions.
- If changes in type of provision are being considered then there should be recommended changes to provision in this section.
- If no changes required then clearly state "No change to Section F provision is required"

EHC Assessments

- A focus on quality: of experience for families, for professional partners, for SENAR staff and for the EHCP
- New EHCP template developed – closely aligned with the DfE national pilot, agreed with all partners
- Parent Carer views documents – parent carers to tell their story once, not repeat at every stage, agreed with Parent Carer Forum reps
- SEND Services – standardised expectations developed, revised advice documents (by SEND Service reps) to align with new plan template
- Social Care and Health – standardised expectations developed, revised advice templates (by health and SC reps)

Still going…

Child and Young People's views – work is ongoing in a larger project to widen the methods used

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EHCNA Requests

- Professional Request: co-produced with a greater expectation to detail the graduated approach and involvement of the right agency/ies. More agencies does not mean better chance of assessment!

- Parental Request: schools will complete Setting Based Information document

Professional's Request and School/ Setting Based Information document:

- Requires attainment
- Details SEND
- Details graduated approach

Key Stage 1 and 2

Please record the child's attainment against age related expectations (WT: Working Towards; Working At; Working Beyond). There is space **later** in the document to elaborate on SEND relating to attainment and progress.

Predicted: where should the child be. Current – where is the child now. Achieved – if the child has completed the Key Stage.

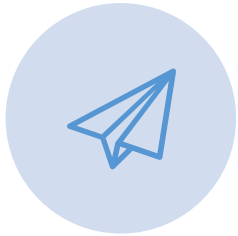| | Key Stage 1 | | | Key Stage 2 | | | Comment on Progress |
	Predicted (WT, WA, WB)	Current (WT, WA, WB)	Achieved (if completed KS1) (WT, WA, WB)	Predicted (WT, WA, WB)	Current (WT, WA, WB)	Achieved (if completed KS2) (WT, WA, WB)	Please comment on the child's progress over the last 12 months. For progress information beyond this time, or if they have remained within the same Key Stage, please add to the Additional Information row below.
English reading							
English writing							
English punctuation, grammar and spelling							
Maths							
Additional Information regarding progress and attainment	Use this space to capture information regarding progress or attainment more than 12 months ago, or if the child has remained within the same Key Stage, and you wish to elaborate on their progress during this time.						

Key Stage 3

Please record the child's attainment against age related expectations. There is **space** later in the document to elaborate on SEND relating to attainment and progress.

Subjects	Predicted	Currently	Achieved	Year achieved	Comment on Progress
English					
Maths					
Science					
List further subjects					
List further subjects					
List further subjects					
List further subjects					

Nature, E
Disabiliti

Evidence of graduated app

Please include any learning

☐ Yes, supporting documen
-
-
-

Professionals already invo
approach at the time of thi
needs assessment. Settings
child or young person's prog

Name	Rol

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Timeframe for change: launch plan

SEND SERVICES: SEPT 2024

PARTNERS: OCT – NOV 2024

SCHOOLS / SETTINGS: NOV 2024

GRACE PERIOD UP TO END OF SPRING TERM 2025

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Support – drop ins

- Once a week, on successive days each week from Dec 2024 to Feb 2025

- Drop in Dates (all 1-4pm):

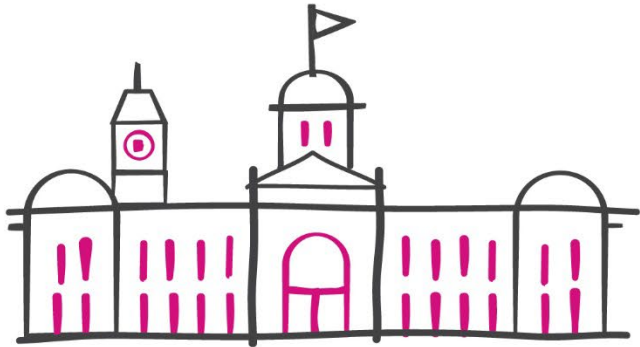| Mon 2nd Dec | Thurs 9th Jan | Weds 5th Feb |
Tues 10th Dec	Fri 17th Jan	Thurs 13th Feb
Weds 18th Dec	Mon 20th Jan	
	Tues 28th Jan	

Express your interest in booking a slot with Helen Georgiou, who will then provide you with a Teams invitation. Email: helen.georgiou@birmingham.gov.uk

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Evidencing the Graduated Approach

Hugo Besterman, Director of Prime Resolution