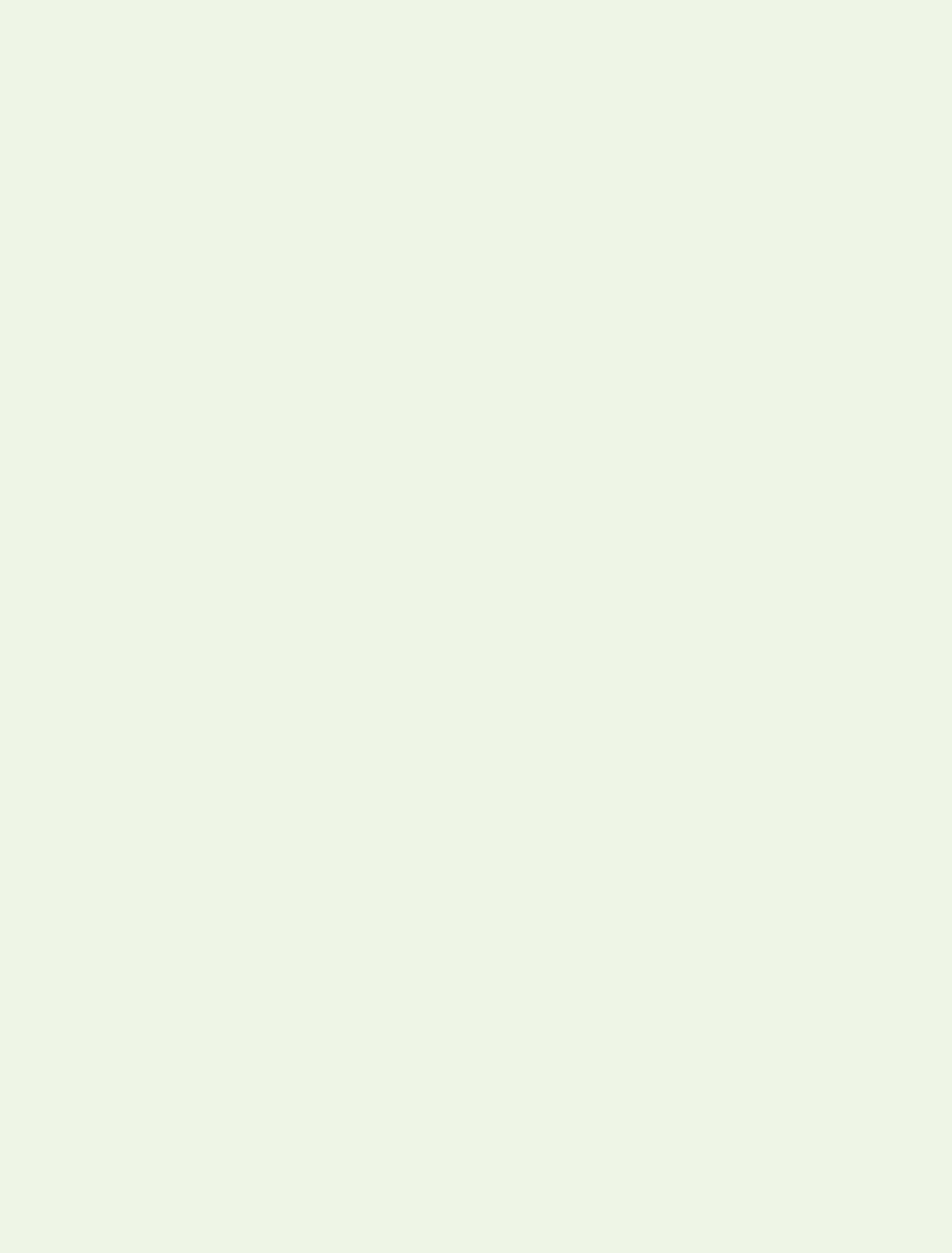
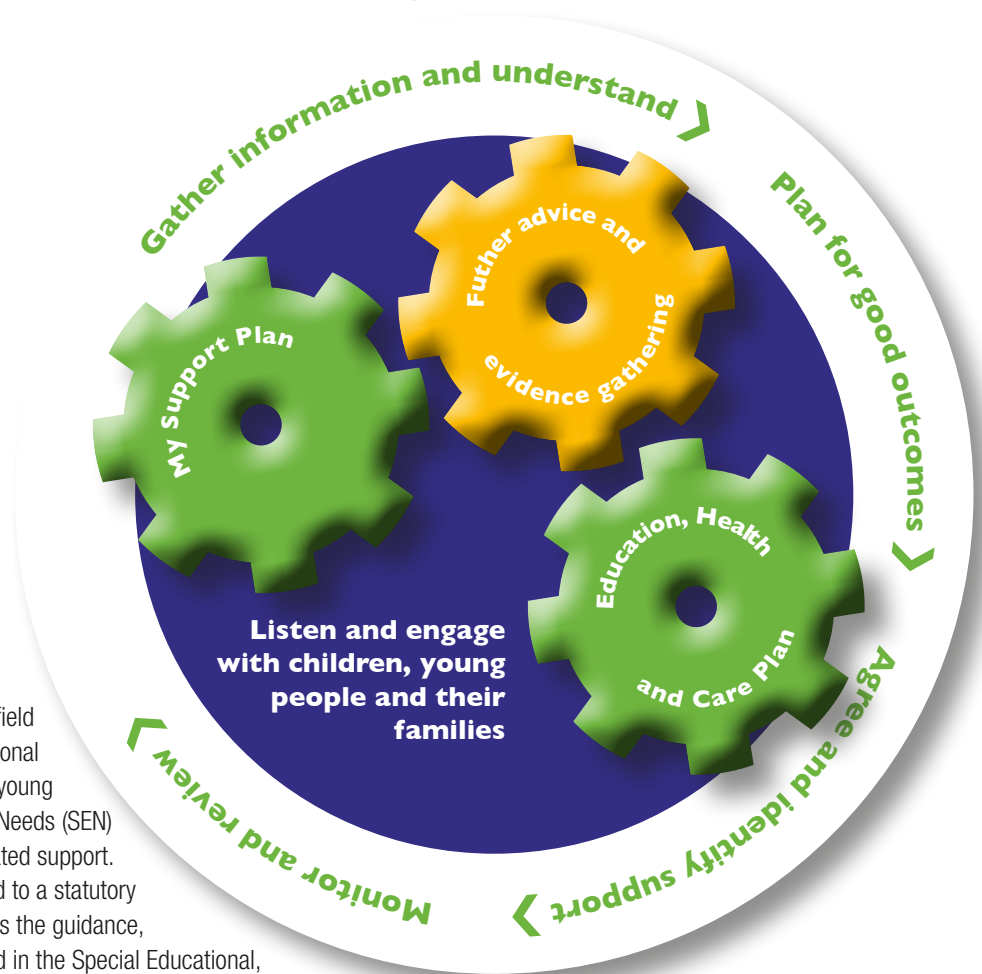


A Pathway of Coordinated Support for Children, Young People and their Families





A Pathway of Coordinated Support for Children, Young People and their Families



The pathway of support in Wakefield outlines best practice for educational settings to support children and young people with Special Educational Needs (SEN) who would benefit from coordinated support. The pathway will **not** always lead to a statutory plan being issued. It incorporates the guidance, processes and principles outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

The different phases (Initial 4 – 7) outline the progression from a My Support Plan to a request for a statutory assessment, where this is appropriate. The Code of Practice will continue to be the leading guidance document for defining a child or young person’s progress and the Wakefield SEN Provision Matrix supports and clarifies the point at which curriculum access needs would indicate that a statutory assessment is appropriate. The My Support Plan supports this *graduated* approach.

Throughout all processes, Person Centred Approaches should be used to gather the views and feelings of the child/young person and their family.

It is a cornerstone of the Children and Families Act (2014) that the child/ young person and their family should be central to the development of provision to meet needs. My Support Plan, therefore, provides a coordinated approach to support agencies working together, and with the child/young person and their family, to develop provision which takes full account of the intended outcomes for that child/young person. These outcomes should be holistic and involve health and social care as well as education where this is appropriate.

A further principle of the Act is to adopt a “Tell us once” approach. Adopting the My Support Plan as the formative supporting document, which is built upon and adapted subsequently, ensures that this approach is incorporated.

Under new guidance, School Action and School Action Plus as categorisations of SEN and recording of them as such cease. The Pathway in Wakefield suggests that these should be replaced with individual plans (which may replicate Individual Education Plans, (IEPs), Individual Behaviour Plans (IBPs) etc) but could also cover One Page Profiles and Provision Timetables. It is suggested that, as a move to a more co-ordinated approach is indicated, there should be a move from [Phase 1](#) to [Phase 2](#) and the development of My Support Plan.

My Support Plan should identify how the delegated budget and access to services through the Local Offer can be made to support the child/young person, as well as how a range of professionals are offering support.

My Support Plan is a framework to record:

- What is important to the child/young person and their family and how best to support them
- Contributions from all advice givers
- A shared understanding of an individual's strengths and needs
- What is in place and what needs to change
- Agreed outcomes and actions

My Support Plan is not a statutory document. However, it is the document which educational settings (including Pre-5 and Post-16 settings) will use to request a statutory assessment. It forms the basis for the subsequent EHC Plan (if determined as appropriate) and should remain in place, even if the decision is to not proceed to a statutory assessment.

The Education, Health and Care (EHC) Plan is a Statutory document. It is designed to support:

- The involvement of children/ young people and their families in the decision making process
- The identification of children and young people's needs
- High quality provision to meet the needs of children and young people with SEN
- Collaboration between health, social care and education to provide support
- Successful transition to adulthood, including independent living and employment
- Greater choice and control for young people and their parents/ carers over their support

The following people have a specific right to request a statutory assessment for an EHC Plan:

- The child's parent (or advocate on their behalf)
- The young person over the age of 16 (or advocate on their behalf)
- A person acting on behalf of a school or post 16 institution (this should be with the knowledge and agreement of the child/ young person and their family)

Once a statutory assessment has been the requested the Local Authority will notify:

- The child's parents and the young person
- The Health Service (relevant Clinical Commissioning Group or NHS England)
- Local Authority officers responsible for social care for children or young people with SEN
- Where the child attends an early years provider, their Head of SEN
- Where the child attends a school, their Headteacher (or equivalent)
- Where the young person attends a post-16 institution, their Principal (or equivalent)

As stated above, and repeated here for further clarity, a *"statutory assessment will not always lead to an EHC Plan. The information gathered in an assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs from available resources"* (Draft SEN CoP). Where this is the case, the child, young person and their family will continue to receive co-ordinated support as long as required through the My Support Plan process.

A request for a statutory assessment for an EHC Plan should be made from an educational setting if ALL the following criteria are met:

- The support required for the child/young person with SEN is different from or additional to what is normally delivered within Bands 1 – 3 of the Wakefield Matrix of Provision and SEN Matrix of Descriptors
- The parents/young person have already been supported to access services, information/activities outlined in the Local Offer
- The parents/young person have been consulted and are in agreement with the request being made
- The Wakefield Educational Psychology Service has been consulted and has made a formal report contribution to the My Support Plan in the last 3 months, detailing the recommendations made and the resources indicated. The contribution should be in the form of a full report detailing needs and the appropriate provision to meet these identified needs for children with a sensory impairment, the formal report should be from an Advisory Teacher working within the Wakefield Special Educational Needs Support Service. If all are in agreement this report can constitute the statutory advice when a decision to issue an EHC Plan is made.

To make a request for a statutory assessment, the child or young person’s educational settings will need to provide evidence of:

- The support provided from the delegated budget and how this has been used, monitored and evaluated
- Evaluated outcomes that have been agreed with the child/young person
- Evidence of involvement from the Educational Psychology Service (EPS) regarding advice which has been offered and the impact of this on the progress.
- Evidence of involvement from other professionals regarding advice and the impact on progress the Special Educational Needs Support Service (SENS), The Learning Support Service (LSS) and Behaviour Support Service (BSS).

- Evidence from Health and Social Care where support from these services is necessary to meet the child/young person’s SEN/Disability including Paediatric Therapy Services, a CAF and Social Care.

The EHC Plan is a working document which will be underpinned by IEPs, IBPs, Provision Timetables and One Page Profiles. It should promote coordinated working and support for the child/young person and their families. The document should be relevant to the needs of the child/young person and their family. Each stage can be personalised to make it relevant.

The involvement of the child/young person and their families is vital in creating this document, they should always be central to the process.

A Pathway of Support for Children, Young People and their Families

For example

INITIAL PHASE

Child/young person needs support which is additional to or different from that normally available:

For pre-school children: plan and implement Early Years provision, including Portage Service and Pre-S Service recommendations

For school aged children plan and implement provision across the Waves of Intervention - identify:q

- Wave 1 (Quality First Teach strategies),
- Wave 2 (group interventions),
- Wave 3 (individual interventions as appropriate).

Make this provision explicit through Individual Education Plans, Individual Behaviour Plans, One Page Profiles and Provision Timetables.

Liaise with the child/young person and their family.

PHASE 1

INITIAL REQUEST	LEAD PRACTITIONER IDENTIFIED	LEAD PRACTITIONER MEETS WITH THE CHILD/YOUNG PERSON AND FAMILY	PLANNING MEETING	MY SUPPROT PLAN REVIEW MEETING HELD
Family or professional request co-ordinated support	Someone already known (or allocated) to the child/young person agrees to co-ordinate the support	An initial meeting takes place and the family and young person agree who to invite to the planning meeting	The Planning Meeting will agree a co-ordinated plan – “My Support Plan”	Outcomes and actions set at the meeting are reviewed. The support will either: <ul style="list-style-type: none"> • End • Continue • Move to phase 2

PHASE 2

FURTHER ADVICE, EVIDENCE GATHERING OR REFERRAL IS NEEDED

As a result of the My Support Plan meeting further advice, evidence gathering or referral is needed. Once further advice/evidence has been gathered/received a further Planning Meeting is held. Following this the coordinated support will either:

End **Continue** **or** **Move to Phase 3**

PHASE 3

REQUEST FOR A STATUTORY ASSESSMENT FOR AN EHC PLAN MADE

This can be done when the My Support Plan demonstrates that a coordinated plan is already in place **AND** where the child/young person needs something which is additional to or different from the support in Bands 1 – 3 of the Wakefield SEN Matrix

PHASE 4

Local Authority (Special Educational Needs Assessment and Review Team) receives a formal request for a statutory assessment for an EHC Plan

Wakefield Education, Health and Care Panel (WHECP) considers the information and decides whether there is sufficient evidence to proceed to a statutory assessment. The Local Authority informs all parties of the decision and requests reports if these are not already available as part of the My Support Plan process.

Request agreed?

Date for planning meeting to agree a draft EHC Plan is set. The nominated SENART Officer coordinates and chairs the meeting with the Family/child and young person to draft the EHC Plan to be submitted to WHECP for agreement and funding agreements

Request not agreed?

Coordinated support continues through My Support Plan

PHASE 5

Draft plan submitted to WHECP for confirmation of the plan and the resource allocation

PHASE 6

EHC Plan issued

PHASE 7

The first review of the EHC Plan must be within 12 months of the initial plan and then **every** 12 months after that. This can be reduced if necessary.

↑
20 Weeks
↓



