Educational, Health and Care Plans (EHCP) Process

Parent or school setting request an EHCP Needs Assessment via the SEN dept of the Local Authority (LA)

- The local authority must, by law, comply with a request for an assessment unless your child already has an Education, Health and Care Plan, an EHC Needs Assessment has been made within the last six months or the local authority believes upon examining evidence that an EHC Needs Assessment is not necessary.
- Enclose a copy of our leaflet 'Information for Local Authorities when considering assessment for an EHC Plan'.
- If you are making the request as a parent, use our template letter as a guide for what to write, and what to include.
- Make a note of the date the request is made.

The LA then have six weeks to gather all of the necessary information

- This includes school reports, Assess/Plan/Do/Review documents, speech and language, Educational Psychology, Occupational Therapy or other reports.
- It is the responsibility of the LA to gather this information, not the parents.
- Parents can provide additional information that might be useful, such as medical reports, or a report from any club they attend.

The LA decides NOT to carry out a Needs Assessment

- If your request is refused, the LA must give you a valid reason in writing.
- They should never refuse your request without looking at what else can be done to help your child.
- You have the right to appeal this decision at first tier tribunal – in 2019, 92% of appeals were won by families.
- Contact PWSA UK for support.

The LA decides that a Needs Assessment is required

The LA carries out a Needs Assessment

- Meet with the representative from the LA to make sure no other external assessments are needed (e.g. speech and language, occupational therapy etc).
- Update your parental statement and include any changes, as well as all of the interventions used by the school and if you have tried the Local Offer.
- Contact PWSA UK for a support letter.

The LA decides NOT to issue an Education, Health and Care Plan (EHCP)

- If the LA decides not to issue an EHCP, they must let you know in writing within 16 weeks of your original request for a needs assessment.
- Contact PWSA UK for support.

The LA decides to issue an Education, Health and Care Plan (EHCP)

- If the LA decides to issue an EHCP, meet with their plan co-ordinator and the school to discuss the provision for your child's needs. Professionals from Health and Social Care should also be included.

The LA issues a draft EHCP

- You should be offered the opportunity to apply for a personal budget.
- You have 15 days to check the draft plan and ensure you are happy with it.
- At this point, you should name your preferred school and agree on how any personal budget will be used.
- Send a copy of your draft EHCP to PWSA UK for advice and suggestions.

EHCP Information Checklist

This checklist sets out what we believe should be within an Education, Health and Care Plan (EHCP) for children and young people with Prader-Willi Syndrome (PWS).

The sections mentioned do not have to appear in alphabetical order, and Local Authorities can include any other information or section they'd like. However, those mentioned below are required by law.

If an EHCP doesn't contain all of these sections, then it will not be legally compliant. Not all will be needed for every child, in which case they should be left blank or marked 'not applicable' but they must appear in the EHCP. However, Section F is the only section that can be legally enforced.

EHCP should also be "clear, concise, understandable and accessible to parents, children, young people, providers and practitioners" (paragraph 9.61 of the Special Educational Needs and Disability Code of Practice 2015).

Note:

- Special educational need - a learning difficulty or disability which requires special educational provision.
- Special educational provision - any educational or training provision that is in addition to, or different from, what is in place generally for others of the same age in mainstream schools, private schools, specialist settings, or any educational provision for a child under two.

This checklist can be used by:

- Parents

- Schools

- Local Authorities (LA)

- Anyone else guiding parents or young people through the process of obtaining an EHCP.

Section of EHCP *These may be called Section 1 - 12*	What the section covers and should contain	PWS considerations, relevant to your child's personal abilities and needs
Section A (may be called All About Me)	The views, interests and aspirations of your child and you as parents, or of your young person. This is the only section of the EHCP that parents complete.	If, as a parent, you have written this part on your child's behalf, you need to make it clear whether your child or young person is being quoted directly, or if the views are your own. Things to include are: • Details about how they play, their health, what they like to do at school, how they make and maintain friendships, further education and future plans (if your child is old enough). • A summary of how to communicate with your child and engage them. • Your child's history. • Anything that you know works for your child, such as praise or being given a responsibility that they perceive to be 'grown up'. • Anything that you know doesn't work – include triggers for behavior such as change, or certain words.
Section B	Your child or young person's special educational needs (SEN) Every single SEN **must** be specified, regardless of who is responsible for providing for it. The information here will come from the Needs Assessment.	This is possibly the most important section when it comes to PWS. If your child needs health or social care provision that educates or trains them (such as speech and language therapy), then it must be specified here. If there is a broad area of need, it may need more than one type of provision. For example, physical difficulties may need both physio and occupational therapy, and therefore it must be split into more than one need, e.g. gross motor difficulties, fine motor difficulties. Possible areas of need could include:- • fine motor difficulties (are they able to hold a pencil? Can they use scissors?) • gross motor difficulties (are they able to walk? What is their balance like? How do they manage sitting and rising?)

		• acute hearing (will affect how they react to noise within the classroom) • inability to control core body temperature (will affect time to settle in class after breaks, particularly in winter, and thus will affect concentration levels) • processing instructions (takes a lot longer for those with PWS) • processing information (language needs to be clear and simple) • visual timetable/prompts • communication aids (PECS, Makaton, sign language, zones of regulation). • speech and language therapy • hydrotherapy • horse riding therapy • music therapy • art therapy • physiotherapy • occupational therapy • ABA therapy – parents should be able to request a behavioural assessment It is important to note that not all LA's will see therapies as an educational need. However, they can instead be written under the health section.
Section C	Your child or young person's health care needs which relate to their SEN This **must** include anything that was identified during the Needs Assessment.	Prader-Willi Syndrome must be noted in this section to ensure your child's special educational needs are met. This section could also include: • any specialists seen in connection with PWS – e g specialist dentist, endocrinologist, PWS specialist clinic
Section D	Your child or young	This section should mention: • if you are in receipt of direct payments • if you receive short breaks or respite

	person's social care needs which relate to their SEN or to a disability An EHCP Needs Assessment must include an assessment of your child's social care needs.	• If your child has a social worker, they should be named here.
Section E	The outcomes sought for your child or young person (including outcomes for life) This section is as important as section B.	• All SEN that have been identified in Section B must appear here as a list, and each one must have an outcome. • The outcome must be SMART – specific, measurable, achievable, realistic and timebound.
Section F	The special educational provision required by your child or young person This is the only section that is enforceable by law, and therefore has to be the most specific of all sections.	Whilst each child with PWS is an individual and will have varying needs, the special educational provision required must be written in the following way: • Each SEN outcome listed in Section E must appear here - if it is needed, it must be included, regardless of cost or convenience. • There must be a very clear explanation of how each outcome written in Section E is going to be achieved – these can be cross referenced as part of checking your draft EHCP. • This should state who is going to do it (teacher, SENCO, physiotherapist, TA, learning assistant), what they are going to do, when they are going to do it (during school day, break time, after school, group work, 1:1 etc) and how often (daily, weekly, half termly, 6 weekly etc). • It is a legal requirement for provision to be quantified in terms of hours. • This section must also include any special equipment that may be used – wheelchair, wombat chair, special gripper for pencils, communication aids etc). • Once it appears in this section, the LA have a duty by law to ensure that it is provided.

		Common non-specific wording that is unacceptable in an EHCP includes: • 'will have access to….' • 'will benefit from…..' • 'as and when appropriate' • 'opportunities will be given to…' • 'child will get support to write' • 'staff will provide….' • 'as and when necessary' It should be written clearly so as to leave no room for question or misinterpretation, as in the example below: • Child will have 1-2-1 teaching assistant support for 1 hour, 3 times a week, to undertake hand strengthening exercises and practice writing with a special gripper pencil.
Section G	Any health provision reasonably required by the learning difficulties or disabilities which result in your child/young person having SEN.	The term 'reasonably required' is quite broad, but may include: • specialist support and therapies, such as medical treatments and delivery of medications • occupational therapy and physiotherapy • a range of nursing support • specialist equipment, wheelchairs and continence supplies
Section H1	Any social care provision which must be made for a child/ young person under 18 resulting from section 2 Chronically Sick and Disabled Persons Act 1970 (CSDPA) This section only relates to children and young people	This may include: • practical assistance in the home • provision or assistance in obtaining recreational and educational. facilities at home and outside the home • assistance in travelling to facilities • adaptations to the home • facilitating the taking of holidays

	under 18 who are receiving social care provision under section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA).	• non-residential short breaks (included in Section H1 on the basis that the child as well as his or her parent will benefit from the short break)
Section H2	Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child/young person having SEN.	This should list any other social care provision reasonably required by the child or young person's learning difficulties or disabilities which result in SEN. This is the only provision "reasonably" required, so LAs can take into account cost and convenience, unlike in Section F.
Section I	Placement.	• These details will only be included in the final plan. • If a school or institution is named here, they must admit your child. For more information on what to do if your child is refused, visit www.ipsea.org. This rule applies to all schools except wholly independent schools. • If, as parents, you decide to electively home educate your child under section 7 of the Education Act, this should be stated here. • If the school is less than 2 miles away, you will need a medical letter in order to be awarded transport. • Do not sign a document agreeing to transport your child to an out of borough school. Your child is entitled to transport if this is the nearest suitable school that can sufficiently meet their special educational needs.
Section J	Personal budget (including arrangements for direct payments). This is the anticipated amount of money needed to cover the cost of SEN provision.	• Detailed information of any personal budget that will be used to pay towards provision. • It must include the amount of time per week, qualifications, experience and pay grade of the person needed to carry out the provision – e.g. – specialist teacher. • As a parent, if you wish to see the personal budget, you must make a request when the draft EHCP is issued, or at annual review.

		• Your LA must consider identifying a personal budget. However, they can refuse to do so if it is part of a larger budget (i.e – a contract with the NHS to provide all speech and language and occupational therapy).
Section K	Advice and information. Use this section to ensure that all of the information relating to SEN from the Needs Assessment, has been included in Section B.	• The advice and information gathered during the EHCP needs assessment must be set out here. • There should be a list of this advice and information, including brief details of who gave the advice and when. • Copies of all the advice and information gathered during the assessment process should be attached to the EHCP as appendices.

Education Health and Care Plan Sample

This sample covers sections B, E and F and is an example of what we would expect to see in an EHCP for a child with PWS.

You can find out more about the different sections of an EHCP, and what should be included, in our leaflet 'EHCP Information checklist'

SAMPLE

Section B [child or young person's name]'s Special Educational Needs (SEN)

The description of Special Educational Needs has been gathered from assessments by his/her family, education, health and care services. These assessments are listed in the appendix

Summary of Special Educational Needs

An overview of needs, the diagnoses and the educational implications for that child/ young person:

Child A has a diagnosis of Prader-Willi Syndrome, resulting in:
- Hyperphagia - Excessive uncontrollable appetite
- Hypotonia - Low muscle tone leading to mobility delays
- Hypogonadism - Immature sexual development
- Learning disabilities and some autistic tendencies
- Immature emotional and social development
- Challenging Behaviours
- Speech and language difficulties

They will require input from
- Dietician
- Endocrinologist
- Geneticist
- Occupational Therapist
- Ophthalmologist
- Orthopaedic nurse or surgeon
- Orthoptist
- Orthotist
- Paediatrician
- Physiotherapist
- Speech therapist

PWS has a particular group of behaviours associated with it; this is called a phenotype, and includes:
- Food seeking/stealing
- Outbursts of rage or prolonged crying and other forms of challenging behaviour
- Obsessive and/or compulsive behaviour – repetitive questioning about the same topic (perseveration) often with regard to food, but can also be other topics or people
- Stubbornness/Difficulty in adapting to change in routine
- Argumentative or oppositional behaviour
- Manipulative behaviour
- Hoarding, collecting and non-food theft
- "Lying" and blame-shifting and story-telling
- Skin picking

You would then be looking for information to be included from any reports (educational psychology, physiotherapy, speech and language) and what the school feel are particular areas of difficulty.

Detail of Special Educational Needs

This section should contain information gathered from reports under each subheading. Each subheading should detail what the child can do well as well as their difficulties. We have included some examples to help you.

Child A has special educational needs in the following areas:

From year 9 onwards, consider the impact of needs on preparing for adulthood outcomes. This includes preparing for higher education and employment, independent living, participating in society and being as healthy as possible in adult life)

SAMPLE

Cognition and learning

Strengths

Child A can concentrate more in the mornings
Child A is inquisitive and, at times, can be focused and engaged
Child A can hold a pencil with an appropriate grip

Difficulties

Child A struggles with independent work/learning
When Child A is not interested in a task or activity, it can be very difficult to engage them
Child A needs frequent opportunities to practice and repeat skills

Communication and interaction

Strengths

Child A can use sentences of 5-6 words when with familiar people
Child A can use short phrases to express themselves
Child A can follow the daily routine within their setting

Difficulties

Child A can find it difficult to communicate their wants and needs effectively
Child A requires instructions to be given at a slow pace using clear language
Child A requires extra time to process information
Speech can be difficult to understand when Child A is tired

Social, emotional and mental health

Strengths

Child A is a happy child with a keen sense of fun
Child A has a good relationship with family
Child A likes to be helpful, both at home and at school

Difficulties

Child A can display challenging behaviours when they cannot make themselves understood or do not understand expectations.
Child A needs support to understand friendship, and to make and maintain friendships with peers.
Child A requires support to share with others

Physical and/or sensory

Strengths

Child A is able to navigate around the classroom
Child A enjoys quiet time and massage
Child A finds rocking motions comforting

Difficulties

Child A has acute hearing and does not cope well with loud noises
Child A cannot walk up and down stairs unaided
Child A requires specialist seating within the learning environment
Child A cannot control their appetite and must not be left unsupervised around food

SAMPLE

SAMPLE

Section E - Outcomes There should be an outcome for each special educational need identified in section B,	Section F - Special Educational Provision There should be a provision for each outcome. It should be written so as to leave no room for doubt or interpretation and should include what help is needed to achieve the outcome, who will do it and when.
1. Cognition and Learning	
Outcome	Provision to meet identified needs in section B and to achieve the outcomes
A. Child will be able to work independently for 20 minutes daily with minimal support	• Child will be provided with a quiet area in the morning, such as a separate work bay, for 20 minutes during teaching time daily and will not be isolated from peers. • Child will watch teacher/TA demonstrate how to complete a piece of work and complete it themselves. • Child requires support from teachers/TA's who are sufficiently trained in PWS and have an understanding of child's needs and way of thinking. • Teachers/TA to provide lined paper and visual prompts to encourage spacing • Teacher/TA to motivate positivity by checking on progress twice within the 20-minute period and using lots of positive praise.
B. Child will develop their ability to focus and engage	• Teacher/TA to provide activities that child enjoys at least once a day. • Teacher/TA to use autistic strategies to re-engage child and use lots of positive praise when child is focused and engaged independently
C. Child will be able to practice and repeat emotional and academic skills throughout their school day	• Speech and language therapist to advise teacher and TA on how to support child to practice and repeat emotional skills, and for a programme to be devised • Teacher/ TA to support child on a 1:1 basis for 15 minutes daily to form letters correctly without taking the pencil off of the page. • Teacher/TA to support child on a 1:1 basis for 15 minutes daily to place letters on the line and at the right height correctly. • Teacher/TA to check learning and understanding when hearing child read, using questioning strategies
2. Communication and Interaction	
Outcome	Provision to meet identified needs in section B and to achieve the outcomes
A. Child will develop their speech, language and communication skills in order to communicate their wants and needs	• Teacher/TA to use zones of regulation or visual communication board to support child to identify their feelings such as frustration, anxiety and excitement. • Teacher/TA to plan, prepare and organise activities which are clearly structured and explained with visual support systems and clear language, with the focus to be on identifying wants and needs

SAMPLE

B. Child will follow a simple instruction and carry it out	• Teacher/TA to use clearly structured and simple language to give an instruction • Teacher/TA to allow extra processing time for child to understand and carry out the instruction
3. Social, Emotional and Mental Health	
Outcome	Provision to meet identified needs in section B and to achieve the outcomes
A. Child will use language strategies to regulate arousal level.	• Child requires support from teachers/TA's who are sufficiently trained in PWS and have a good understanding of child's needs and way of thinking • Child requires support from teachers/TA's that are highly skilled in managing complex/challenging/physical behaviours • Child can become stressed, anxious and experience sensory overload. Environment to be calm, with a quiet area available for child's use • Teachers/TA's to be highly skilled in implementing strategies that support high levels of anxiety and extreme sensory challenges • Teachers/TA's to provide structure and visual support to enable child to ask for help
B. Child will develop and maintain a new friendship	• Speech and language therapist to devise programme targeting feelings and emotions • Teachers/TA's to follow advice of Speech and language therapist in supporting child to approach other children • Teachers/TA's to provide structure and visual support to enable child to maintain a new friendship
4. Sensory and/or Physical	
Outcome	Provision to meet identified needs in section B and to achieve the outcomes
A. Child to be provided with specialist seating in order to focus and access the curriculum	• Physiotherapist to assess child and refer to Occupational Therapist for specialist seating, including but not limited to, a wedge cushion, arm rest, fine motor skill support and core stability
B. Child to be monitored and supervised at all times when food is present	• Teachers/TA's to differentiate teaching and avoid using food as examples for learning • 1:1 support to be given by TA or specialist staff member at breaktime, lunchtime and snack time • Teacher/TA to supervise child at all times outside of the classroom (for example: when using the toilet or when out in the community • Teacher/TA to supervise child when using nonedible items • Lunchboxes to be locked away or out of view in classroom and hallway • Teacher/TA to strictly follow guidance from parents with regards to diet and eating within school environment • All staff within school setting to be aware that child is not to be offered any additional food • Food is not to be used as a reward or punishment.

SAMPLE

Reviewing an Education, Health and Care Plan

Settings should monitor the outcomes, provision and support needs of a child or young person on a regular basis. Reviews of this Education, Health and Care Plan must be carried out annually.

For a child under five, settings should consider reviewing an EHCP for a child at least every six months to ensure that the provision continues to be appropriate. Such reviews would complement the duty to carry out a review at least annually but may not necessarily require the attendance of the full range of professionals depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHCP.

From year 9 onwards, the EHCP must consider the impact of needs on preparing for adulthood outcomes. This includes preparing for higher education and employment, independent living, participating in society and being as healthy as possible in adult life.

An EHCP must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education to allow for planning and, where necessary, commissioning of support and provision in the new institution.

SAMPLE

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Behaviour Plan

The aim of this document is to ensure that all staff involved with your child will know how best to help them should they show any challenging behaviours, and it ensures a consistent approach.
Below is an example of what a behaviour plan may look like:

Level of behaviour	What behaviour?	What strategy?
Red Level Not acceptable/top priority	Dramatic, crying, shouting Throws things Runs out of classroom and slams doors Swearing, name calling Tearing symbols/posters off of wall	Make sure child is in safe environment and give them space. 1:1 – too many people will exacerbate situation Give them time, but under constant supervision When child is calmer, help them to understand behaviour is not acceptable and explain how their actions have made child feel and others around them Child can struggle with feelings of guilt and remorse after an incident – reassure them that it is ok and that the adults feelings towards them have not changed, they are not angry and that they understand sometimes child cannot control their emotions.
Amber Level 'Bubbling' behaviour: precursors to more difficult behaviour Divert and Distract	Doesn't follow instruction Starts to become a little argumentative Face changes – loss of eye contact Goes quiet	Ignore child when bubbling but when they try to engage, allow them to Give them a bit of space, so that child feels they can work things out Don't talk to them, unless child instigates it positively Defuse the situation with an abrupt change of subject, a joke, or asking for help to do a job
Green Level Meeting needs and good practice Doing the right thing Doing well	Follows instructions Smiles, laughs and engages with peers and adults Gives good eye contact Interacts with peers Initiates conversations Takes interest in other people – asks 'how are you?'	Allow time on ipad/play with favourite item/visit another class Be considerate towards childs mood/state of mind/wishes Allow to do 'jobs' with TA/Teacher to give sense of self worth and responsibility Lots of praise and recognition, explaining WHY child is doing well

SAMPLE