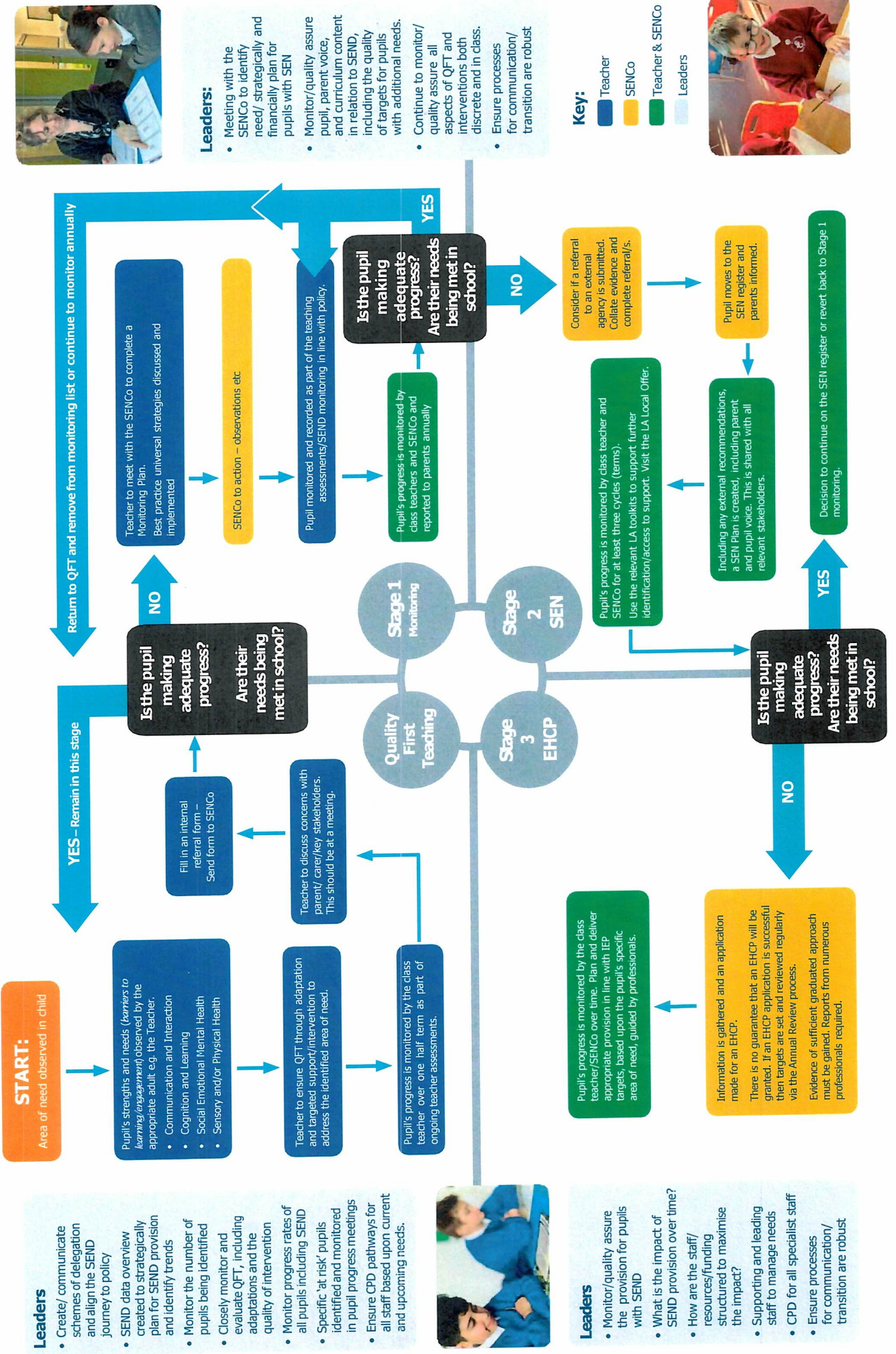


The SEND Journey At Malcolm Sargent School



SEND Target Set & Review Procedure

(For Medical Profiles & SEN Plans Incorporating EHCP & Pastoral Support Plans)

Autumn Review & Spring Target Setting – December Parent Consultation

Teachers hold a meeting with child and parents to review Autumn Targets, and review targets for the Spring term, revising SEN Plan in any sections where applicable:

- Discuss and update the SEN Profile based on most recent information, including a review of and changes made where necessary to what the child enjoys and is good at, what they find difficult and how they are helped, what they need in assessments, what they can do at home to be supported, what parents, the child, teachers and professionals think.
- Update any further recommendations from external support agencies such as STT, SALT, EP or WTT, into the sections on 'What I Find Difficult', 'What Help's Me', and 'What Professionals Think'.
- Review previous Targets, to identify whether they have been met, partially met, or not met. Decide whether to continue with targets, or set new targets based on child's progress and current needs.
- Set new targets if needed based on specific SEND needs.
- Book a meeting for the review of the targets, with parents and child, for the end of the Spring Term, following assessments. Send the paperwork to parents at least one week in advance.
- **Save copy for SEN Folder. Print or email copy for parents, signed.**



Spring Review and Summer Target Set meeting – March Parent Consultation

Teachers hold a meeting with child and parents to review Spring Targets, and review targets for the Summer Term, revising SEN Profile in any sections as above:

- Book a meeting for the review of the targets, with parents and child, for late June/July, following next assessments. Send paperwork to parents at least one week in advance.
- **Save copy for SEN Folder. Print or email copy for parents, signed.**



Summer Review & Autumn Target Set meeting – June/July SEN Meeting

Teachers hold a meeting with child and parents to review Summer Targets, and review targets for the Autumn Term, revising SEN Profile in any sections as above:

Book a meeting for the review of the targets, with parents and child, for late June/July, following next assessments. Send paperwork to parents at least one week in advance.

- **Save copy for SEN Folder. Print or email copy for parents, signed.**



Transition To New Class – July Professionals Meeting

Teachers complete at the end of year designated transition meeting. This could take place in the Summer Review & Autumn Target Set meeting with parents (above). In Year 6, the child's future secondary school SENDco will be invited to attend.

Discuss the child's needs using the Profile, and ensure the receiving teacher understands:

- The needs of the child and what they find difficult
- What support is in place and what has been done to help them, including strategies that work
- What other professionals have been involved, and what they have diagnosed, assessed and recommended, (go through the recent copies of reports from professionals, including STT, WTT, EP, SALT etc).
- Ensure EHCP is shared (although all strategies will have been reviewed within the SEN Intensive Support Profile).





SEN Referral Form

Name		Class		Date	
Concerns From	Parent	Teacher	Child	Other	
Area Of Need	Communication & Interaction (C&I)	Cognition & Learning (C&L)	Social Emotional & Mental Health (SEMH)	Sensory and/or Physical (S&P)	
Possible Needs	Speech	Processing	Emotions	Sensory	
	Social	Memory	Mental Health	Hearing	
	Expressive	Phonology	ADHD	Vision	
	Receptive	Handwriting	ADD	Processing	
		Writing	ASD	Hypermobility	
		Comprehension	Anxiety	Gross Motor	
		Number	Self-Esteem	Fine Motor	
Underlying Cognition / Prior Attainment		Lower Attainer	Average Attainer	Higher Attainer	
Flightpath To Potential	EYFS	KS1	LKS2	UKS2	
Reading					
Writing					
Maths					
SEMH					
Communication					
Notes & Observations					

Parents &
Teacher
Signatures &
Date

Assessment Of Stage

Is the child under-achieving against their potential? Are they not making adequate progress in line with their flightpath?

And/or

Does The Child Need Support That Is 'Additional To' and/or 'Different From' A Majority Of Other Children At Their Age?

Yes

Place The Child On A Monitoring Plan, Support Through Quality First Approaches And Review Annually

Date & Sign:

No

Continue support through Quality First Teaching. Monitor for one term, then revisit.

Yes

Has the child's progress continued to be inadequate against their potential?

No



Stage 1 – SEN Monitoring Plan

Name Of Child		Start Of Plan		Involved		Meeting Date	
IHC		In Care		TAF/SS		Present	

Meeting Overview / Aims

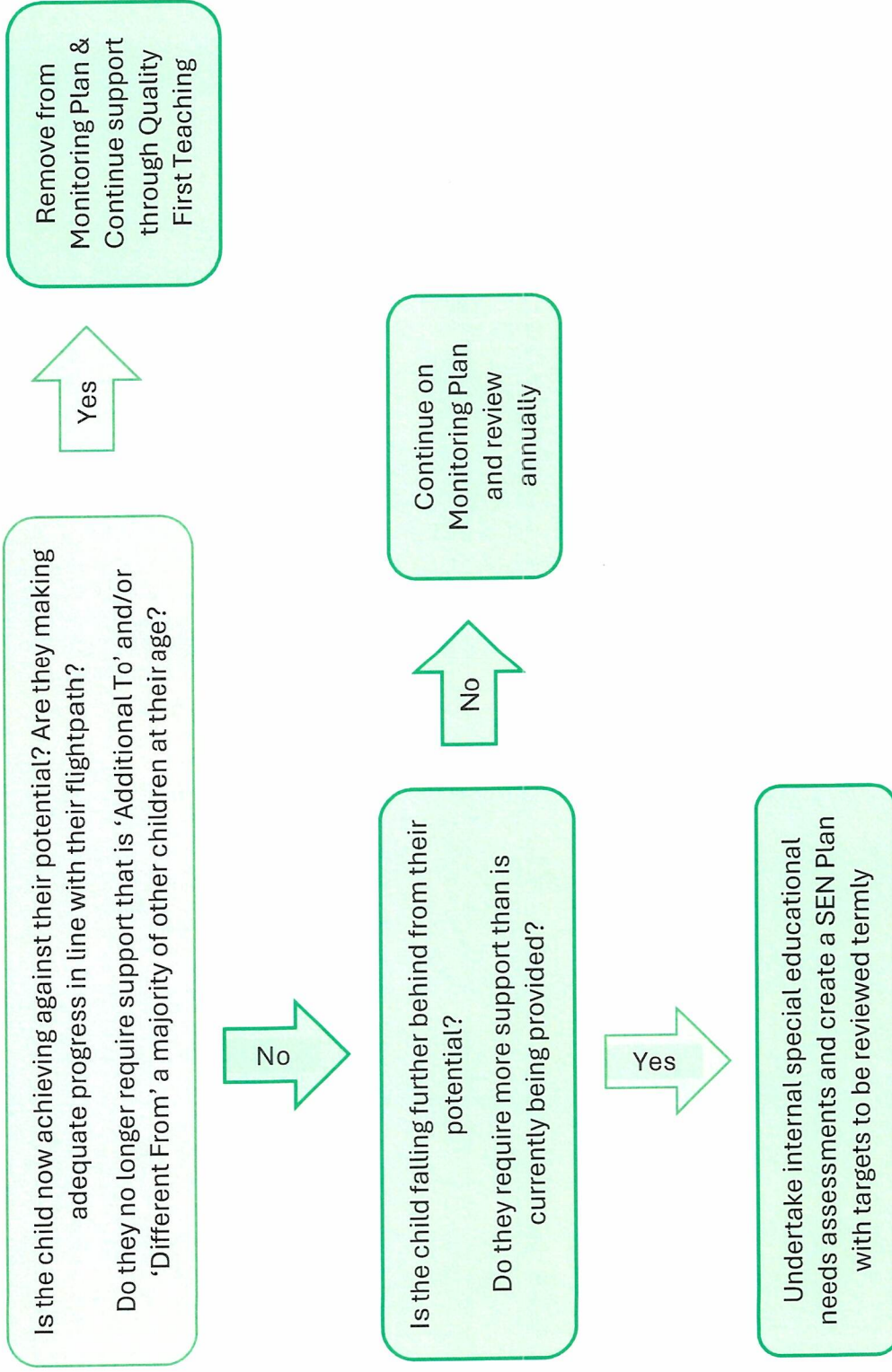
Welcome & Introductions. The purpose of this meeting is to discuss the behaviour of the child. It is important that we consider the education and wellbeing of the child whilst also remaining mindful of the right of the other children at the school to learn, be safe and happy, and the right for adults at the school to do their job. For the success of this meeting, I would expect all views to be listened to and everyone to be respectful so we can work together in the best interests of the child and everyone else at the school. If I feel this is not the case, the meeting will have to be stopped.

Overview of Child

Area Of Need	C&I	C&L	SEMh	S&P
Needs	Speech	Processing	Emotions	Sensory
	Social	Memory	Mental Health	Hearing
	Expressive	Phonology	ADHD	Vision
	Receptive	Handwriting	ADD	Processing
		Writing	ASD	Hypermobility
		Comprehension	Anxiety	Gross Motor
		Number	Self-Esteem	Fine Motor
Potential Attainment	Reading/Phonics	Writing	GapS	Maths/MTC
Current Attainment	Reading/Phonics	Writing	GapS	Maths/MTC
Review				

	Expectations, rules and instructions are repeated back	Consideration of positioning in the classroom
	Praise regular and short	Minor disruptions can be negotiated for tactical ignoring
	Range of rewards and praise systems used and regularly changed that are personal to the child	Rest breaks provided through change of activity through the learning session
	Work activity is broken down into small chunks to vary interest, pace and engagement	Reminder cards and lists, checklists and ordering and priority scaffolding systems
	Quiet working atmosphere with limited distractions with other working spaces that provide this where needed	Small, supportive fidget aids
	Wobble chairs, TheraBand straps and rocker chairs to help movement to aid in concentration	Interleaved learning, repeated little and often – or spaced learning principals
	Clear methods of remembering key facts	Precis and summary information provided
	Friendly, approachable, flexible and patient approach that does not , shame	Relational approaches to build trust and security to adults
	Clear, consistent boundaries and expectations	Clear and consistent routines and rules
	Daily visual timetable which is introduced at the beginning of the day	The timetable for the following day and also events for the week ahead are discussed in good time
	Preparation for change wherever possible	Visual tools to help with tasks
	Plain language, simple and clear, with first name used first	Time to process information
	Ear defenders	Low arousal area as far as is possible where the child sits
	Consideration of positioning in the classroom	Reasoning and discussion about problems and concerns
	Appealing to special interests wherever possible	Reward charts used to praise but also to modify approaches due to the identification of triggers
	Use visuals and scale rating to turn abstract emotions into concrete concepts	
	Pencil grips, writing lines and stencils	Writing slope
	Velcro fastenings / Easy On/Off Clothing	Easy-Grip Scissors and Cutlery
	Name of child, then instruction to gain their attention	Consideration of positioning in the classroom
Autism Spectrum, Including Anxiety & Sensory Processing		
Motor Coordination		
Visual & Hearing		

Assessment Of Stage At End Of Annual Monitoring





Stage 2 - SEN Plan

Number		Start Of Plan		Year & Term		IHC
Name Of Child		D.O.B.		Involved		In Care
Meeting Date		Present		Next Meeting		TAF/SS






Meeting Overview / Aims

Welcome & Introductions. The purpose of this meeting is to discuss the behaviour of the child. It is important that we consider the education and wellbeing of the child whilst also remaining mindful of the right of the other children at the school to learn, be safe and happy, and the right for adults at the school to do their job. For the success of this meeting, I would expect all views to be listened to and everyone to be respectful so we can work together in the best interests of the child and everyone else at the school. If I feel this is not the case, the meeting will have to be stopped.

Overview of Child Including Diagnosis

Area Of Need	C&I	C&L	SEMh	S&P
Needs	Speech	Processing	Emotions	Sensory
	Social	Memory	Mental Health	Hearing
	Expressive	Phonology	ADHD	Vision
	Receptive	Handwriting	ADD	Processing
		Writing	ASD	Hypermobility
		Comprehension	Anxiety	Gross Motor
		Number	Self-Esteem	Fine Motor
Potential Attainment	Reading/Phonics	Writing	GaPS	Maths/MTC
Current Attainment	Reading/Phonics	Writing	GaPS	Maths/MTC

Notes:

What I Like You To Do To Help Me		What Won't Help Me	
•		•	
I am good at and I really enjoy... 		Things I find difficult... 	
•		•	
Professionals that help and support me... 		The school thinks... 	
Professional/Organisation	Date	Outcome	
Working Together Team (WTT)			
Specialist Teacher Applied Psychology Services			
Ophthalmology			
Educational Psychologist (EP)			
Paediatrician			
Lincolnshire Healthy Minds			
Mental Health Support Team (MHST)			
Children & Adolescent Mental Health Services (CAMHS)			
Early Support Care Coordination (ESCO)			
SEND Advice Line for Lincolnshire (Ask SALL)			
Occupational Therapy			
Physiotherapy			
Speech And Language Team (SALT)			
Lincolnshire Therapy Services (Sight)			
Lincolnshire Therapy Services (Hearing)			
Internal SEN Assessments			
Assessment	Standardised	Age	Reaching Potential?
Visual Processing Display (VPD) Overlay			
Below National Standard (BNS)			
Salford Fluency			
Salford Comp			
Lucid			
Special Needs Assessment Profile (SNAP)			
Reading Speed			
Writing Speed			
My parents think... 			

Comments About Home Life

Review Of School Provision & Support

How effective do you think the provision and support given to your child is? Please give details and then rate the effectiveness of the provision and support below.
Please rate by indicating which number on the scale below:

In assessments I need...



1	2	3	4	5
Poor	Needs Improvement	Okay	Good	Excellent

If you have any concerns about the SEND process, please contact the Complaints Coordinator at enquiries@malcolmsargent.lincs.sch.uk.

In transition to my next class I need...

Support Through Universal Provision (Highlight)

	New vocabulary is introduced before it is used	When learning new words, they are sounded out and broken down
	Reminder are given about prior learning before starting new learning	Name of child, then instruction to gain their attention
	Instructions are broken down into smaller steps	Instructions are introduced one at a time
	10 seconds thinking time before answering	Children repeat instructions and ideas back
Communication & Interaction	Visual examples and pictures used to show learning in different ways	Visuals used to record information
	Visuals used to organise thinking, steps in instructions and other learning processes	Talk for learning – children to speak and express ideas orally as much as possible
	Praise for speaking and expressing ideas orally	Words, phrases and longer sentences are repeated back many times
	Oral speech is recast where needed	
Cognition & Learning For Literacy	Coloured paper and screens to help reading	Large, clear fonts used on white board and sheets
	Allowing time to read and understand words and sentences	Check-ins that instructions and input has been understood

	<p>Practical and visual resources and scaffolding used to support reading and writing</p> <p>Word mats for vocabulary and spellings</p> <p>Letter formation grounded through type of handwriting style</p> <p>Talk about the maths and reasoning</p> <p>Use visual learning to show the mathematical concept</p> <p>Use practical and concrete resources to help learn mathematical concepts</p> <p>Routines and rules are clear and consistent</p> <p>Reminder are given about prior learning before starting new learning</p> <p>Expectations, rules and instructions are repeated back</p> <p>Praise regular and short</p> <p>Range of rewards and praise systems used and regularly changed that are personal to the child</p> <p>Work activity is broken down into small chunks to vary interest, pace and engagement</p> <p>Quiet working atmosphere with limited distractions with other working spaces that provide this where needed</p> <p>Wobble chairs, TheraBand straps and rocker chairs to help movement to aid in concentration</p> <p>Clear methods of remembering key facts</p> <p>Friendly, approachable, flexible and patient approach that does not , shame</p> <p>Clear, consistent boundaries and expectations</p> <p>Daily visual timetable which is introduced at the beginning of the day</p> <p>Preparation for change wherever possible</p>	<p>Scaffolding used to help trigger memory of letter sounds, breaking apart words to sounds and building sounds</p> <p>ACE Dictionaries available</p> <p>Spellings taught schematically and progressively</p> <p>Use a variety of different ways to represent the mathematical concept or problem</p> <p>Repeat and interleave the learning, little and often</p> <p>Instructions are short, clear and introduced one at a time</p> <p>Name of children, then instruction to gain their attention</p> <p>Consideration of positioning in the classroom</p> <p>Minor disruptions can be negotiated for tactical ignoring</p> <p>Rest breaks provided through change of activity through the learning session</p> <p>Reminder cards and lists, checklists and ordering and priority scaffolding systems</p> <p>Small, supportive fidget aids</p> <p>Interleaved learning, repeated little and often – or spaced learning principals</p> <p>Precis and summary information provided</p> <p>Relational approaches to build trust and security to adults</p> <p>Clear and consistent routines and rules</p> <p>The timetable for the following day and also events for the week ahead are discussed in good time</p> <p>Visual tools to help with tasks</p>
<p>Cognition & Learning For Maths</p>		
<p>Processing, Memory, Attention & Concentration</p>		
<p>Autism Spectrum, Including Anxiety & Sensory Processing</p>		

	Plain language, simple and clear, with first name used first	Time to process information
	Ear defenders	Low arousal area as far as is possible where the child sits
	Consideration of positioning in the classroom	Reasoning and discussion about problems and concerns
	Appealing to special interests wherever possible	Reward charts used to praise but also to modify approaches due to the identification of triggers
	Use visuals and scale rating to turn abstract emotions into concrete concepts	
Motor Coordination	Pencil grips, writing lines and stencils	Writing slope
Visual & Hearing	Velcro fastenings / Easy On/Off Clothing	Easy-Grip Scissors and Cutlery
	Name of child, then instruction to gain their attention	Consideration of positioning in the classroom
Support Through Targetted Provision (Highlight)		
Communication & Interaction	Social Coaching	Socially Speaking Program
	1 st Call	NELI
	20 mins/day or as recommended by SALT/ECLIPS	
	SALT/ECLIPS Program as directed	Talkabout
Cognition & Learning For Literacy	Nessy Reading & Spelling (Orton Gillingham Approach)	IDL Online Program (Orton Gillingham Approach)
	Y1 to Y6 / 4 x 20 mins a week / independent work with 5 minutes follow-up with a class teacher per child / ongoing program until completed	Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions
	Phonics Intervention	Fresh Start Phonics
	15 mins / daily	Year 5&6 only 15 mins / daily
	Bulldog Letter Reversals 10 mins every other day	TRUGS 15mins x 2/week
	Word Wasp Booklet 10 mins per day Accelerated Reader (EEF) 20 mins/day	Colourful Semantics 2 x 15 mins per week or alongside all writing work Dictate Pro / Clicker 8
Comprehension Intervention Using EEF Reading Approach 20 mins/day – group size no more than 3	Write Away Together / Conferencing 30 mins / week	

	Paired Reading 15 mins / day	Handwriting Intervention
	<p>Intensive support in class throughout learning time</p> <p>Strategies to assist in reducing cognitive overload, supporting understanding through scaffolding, modelling and interleaved learning, coaching and questioning, scribing and enhanced use of visual and concrete representations. (Indicate ratio of adult support or time in each hour)</p>	
<p>Cognition & Learning For Maths</p>	<p>IDL Maths Online Program</p> <p>Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions</p> <p>TT Rockstars Daily for 10 mins</p> <p>Precision Teach</p> <p>5 minutes a day per skill/fact with a CT or TA</p> <p>Memory Fix</p> <p>Feelings Detectives</p> <p>Zones Of Regulation</p> <p>The Hidden Chimp</p> <p>BOSS Regulation Toolkit</p> <p>ELSA Therapy</p> <p>Socially Speaking Program</p> <p>Lego Therapy</p> <p>Talkabout</p>	<p>Intensive support in class throughout learning time</p> <p>Strategies to assist in reducing cognitive overload, supporting understanding through scaffolding, modelling and interleaved learning, coaching and questioning, scribing and enhanced use of visual and concrete representations. (Indicate ratio of adult support or time in each hour)</p> <p>Plus 1 10 mins daily</p> <p>Intensive support in class throughout learning time</p> <p>Strategies to assist in concentration, focus and reducing cognitive overwhelm. (Indicate ratio of adult support or time in each hour)</p> <p>Volcano In My Tummy Program</p> <p>Mindfulness Journal</p> <p>The Incredible 5 Point Scale</p> <p>The Feelings Artbook</p> <p>Language For Behaviour & Emotions</p> <p>Intensive support in class throughout learning time</p> <p>Strategies to assist in removing barriers to learning, pre-teach and post-teach, increased visual and scribing support and repeated practice. (Indicate ratio of adult support or time in each hour)</p> <p>Social Stories & Comic Strip Conversations</p> <p>BOSS Regulation Toolkit</p>
<p>Processing, Memory, Attention & Concentration</p>		
<p>Autism Spectrum, Including Anxiety & Sensory Processing</p>		

	Zones Of Regulation	ELSA Therapy
	Feelings Detectives	Drawing & Talking
	1 st Move	Take Time
Motor Coordination	Recommended Physiotherapist, or Occupational Therapist Program as directed	
Visual & Hearing	As directed by medical professional as part of health care plan	
Targets	Things That Help Me	Who helps
	<u>Specific Targeted Intervention</u>	<i>Review of things that help</i>
	<u>Specific Targeted Intervention</u>	
	<u>Specific Targeted Intervention</u>	
Signatures		
Child	Parent	Teacher

Appendix 6

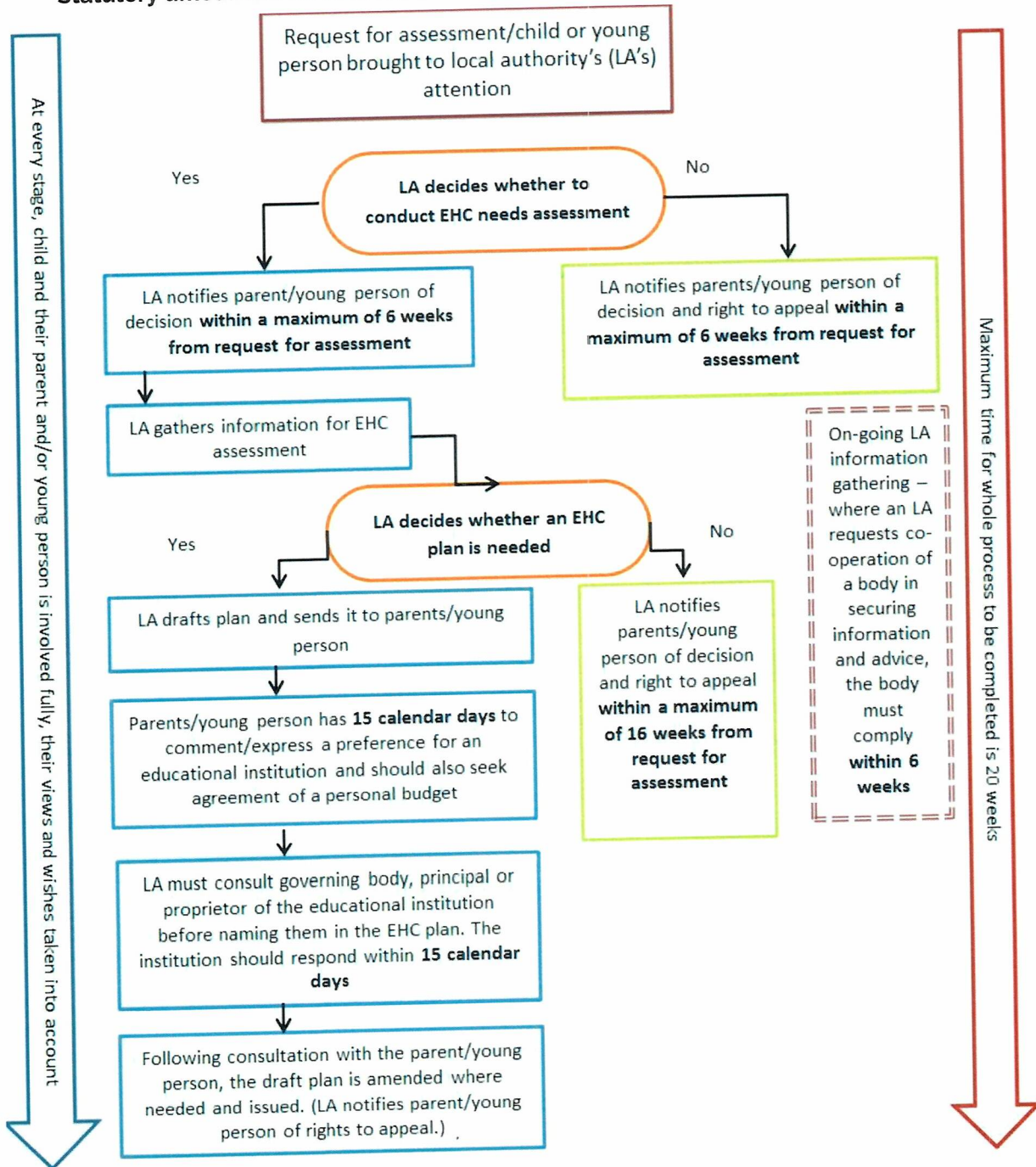
Minimum requirements and evidence needed for a request to be made for an Education, Healthcare Plan:

- 1. Engagement with an external professional who is providing advice or recommendations to the school.**
- 2. A minimum of three reviews of a SEN Plan (this takes one academic year)**
- 3. Evidence across at least one review that recommendations made by external professionals have been implemented and reviewed.**

A request for an Education, Healthcare Plan is supported to have a higher chance of success being agreed at the first Panel, if:

- 1. A Lincolnshire Value-SEND has been used to assess the needs of the child at least twice.**
- 2. An Early Help Assessment has been conducted with the family to ensure the needs of the child are not being created solely by environmental concerns or parenting capacity.**
- 3. ASK SALL has been contacted to ensure the school is undertaking all that it can from Lincolnshire SEN Support.**
- 4. The child's attendance is above 95% to ensure the child's needs are not being created by inconsistent or poor attendance at school.**
- 5. Parents are doing all that they can to support the child both in and out of school.**

Statutory timescales for EHC needs assessment and EHC plan development



Understanding the Education, Health and Care Needs Assessment Request Process (0 – 6 Weeks):

A guide for parents and carers:

An Education, Health and Care Needs Assessment request has been made, so what does this mean?

Your child's school or other education setting will often be able to meet the needs of children/ young people through SEN Support, but sometimes they may need more specialised educational provision. In these circumstances, it may be necessary to consider an EHC needs assessment.

An outcome of the EHC needs assessment may be an Education, Health and Care (EHC) Plan. The plans are legal documents that include information and support about the child/young person's Special Education Needs, as well as Health and Social Care where relevant.

"The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood." SEND Code of Practice 9.2"

Evidence will be required detailing the support and interventions which an education setting has already provided as part of the graduated approach or supported evidence if a child is not in a pre-school setting if appropriate. The new process requires the child/young person and all relevant professionals to contribute to the assessment; to identify the support they can provide and monitor progress to be able to meet the identified outcomes.

The request has been submitted, what happens now?

Once the request has been submitted a SEND Assistant Caseworker will be allocated. This may be up to 2 weeks after the request is submitted. Within the first 6 weeks of the process, they will send further information requests to the following (even if information has been provided as part of the initial EHC Needs Assessment Request):

- Parents/carers and/or young person –Any additional information you feel relevant and wish to upload can be added to the bottom of the request form by clicking 'add files'. The email addresses of parents / carers / young people aged over 16 and above will be added to the sidebar.
- The child or young person's educational setting

- Health Care professionals
- Psychological advice and information from an educationalist
- Social Care professionals
- Any other advice and information that Lincolnshire County Council considers relevant.

At the end of the information gathering period a panel will meet to decide if an assessment is required in line with the SEND Code of Practice 2015. This decision must be made within 6 weeks of the original request.

If an assessment is not agreed the Local Authority will inform parents/young people about the decision, highlighting their right to appeal.

If the decision is to proceed you should receive a notification to access the Hub. A SEND caseworker will be allocated and will contact the family, and person who made the request, to discuss next steps.

How long is the whole process?

Overall, it can take 20 weeks for the whole process to completed. However, this can be split into 3 sections; please see an overview below or refer to the flowchart on Page 154 of the SEND Code of Practice, 2015:

- 0-6 weeks – This is the information gathering stage. Once the request has submitted to the Local Authority must agree whether or not to progress with an assessment within 6 weeks of the request
- 6-16 weeks – If an assessment is agreed, a SEND Caseworker and assessing professional, such as an Educational Psychologist or Specialist Teacher, will be allocated. By the 16-week date, this information is seen at a Hub Panel Meeting, where it is determined if an EHC Plan is required.
- 16-20 weeks – A Draft EHC Plan is created and shared with parents / carers and / or young people aged over 18, and finalised by the 20-week date.

What do I do if I have concerns regarding my Child's school?

At this stage the SEND Team cannot assist with concerns raised. You are required to go through the appropriate channels within the settings network.

What do I do if I need to apply for a school place, but I am awaiting the outcome of this process?

As a parent, you are required to go through the normal admission process, whilst the EHC Needs assessment process is being completed.

Where can I find more information regarding this process?

[Liase – About Liase - Lincolnshire County Council](#)



[SEND Local Offer – Lincolnshire County Council](#)



[Lincolnshire Parent Carer Forum – Lincolnshire County Council](#)



[EHC Hub Guidance](#)



[School and college transport – Lincolnshire County Council](#)



[Lincolnshire Young Voices – Lincolnshire County Council](#)



Glossary:

EHCP: Education, Health and Care Plan.

EHCNAR: Education, Health and Care Needs Assessment Request

EHC Hub: Education, Health and Care Hub.

SEND: Special Educational Needs and Disabilities.

SENDCo: Special Educational Needs and Disabilities Co-ordinator.

Understanding the Education, Health and Care Needs Assessment Process (6 – 20 Weeks):

A guide for parents and carers:

Lincolnshire County Council have agreed to carry out the EHC Needs Assessment for your child, so what happens next?

Lincolnshire County Council will seek information and advice on:

- a. Your child or young person's needs,
- b. The provision required to meet those needs, and,
- c. The outcomes expected to be achieved by your child or young person.

Lincolnshire County Council will seek advice and information from professionals during an assessment as set out in Regulation 6(1) of The Special Educational Needs and Disability Regulations 2014 (The SEND Regulations 2014):

- a. You, as your child's parent or as a young person.
- b. Educational advice (usually from the SENDCo, the head teacher or principal).
- c. Medical advice and information from a health care professional.
- d. Psychological advice and information from an educationalist.
- e. Advice and information in relation to social care.
- f. Advice and information from any other person the local authority deems appropriate.
- g. Where your child (or you as a young person) is in or beyond Year 9, advice and information in relation to provision to assist your child/you in preparation for adulthood and independent living.
- h. Advice and information from any person you reasonably request that the local authority seek advice from.

The SEND Caseworker will reach out via email, explaining the next steps of the process. A meeting (via phone, Teams, or in person) may be held. This meeting is an opportunity to work together positively, keeping the child or young person at the centre of the process. Their views, wishes, and feelings will be central to the discussion.

How long will this take?

The above professionals must respond within six weeks upon Lincolnshire County Council asking for their advice and information regarding your child/ young person. This

is set out in SEND Regulation 8(1) and paragraph 9.52 of the Code of Practice. The only exceptions to this are if:

- a. During that six-week period, exceptional circumstances affect you or your child,
- b. You or your child are away for a continuous period of not less than four weeks,
or
- c. You fail to keep an appointment for an examination or a test.

Lincolnshire County Council will decide whether to issue an EHC Plan within 16 weeks of receiving the initial request. If agreed, a draft EHC plan will be created and shared, and consultations with settings will begin. The final EHC Plan must be issued no later than 20 weeks from the date of the initial request.

What happens if my child is declined an EHC Plan?

Your SEND Caseworker will contact you by the 16-week deadline to explain the decision and provide advice on next steps. The decision will also be available on the EHC Hub.

What happens if my child is approved for an EHC Plan?

You will receive a notification via the EHC Hub. The SEND Caseworker will draft the EHC Plan and share it with you through the Hub. You will have 15 days to provide feedback. The Caseworker will then consult with settings, including your parental preference, this may take up to 15 days for settings to respond.

What do I need to do?

As a parent/ carer for your child, you are required to provide your voice. This is to be done on the EHC Hub system. You'll be asked to respond to the following prompts:

- Important things to know about our family history: briefly explain any family history that may be relevant, such as parental diagnoses, living situations and social care involvement.
- Things that are working well at home and school: explain in your own words what you think is working well at home and school, giving examples if needed.
- Things that are not working well and we would like to change: explain in your own words what you think is not working well at home and school, giving examples if needed.
- Our hopes and aspirations for the future: what you would like to see happen for your child.
- Other information we think is important: any information not already covered.

Keep this section factual and concise. Lincolnshire County Council recommends that it fits on one A4 landscape page when presented.

What can I expect from my SEND Caseworker?

During the time of the Needs Assessment, the SEND Caseworker will be working in the background ensuring all advice and information is provided in accordance with the above. They will be in contact with you at several points of the process, including but not limited to:

- a. Initial contact where they introduce themselves, normally via the email address you have provided.
- b. If a meeting has been requested, following the drafting of your child's EHC Plan, they will arrange this meeting with you.
- c. Informing you of the decision as to whether Lincolnshire County Council will issue your child with an EHC Plan, via the EHC Hub.
- d. Sharing the draft EHC Plan and gathering your wishes for consulting settings.
- e. Sharing the outcome of the consultation process.
- f. Informing you when the EHC Plan has been finalised.

Your views matter:

How did we do during the first 6 weeks?

A short set of questions for parents/carers/guardians/young people, used to shape the SEND Team in Lincolnshire:

<https://www.letstalk.lincolnshire.gov.uk/embeds/projects/38656/survey-tools/43367>



Paper copy also available.

Where can I find more information regarding this process?

[Liaise – About Liaise - Lincolnshire County Council](#)



[SEND Local Offer – Lincolnshire County Council](#)



[Lincolnshire Parent Carer Forum – Lincolnshire County Council](#)



[EHC Hub Guidance](#)



[School and college transport – Lincolnshire County Council](#)



[Lincolnshire Young Voices – Lincolnshire County Council](#)



Glossary:

EHC Plan: Education, Health and Care Plan.

EHC Hub: Education, Health and Care Hub.

SEND: Special Educational Needs and Disabilities.

Understanding the Education, Health and Care Plan Process (20 Weeks):

A guide for parents and carers:

Lincolnshire County Council have finalised my child's first EHC Plan. What happens next?

Lincolnshire County Council delegates the delivery of the special education provision specified in Section F in the EHC Plan to the setting which is named on your child's EHC Plan. This is a legal duty, set out in section 42(2) of the Children and Families Act 2014. It is Lincolnshire County Council's legal duty to make sure that setting's staff have the correct financial resources, training and equipment to provide this. To meet this legal duty, Lincolnshire County Council will contact the setting named in your child's EHC Plan, stating that they are named and must commence providing the special educational provision outlined in Section F of the EHC Plan. It is recommended that you as a parent/ carer discuss this implementation of special educational provision directly with the setting, and the timeframe for this.

The EHC Plan must be reviewed within a 12-month period. Lincolnshire County Council oversee these EHC Plan reviews, however, delegates the responsibility of these reviews to the setting named of the child's EHC Plan. This is to ensure it stays up-to-date and continues to provide the support needed. At the end of the review, there are only three decisions Lincolnshire County Council can make:

- To maintain the EHC plan as it is (not make any changes),
- To amend the EHC plan (and say what changes it is proposing), or,
- To cease the EHC plan if it deems it is no longer necessary for it to be in place.

The first review of your child's EHC Plan will take place within 12 months of the EHC Plan being finalised. Subsequent reviews must be completed within 12 months of the previous review.

If your child is between ages 0-5, Lincolnshire County Council will ask the setting to consider reviewing their EHC Plan every 6 months in line with The SEND Code of Practice 9.178, to ensure that the provision continues to be appropriate.

What should I do if I disagree with the contents of my child's EHC Plan?

If you are unhappy with the contents within Sections B and/or F of your child's EHC Plan, you can attend a mediation with the Local Authority, or obtain a mediation certificate to appeal to the First-tier Tribunal (Special Educational Needs and Disability) also known as

the SEND Tribunal. A letter will be available on the EHC Hub detailing how you can proceed with this decision.

What should I do if I do not agree with the setting named in my child's EHC Plan?

If you are unhappy with the setting named in Section I of your child's EHC Plan, you can appeal to the First-tier Tribunal (Special Educational Needs and Disability) also known as the SEND Tribunal. A letter will be available on the EHC Hub detailing how you can proceed with this decision.

What will happen at the First Annual Review and subsequent Reviews?

The setting will be in touch at least four weeks prior to when the first annual review is due, to arrange the EHC Plan review meeting and gather reports. The annual review invitation will be sent at least two weeks prior to the meeting, along with the advice collected beforehand and will be sent to:

- Parents/ Carers.
- The child or young person.
- The SEND caseworker.
- Any health professionals involved with the child.
- Any social care professionals involved with the child.
- Any other professional currently working with your child.

The advice and guidance should provide details about the child or young person's progress and their access to teaching and learning and consider whether the current special educational provision is effective. Parents, young people and professionals can suggest changes to the EHC plan. Gathering this information and advice before the meeting is crucial, particularly where amendments to the EHC plan are being considered. During the Annual Review, several key points will be discussed:

- Your views, wishes and aspirations as the parent and carer.
- Your child's views, wishes and aspirations.
- Your child's special educational needs, and whether these remain appropriate.
- Your child's progress towards outcomes, and whether the outcomes remain suitable.
- The special education provision in place, and whether any adjustments are needed.
- The provision required to support your child in preparing for adulthood and independent living (From Year 9 onwards).

Subsequent reviews will follow the same format and must be held within 12 months of the last review.

The setting will upload the review documentation to the EHC Hub. The SEND Caseworker will then decide whether to maintain, amend or cease your child's EHC Plan.

Maintaining the EHC Plan:

A decision to maintain the EHC Plan may be published following an annual review. This typically means that there have been no significant changes to your child's needs or provision, and therefore no updates to the plan are required.

Amending the EHC Plan:

A decision to amend the EHC Plan may be published following an annual review, if the SEND caseworker identifies significant changes to your child's needs and provision. In this case, proposed amendments will be shared with you via the Draft EHC Plan (Notice of Amendment) on the EHC Hub. You will then have up to 15 days to provide your feedback to the SEND Caseworker, through the EHC Hub. However, the SEND caseworker will also accept feedback through other means if needed. Once your feedback has been considered, a finalised amended EHC Plan will be issued via the EHC Hub.

Ceasing the EHC Plan:

A decision to cease the EHC Plan may be published if the SEND caseworker determines that it is no longer necessary for the plan to be maintained, or if Lincolnshire County Council is no longer responsible for the child or young person.

When the EHC Plan may no longer be necessary:

This may occur when your child no longer requires the special educational provision outlined in the EHC Plan.

When Lincolnshire County Council is no longer responsible:

This applies in circumstances such as:

- A young person aged 16 or over leaves education to take up paid employment (including employment with training but excluding apprenticeships).
- The young person enters higher education (e.g. achievement of a Level 3 qualification).
- A young person aged 18 or over leaves education and no longer wishes to engage in further learning.

- The child or young person moves to another local authority.

Can I request an early annual review?

If you believe that there is a significant changes of need or provision to your child's EHC Plan, you can request that an early annual review be considered and arranged as soon as possible. This decision lies with your SEND Caseworker, and will depend on the circumstances surrounding your request. However, if Lincolnshire County Council does not agree to carry out an early review, there is no right of appeal against that decision.

If a review meeting is brought forward and held without prior confirmation from Lincolnshire County Council the Local Authority is **not** required to review the EHC Plan, follow the legal process nor adhere to legal deadlines.

What if I have concerns with the implementation and delivery of provision within the setting?

If you have concerns, it is best to speak with your child's teacher first, to understand what is happening and explore whether a quick solution can be found. If the issue remains unresolved, you should then speak with the setting's SENDCo, who is actively involved in overseeing your child's provision. It is recommended that you meet with the SENDCo in person to discuss your concerns. After the meeting, allow time for the setting to implement any agreed actions, before escalating the matter to your SEND Caseworker.

If you are experiencing communication difficulties with the setting, please follow their internal policies and procedures to escalate your concerns appropriately.

Can my SEND Caseworker assist with transportation?

Your SEND Caseworker cannot assist with transportation to and from your child's named setting. The responsibility of transport decisions come directly from the Lincolnshire County Council Transport Team, which operates under its own processes and criteria.

For more information please visit: [School and college transport - Lincolnshire County Council](#).

If transport has been agreed and you experience any issues, it is best to raise your concerns with the setting first, before contacting the Lincolnshire County Council Transport Team.

What can I expect from my SEND Caseworker?

Responsibilities:

Your SEND caseworker is responsible for ensuring that processes related to your child's EHC Plan are followed in line with legislation. Their responsibilities include, but are not limited to:

- Overseeing the implementation and delivery of your child's special educational provision within the setting
- Deciding, following an annual review, whether to maintain, amend or cease your child's EHC Plan.
- Working in partnership, with you, your child, professionals from education, health, social care and the third sector to achieve shared objectives, outcomes and aspirations.

Attendance at Annual Reviews:

The SEND caseworker may attend annual reviews when the setting requests their involvement or during specific reviews that occur at key points in your child's educational journey (such as phase transfer reviews). Their attendance helps ensure that both your views and your child's preferences regarding the next educational setting are fully considered, and that the EHC Plan is updated to reflect appropriate provision and support for the new phase of education.

The SEND Caseworker may also attend an annual review if there is a proposed change in provision that requires consideration by Lincolnshire County Council. Please note that SEND caseworkers **do not routinely** attend all annual reviews throughout your child's educational journey.

Communication:

Your SEND Caseworker will communicate directly with the setting if any issues arise and will provide advice and guidance directly to the setting if they need support to meet your child's needs. The setting has a duty to use **all available resources** both internally and through external agencies and The Local Offer before contacting the SEND caseworker for further support.

While you may contact your SEND Caseworker for clarity on EHC Plan-related processes, **educational queries should be directed to the setting**. You are encouraged to:

- Review the setting's policies and procedures
- Explore the Local Offer for available resources

- Contact Liaise for impartial advice

Where a collaborative next step is required, a multi-agency meeting may be held to prevent miscommunication and ensure a holistic approach that promotes the best outcomes for your child. Please note that the SEND Caseworker may direct any queries to other teams within the service or back to your child's setting, if your question does not relate directly to your child's EHC Plan.

The SEND Caseworker will review all annual review documentation once submitted by the setting. They **do not routinely** notify you of decisions following the review; instead, notifications will be sent via email through the EHC Hub. You will receive a Letter of Intent indicating that changes may be required. This is a formal step and reflects what was already discussed during the annual review. A 'Maintained' decision regarding your child's EHC Plan will be finalised without the proposed amendments being shared with you first.

Your views matter:

How did we do during the 20 weeks?

A short set of questions for parents/carers/guardians/young people, used to shape the SEND Team in Lincolnshire:

<https://www.letstalk.lincolnshire.gov.uk/embeds/projects/38656/survey-tools/43370>



Paper copy also available.

Where can I find more information regarding this process?

[Liase – About Liase - Lincolnshire County Council](#)



[SEND Local Offer – Lincolnshire County Council](#)



[Lincolnshire Parent Carer Forum – Lincolnshire County Council](#)



[EHC Hub Guidance](#)



[School and college transport – Lincolnshire County Council](#)



[Lincolnshire Young Voices – Lincolnshire County Council](#)



Glossary:

EHC Plan: Education, Health and Care Plan.

EHC Hub: Education, Health and Care Hub.

SEND: Special Educational Needs and Disabilities.

SENDCo: Special Educational Needs and Disabilities Co-ordinator.

Education, Health and Care Plan Process Flowchart

Week 0 - 6

A Request For Assessment is received by Lincolnshire County Council. This can come from a school, parent, or involved professional, e.g., a social worker. Within the first 6 weeks, you will receive confirmation as to whether Lincolnshire County Council agrees to assess the young person.

6 – 12 Weeks

If agreed, the EHC Needs Assessment begins. Lincolnshire County Council will gather advice and information regarding:

- the child or young person's needs.
- the provision required to support those needs; and
- the expected outcomes following implemented provision.

Professional advice will be sought, and is required within 6 weeks of the original request date.

Your SEND Caseworker may arrange a discussion with you, if further information is required.

[SEND Local Offer - Lincolnshire County Council](#)



12 – 16 Weeks

All advice to be submitted as part of the EHC Needs Assessment process and submitted to a "16 Week" Panel Meeting. This will determine if your child is granted an EHC Plan.

If Lincolnshire County Council decides to issue an EHC Plan, a Draft EHC Plan will be created and shared with you. However, if an EHC Plan is not approved, you will be notified of your right to appeal.

16 - 20 Weeks

If an EHC Plan is approved, your SEND Caseworker will issue a Draft EHC Plan. You have 15 days to respond to this, prior to consultations being sent to appropriate settings. The EHC Plan must be finalised 20 weeks after the initial request and sent to:

- the young person or their parents
- the governing body, proprietor or principal of the educational setting
- or early years providers named in the EHC Plan; and
- the responsible health body.

Annual Review

Lincolnshire County Council, or the young person's educational setting, will complete the first review of the EHC Plan within 12 months of it being finalised. Subsequent reviews must be completed within 12 months of the previous review.

Invitations to the Annual Review Meeting will be sent at least 2 weeks prior to the 12-month deadline. For advice to be received on time, Lincolnshire County Council recommends that this process starts at least 4 weeks prior to the 12-month deadline.

Following the annual review meeting, within 2-weeks of the annual review meeting, the review paperwork will be circulated to Lincolnshire County Council and all attendees.

Within 4 weeks of the review meeting, Lincolnshire County Council will decide whether to:

- maintain the EHC Plan in its current form.
- amend the EHC Plan.
- cease to maintain the EHC Plan.

As soon as practicable, and within 8 weeks of the EHC amendments being shared, Lincolnshire County Council will finalise the Amended EHC Plan.