



Wigan Borough Clinical Commissioning Group



# **Special Educational Needs and Disability**

## **Education, Health & Care (EHC) Pathway**

This document is for anyone interested in or working for and on behalf of children and young people with special educational needs and disability.

The aim of this document is to provide an overview of how Wigan Council and Wigan Borough Clinical Commissioning Group are responding jointly to the reforms around special educational needs and disability.

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## Glossary of Terms

<b>Broker</b>	The person responsible for supporting a family with their Personal Budget and drawing up a person centred Support Agreement
<b>CCG</b>	<b>Clinical Commissioning Group</b> is the name for the new health commissioning organisation which replaced Primary Care Trusts. The CCG is responsible for the planning and buying of healthcare to meet the needs of the local population
<b>CC</b>	<b>Continuing Care</b>
<b>EHC Plan</b>	<b>Education, Health and Care Plan</b> is the single plan referred to in the new reforms and is proposed to replace the existing Statement for Special Educational Needs
<b>Families</b>	Parents, carers, children and young people
<b>Key Worker</b>	A named person to support the family through the process
<b>LA</b>	<b>Local Authority</b>
<b>PA</b>	<b>Personal Assistant</b>
<b>Personal Budgets</b>	This is an allocation of money that a local authority agrees is required to meet an individual's outcomes as specified in their EHC Plan
<b>Plan Co-ordinator</b>	The person responsible for drawing up the EHC Plan
<b>RIS</b>	<b>Resource Indication System.</b> A system which is being developed to calculate an indicative personal budget
<b>RIQ</b>	<b>Resource Indication Questionnaire.</b> A questionnaire to identify the child and family's needs to enable an accurate level of indicative resource to be determined
<b>SEND</b>	<b>Special Educational Needs and Disability</b>
<b>Personal Support Agreement</b>	A plan drawn up with the Broker to describe what a person wants to change about their life and how they will use their personal budget to make these changes happen.
<b>TDS</b>	Targeted Disability Service

## Chapter 1: Introduction

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Children and Families Act <sup>(1)</sup> extends the SEN system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring their needs are properly met. It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* <sup>(2)</sup> by:

- replacing statements and learning difficulty assessments with a new birth- to- 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families Personal Budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

There will be a transitional period from the 1<sup>st</sup> September 2014 to April 2018 where the current statements of SEN will be converted into EHC Plans. The framework for making these conversions is being developed and will be firmed up when the revised Code of Practice is finalised and published. Changes to the statutory timelines see a reduction from the existing SEN Assessments (26 weeks) to the Education Health and Care Plans (20 weeks).

### 1.1 Links to Local Plans

The Education, Health and Care Pathway for children and young people with a SEND is integral to Wigan's Corporate Strategy and aligned to the following overarching principle '*Protecting vulnerable groups and enhancing self reliance, improving life opportunities and independence particular for those most dependent on public services, making sure people feel safe and supported in their communities; helping people to stay healthy longer.*'

A copy of Wigan's Corporate Strategy can be accessed at:

<https://www.wigan.gov.uk/Council/Strategies-Plans-and-Policies/Deal-for-the-future.aspx>

<sup>(1)</sup> *Children and Families Act (2014)*

<sup>(2)</sup> *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by: Department for Education (2012)*

The Pathway also meets the following priorities as outlined in the Children and Families Strategy :-

- Children, young people and their families are supported at an early stage to help them reach their full potential
- The gap in educational achievement and health and wellbeing of the general population and those most vulnerable groups is narrowed
- All vulnerable children and young people will feel safe and protected and that their welfare is promoted

## **1.2 Underpinning Principles of the Reforms**

- Children, and young people to be at the heart of the system;
- Early identification of needs so that professionals can intervene early with the most appropriate support for a child and their family;
- High expectations and aspirations for what children and young people with SEN and disabilities can achieve, including paid employment, living independently with choice and control over their lives / support and participating in society;
- Focus on the outcomes that children and young people and their families want to achieve, so that all decisions are informed by these aspirations;
- The views and participation of children, their parents/carers and young people are central to and are supported throughout, the system.
- Person-centred planning (personalisation) is used to place children and young people at the heart of the system;
- Choice and control for young people and parents over the support they/ their children receive, including greater choice of schools and colleges and personal budgets to tailor services.
- Education, health and social care partners collaborate to provide coordinated and tailored support to children, young people and families.
- Clarity of roles and responsibilities to ensure that collaboration goes hand in hand with accountability to fulfil duties.
- High quality provision to meet the needs of children and young people, alongside rights for those with EHC plans to say where they wish to be educated.
- A clear and easy to understand 'local offer' of education, health and social care services to support children and young people with SEN and their families
- The skills, knowledge and attitude of those working with children and young people are central to achieving excellent outcomes.

## Chapter 2: Education Health and Care Plan

### 2.1 What is an EHC Plan?

An EHC Plan is the product of a co-ordinated assessment for children and young people with complex needs aged 0-25 (16-25 year olds in further education and training where special educational needs are the trigger). The EHC Plan replaces a Statement of SEN.

The education provision set out in both the EHC Plan and the Statement has to be provided. Parents have the right of appeal to a tribunal if they are not happy with an EHC assessment or an EHC Plan.

### 2.2 What are the differences between EHC Plans and Statements?

<b>EHC Assessments and Plans</b>	<b>Statutory Assessment and Statements</b>
On the EHC Pathway schools are able to consider a child's or young person's needs across education, health and care.	Statutory Assessment only considers the child or young person's educational needs
To support the referral, schools will collate assessment information that they already have, or know about, and submit it with evidence of support provided. This should be a fairly quick process	Schools make a referral with supporting evidence. They then obtain an Educational Psychology report and submit another form called an Appendix B. This can take quite a long time.
Parents/carers may have a key worker to help them. Someone in school may have a role in this support.	Parents/carers have said that the Statementing process was very difficult for them and that they did not feel that they had very much support.
Young people and families views of the child or young person's needs and their hopes for the future are key to the process.	Parents/carers can give their views in writing and tend not to have opportunities for face to face meetings unless requested.
The planning meeting to draw up the EHC Plan involves parents, the young person, where appropriate, and professionals who have assessed the child or young person. School is involved in shaping and developing the provision in the plan	The Statement is written by a council officer, schools implement the plan and parents have the right to object

<b>EHC Assessments and Plans</b>	<b>Statutory Assessment and Statements</b>
EHC Plans will be personalised. That means that all the child's or young person's individual needs in education, health and care will be considered and the plan will then be shaped to meet their personal circumstances.	The statement considers educational needs and describes the provision required.
The resources that are available will be used flexibly to allow families to make some choices about the provision their child/young person receives. Schools will be consulted about provision affecting work in school.	Resources are provided to school to make the prescribed provision.
A Personal Budget may be available to families to choose how to support the child or young person.	There are no personal budgets attached to statements
The time taken to produce an EHC Plan is 20 weeks.	The time taken to produce a Statement is 26 weeks.

### **2.3 How to request an EHC Assessment for a child or young person**

An EHC Assessment can be requested for any child or young person who has or may have special educational needs requiring additional support to access the educational provision normally available from mainstream early years providers, schools and post 16 institutions.

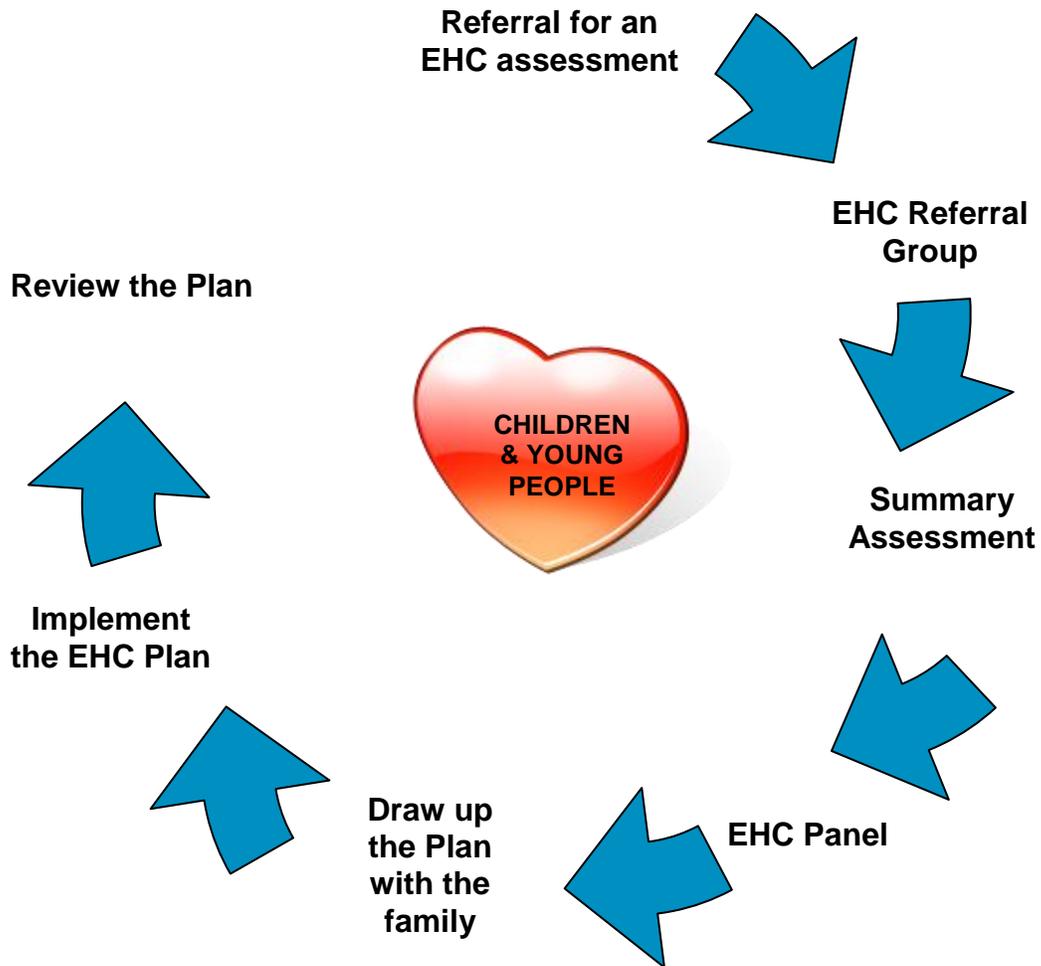
From 1st April 2013, schools are expected to provide additional support for their pupils which costs up to the nationally prescribed threshold, currently £6,000. For those children and young people requiring provision over and above the £6,000, an EHC Assessment may be undertaken to determine their needs and identify appropriate provision.

A referral for an assessment will usually be made by the school or post 16 institution. However, parents (or an advocate on their behalf) and other professionals can also make a referral. Young people over the age of 16 (or an advocate on their behalf) also have a right to request an EHC assessment

Anyone who is unfamiliar with the EHC Assessment Process should contact the SEND Team on 01942 486136 for advice prior to making any referrals.

## Chapter 3: The Pathway to an EHC Plan

The following diagram highlights the stages of the journey for a child or young person and their family.



### **3.1 Pathway to an EHC Plan – Explanatory Notes**

#### **3.1.1 Referral for an EHC assessment**

Please see section 2.3: How to request an EHC Assessment for a child or young person

#### **3.1.2 EHC Referral Group**

Following a request for an EHC Assessment, the EHC referral group meet to:

- Check that the referral meets the severity and process criteria
- Identify who will undertake a key working / first point of contact role
- Agree what additional advice might be sought and arrange for this to take place

Having considered the recommendations of the Referral Group the Local Authority will decide whether to continue with the assessment

#### **3.1.3 Summary Assessment**

Once the EHC assessment is complete, a Plan Co-ordinator will consider all the information present and draw up a Summary Assessment, which will be a summary of:

- those assessments undertaken prior to the referral and any additional assessments undertaken as a result of the referral;
- the child /young person's needs across education, health and care
- the specific outcomes to be achieved and the provision to meet those outcomes;
- the views of the child / young person and their family on how they would like services to be delivered;

#### **3.1.4 Determining a Personal Budget**

Please refer to page 15 for information on determining a personal budget.

#### **3.1.5 EHC Panel**

The Summary Assessment will be presented to Panel who will:

- Consider the Summary Assessment and recommend the outcomes to be specified
- Recommend whether an EHC Plan is required
- Discuss an indicative budget based on all the assessment information with consideration safeguarding and clinical governance

Having considered the recommendations of the Panel the Local Authority will decide whether to issue a draft EHC Plan.

### **3.1.6 Drawing up the Plan**

Following the decision to issue a draft plan, the Plan Co-ordinator will share this and all the information gathered, with the parents and professionals involved with the child to determine if there is agreement regarding the content of the draft EHC Plan. A Plan meeting will be offered with parents to discuss the draft plan. However parents may choose not to have a meeting where they feel they have been involved with the assessment and are in agreement with the draft plan. Parents can always contact their key worker or named SEND officer if they want to discuss anything about the draft plan.

The EHC plan meeting provides an opportunity for the family to comment on, influence and discuss possible amendments to the draft EHC Plan. If there are no major changes, the Plan Co-ordinator draws up and issues the final Plan without returning to EHC Panel. If there are significant changes, the Plan Co-ordinator may redraft the plan and return it to EHC Panel for discussion. If the Local Authority agree the changes, a final plan will be issued.

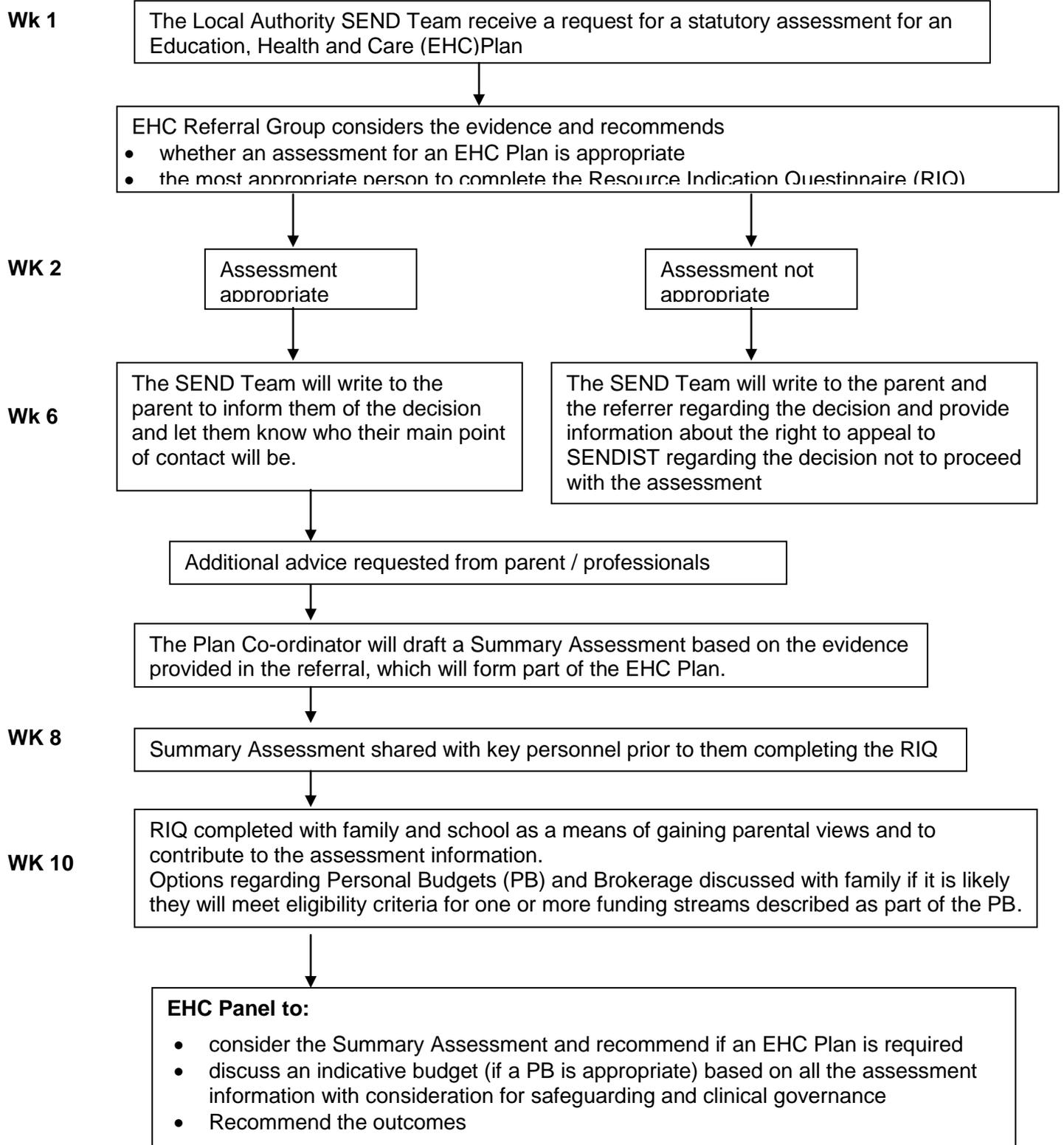
If a personal budget is agreed, the family will be offered the option of Brokerage support to help them draw up a Personal Support Agreement which describes how they will use their indicative budget to meet the agreed outcomes. The Personal Support Agreement will be attached to the EHC Plan as an appendix.

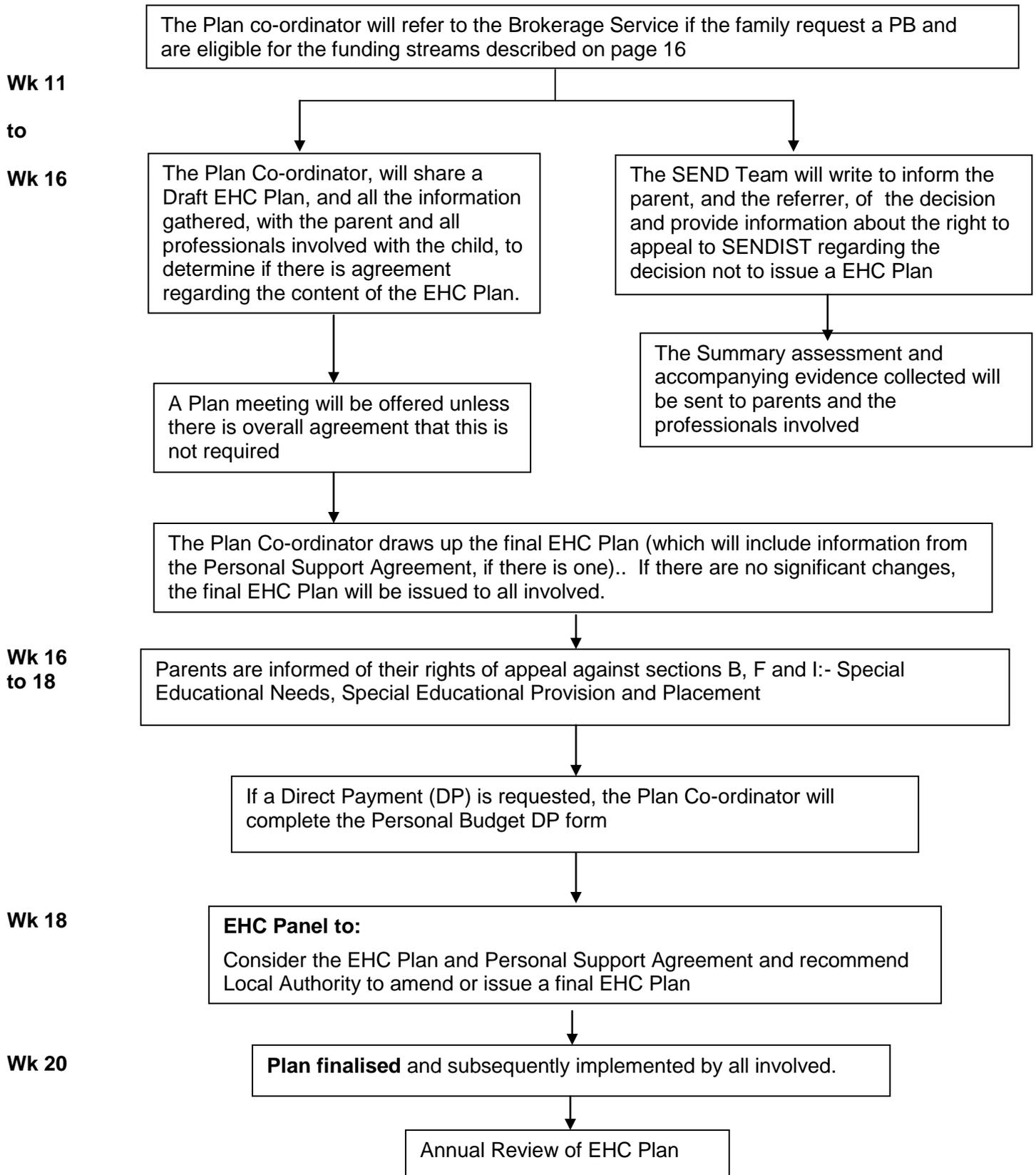
### **3.1.7 Implement and Review the EHC Plan**

Once the EHC Plan is agreed and issued, all those who are responsible for delivering the EHC Plan work together to achieve the agreed outcomes.

The EHC Plan will be reviewed at least annually and within 12 months.

### 3.2 Timescale for an EHC Plan





## **Chapter 4: Personalisation**

Personalisation is at the heart of the Special Educational Needs and Disability (SEND) reforms. Personal budgets are one element of Personalisation.

### **4.1 What is Personalisation?**

Personalisation is about putting children, young people and their families at the centre of the Education, Health and Care (EHC) process. It means starting with the person as an individual with strengths, preferences and aspirations, identifying their needs and making choices about how and when they are supported to live their lives.

There are a number of ways in which personalisation is being developed. These include:-

- Person-centred approaches where disabled children and their families are put at the centre of processes, enabling them to express their views, wishes and feelings and be included in decision making.
- Personalising the support that families receive by working in partnership with services across education, health and social care
- Funding mechanisms through the use of direct payments and personal budgets
- Brokerage support, to support families to develop a personalised and creative Personal Support Agreement that describes how they will use their indicative budget to meet the agreed outcomes

### **4.2 What is a Personal Budget?**

A Personal Budget is an allocation of money identified to provide support for an eligible person to meet their identified needs, which must support the outcomes identified in the EHC Plan. Personal budgets can be managed in a number of different ways, such as by way of a direct payment (more detail regarding managing a personal budget can be found in section 4.6).

### **4.3 Requesting a Personal Budget**

Young people and parents of children can request a personal budget once the authority has confirmed that it will prepare a draft EHC Plan. Parents and young people may also request a personal budget if they already have an EHC Plan and during a statutory review of an existing EHC Plan. An EHC Plan is the product of a co-ordinated assessment which specifies the outcomes sought for the child or young person across education, health and social care. The EHC Plan will clearly state which outcomes can be met by a Personal Budget (if a Personal Budget is agreed).

Depending on the needs of the individual and local eligibility criteria, the scope of the budget will vary.

At present, a personal budget may consist of elements of funding from education, health and social care. In the main this will be:-

- For education – element 3 (top-up funding)
- For health – Continuing Care funding
- For social care – Specialist provision as assessed by the Targeted Disability Service (TDS)

However, through joint commissioning Wigan Council and WBCCG will seek to increase choice and control over time through a wider range of budget areas being available.

Where a child or young person is eligible for one or all of the funding streams described above, a referral to the Brokerage Service must be made, unless the family express a preference to take on this role themselves. The Broker will work with the family to develop a personalised and creative Personal Support Agreement that describes how they will use their indicative budget to meet the agreed outcomes as identified in the EHC Plan.

Where children and young people already receive a package of care which may include direct payments, an option of a personal budget will be explored as an alternative to their current arrangements to ensure that there is an opportunity for creativity and personalisation.

#### **4.4 A System for Determining a Personal Budget**

A Resource Indication System (RIS) is in development which will help to inform decisions about funding levels for personal budgets. The tool which will be used to assist in developing the system is a Resource Indication Questionnaire (RIQ).

It is envisaged that there will be a twelve month testing period in which the RIQ will be utilised to gather the views of families and develop a robust and sustainable RIS. Once Wigan Council is confident that the RIS is fit for purpose, it will be applied to indicate levels of resource required to support outcomes in education, health and social care. A separate tool is also being developed for allocating Continuing Care funding.

For the interim period, existing mechanisms will be used. These are:

- For education<sup>(3)</sup> – Costed Provision Map
- For Continuing Care – the Decision Support Tool
- For Social Care – the Assessment information

Further detailed guidance is currently being developed and will be made available from Autumn on Wigan Council's website

<sup>(3)</sup> A personal budget and in particular a direct payment cannot be made in respect of provision which will take place in a school, post 16 institution or early years setting without the written consent of the head teacher, principle or the person occupying an equivalent position.

**4.4** The options for a personal budget within a special school maybe more limited than that of a mainstream school as the provision is more integrated.

Direct payments will not be appropriate for all aspects of Education, Health or Care. The following table identifies those areas which are exempt.

Education	Health	Care
School Placements	-Primary medical services provided by GPs -Vaccination or immunisation, including population-wide immunisation programmes -Screening - National child measurement programme -NHS Health Checks -Urgent or emergency treatment services, such as unplanned in-patient admissions to hospital or accident and emergency -Surgical procedures -Specialist nursing care -Domiciliary care -Specialist Paediatrics -Some Specialist Medical Equipment -Prescription or dental charges	LAC Placements To purchase services directly from the LA (although a mixed package can be arranged, ie some services arranged and some Direct Payments) To purchase long-term residential care, including nursing care. As a payment to carers to purchase personal care for the person they care for.
Alcohol or tobacco, Gambling, to repay debt, anything illegal or unlawful, to employ close relatives who live in the same household (except for exceptional circumstances). Families cannot use their personal budget to purchase services provided by Wigan Council or WBCCG'		

#### 4.6 Mechanisms for delivery of a Personal Budget

Personal Budgets can be managed in a number of different ways:

- Direct payments - where individuals receive the cash to contract, purchase and manage services themselves
- An organised arrangement (sometimes referred to as a notional budget) where the local authority or CCG makes the arrangements for the care specified in the EHC Plan
- Third party arrangements/nominees – where funds are paid to an individual or another organisation on behalf of the parent/young person and they manage the funds
- A combination of the above

## 4.7 Support for families if a Personal Budget is agreed

### 4.7.1 Brokerage Support

If a personal budget is agreed, the family will be offered the option of Brokerage support to help them draw up a Personal Support Agreement which describes how they will use their indicative budget to meet the agreed outcomes.

More specifically, the Broker will:-

- Work with families on a holistic basis to develop a Personal Support Agreement and package which keeps their loved one healthy, safe and well and ensure that they are leading a good life
- Ensure families have access to independent information, advice and support
- Work with individuals and families to promote innovative and creative support planning that give real choice and control, dignity and respect and ensures that they are kept healthy, safe and well
- Encourage and develop informal support and co-ordinate support and resources
- Support people to make the Personal Support Agreement happen – seeking out excellent providers and great Personal Assistants
- Support families to keep strong by providing both practical and emotional support
- Support families to navigate the system by offering the one point of contact to co-ordinate services
- Ensure families have the tools and training to confidently take forward the Personal Support Agreement to lead to a better life
- Promote choice, control and empowerment by doing as much as is needed and no more than necessary

When drawing up the Support Agreement, the Broker will discuss with the child / young person and their family existing resources that can be drawn upon. These resources may include:

**People:** The people they know eg close friends, extended family, work colleagues, social friends and neighbours.

**Access:** The place they live, local resources, shops, health services, schools, leisure facilities and community activities they are part of.

**Assets:** The money they have control over, their income, benefits, savings, and if they have one, a personal budget.



**Skills and knowledge:** Their strengths, abilities, knowledge and decision making skills.

**Resilience:** Their well-being, the inner strength that keeps them going when times get tough, their physical, emotional and mental health, and for some, their faith, belief system or religion.

If families choose to take their personal budget as a direct payment then support will be offered

#### **4.7.2 Direct Payment Support**

If a Personal Assistant (PA) is required, support, information and guidance will be provided making it easier for individuals to recruit, select and employ. Families will be supported with:

##### **i) Recruitment**

- Advice and support to draw up a job description
- Advice and support to draw up a person specification
- Advice and support to advertise a post, score applications and shortlist
- Assist the employer to request and evaluate references
- Advice and support on drawing up a contract of employment
- Practical support to act as an addressee for application forms where necessary.
- Assisting the individual to formulate interview questions and sit on interview panels/ provide and organise venues where appropriate

##### **ii) Employer Support**

- Provision of up to date information on employment law from an employees/employers perspective including eligibility to work, DBS (Disclosure and Barring Service) checks, assisting individuals to source and maintain public liability and employer's liability insurance, risk assessments, health and safety and reporting of incidents
- Provision of advice relating to benefits and pitfalls of employing PA's
- Provision of advice and guidance on all payment related issues, including: sick pay, holiday pay, maternity pay and other employer related expenses
- Information, advice and support on training, staff appraisals and health and safety issues for PA's
- Information, advice and support concerning probationary periods, inductions and termination of employment
- Information, advice and support in the management of staff and assertive skills, training, coaching and delegation

- Information, advice and support in disciplinary, dismissal and grievance procedures in conjunction with the individual's insurance Service Provider
- Support and advice with record keeping
- Advice, information and support around sickness and absence policies

**iii) Personal Assistance Support**

- To help people who wish to become PA's by making connections with employers, maintaining a register and signposting to advertising opportunities such as the Council's e-market place
- To assist PA's to develop and learn
- To provide an opportunity for employers and PA's to learn and share experiences
- To be responsible for Disclosure and Barring Services

## **Chapter 5            Key Working**

### **5.1    What is Key Working?**

Key working is about having a single point of contact for a family. For the EHC Pathway the level of key working input will depend on the complexity of the issues relating to the child, young person and their family.

There are two types of key working:

- Key working provided by a dedicated Key Worker and;
- Key working provided by a professional who is deemed to know the family well

Wigan Council and Wigan CCG have a key working offer to support families through the EHC Pathway

A Key Working training plan is in place to enable relevant staff to enhance their existing skills.

### **5.2    Who is eligible for a Key Working?**

All children and young people eligible for an EHC assessment will have access to a single point of contact, in the form of a named worker. Additionally, once the assessment has been initiated, the Key Working Co-ordinator will contact the family to discuss if a level of key working support is needed. For those children and young people with a disability aged 0-5 years for whom an EHC assessment has been agreed and other age groups where complex issues have been identified, a designated key worker is considered to be essential in supporting families. In less complex cases support may only be required to assist the family to navigate the system.

### **5.3    What Support may a Key Worker Provide?**

The type of key working support is dependent on the needs of the family and can range from a light touch approach with minimal support to a more involved approach with high levels of support. It may include:-

- Information and advice about services and support available, both locally and nationally
- Co-ordination of care and working across agencies, including supporting families with regard to care planning and review meetings
- Access to services
- Helping family members to identify and address their needs
- Emotional Support
- Information specific to the child's condition, where needed

*A Key Working Offer for EHC Assessments can be viewed in appendix 1*

## **Chapter 6            Family Engagement**

Families have a key role in helping to develop and improve local services that children/young people need. Wigan Council and Wigan CCG have a clear commitment to increasing opportunities to involve parents, carers, children and young people. This will include means where:-

- Families can get involved (see 6.1)
- Services e.g. Education, Health and Social Care listen and respond to what Families have to say
- Services give feedback to families
- Families help evaluate the quality of existing services
- Parents are represented on key strategic groups
- Families are encouraged to be part of the decision making process
- Wigan Council and Wigan CCG recognise and value the contribution that families can make in the lives of their children and young people.

Wigan Council has both a Parent Participation Co-ordinator and a Parent Partnership Officer to encourage and facilitate parent participation. However, these posts also have some discreet functions:

### **6.1    Parent Participation**

Wigan Council has commissioned an independent Parent Participation Officer to:

- Support the development of Parent Carer Forums, groups and events for parents in order to engage them in the planning, commissioning and delivery of the Local Offer
- Liaise with partners to develop and disseminate information about services and support for families of children with disabilities which is accessible and easy to use
- Make parent friendly information available regarding the Local Offer, Education, Health and Care Plans and local and national developments through the production of a quarterly newsletter, leaflets, events and one to one support
- Increase the potential for parent support groups / networks
- Monitor and evaluate the input of parents in shaping service delivery
- Identify the training needs of parents in relation to participation and empowerment and support them to meet these needs

## **6.2 Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)**

Wigan Council's SENDIASS provides impartial advice, information and support to parents and young people in relation to special educational needs and provision. The Service aims to promote effective working partnerships between families and schools, local authority, voluntary organisations and other agencies. Wigan SENDIASS can offer:

- One to one information, guidance and support
- Personal & confidential help
- Impartial information about special educational needs
- Locating and signposting on to other sources of advice, information or support
- Suggestions about working with those involved with your child's education

## **6.3 Information**

Information underpins all levels of participation. Collaborative working between Wigan Parent Partnership and Wigan Parent Participation services continues to develop and strengthen communication channels and current mechanisms include:

- Children's Disability Newsletter (CDN). The CDN is published 3 times a year and 2500 copies are distributed across all schools in the borough, early years settings, libraries, clinics, support services and providers
- Disability Data Hub. This is a voluntary database whereby parents can register their personal details. The purpose of storing this information is to help Wigan Council plan for future services, to distribute up-to-date information to families and to consult with families about disability issues.

## **Chapter 7 Local Offer**

Under the Children and Families Act, Local Authorities must publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have SEN. This will be known as The Local Offer. The Local Offer will not just be a directory of services, it will also include guidance for parents/carers and professionals as to the EHC systems and processes adopted across the borough. Relevant information about services, support and opportunities existing in neighbouring areas will also be included. It is anticipated that families will have ongoing input into the Local Offer with regular opportunities to provide feed back and make suggestions. Such opportunities could be developed in a variety of formats.

### **7.1 Key Purposes of the Local Offer:-**

- To provide clear, comprehensive and accessible information about the provision available and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review

### **7.2 The Local Offer will include:-**

- Special educational, health and social care provision for children and young people with SEN or disabilities – this should include online and blended learning
- details of how parents and young people can request an assessment for an EHC plan
- arrangements for identifying and assessing children and young people's SEN – this should include arrangements for EHC needs assessments
- other educational provision, for example sports or arts provision, paired reading scheme
- post-16 education and training provision
- apprenticeships, traineeships and supported internships
- information about provision to assist in preparing children and young people for adulthood
- arrangements for travel to and from schools, post-16 institutions and early years providers
- support to help children and young people move between phases of education (for example from early years to school, from primary to secondary)
- sources of information, advice and support in the local authority's area relating to SEN and disabilities including information and advice provided

under Section 32 of the Children and Families Act 2014, forums for parents and carers and support groups

- childcare, including suitable provision for disabled children and those with SEN
- leisure activities
- support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA
- arrangements for resolving disagreements and for mediation, and details about making complaints
- parents' and young people's rights to appeal a decision of the local authority to the First-tier Tribunal (SEN and disability) in respect of SEN and provision
- the local authority's accessibility strategy (under paragraph 1 Schedule 10 to the Equality Act 2010)
- institutions approved under Section 41 of the Children and Families Act

### **7.3 Where will the Local Offer be published?**

The Local Offer will be published on the Wigan Council website at [www.wigan.gov.uk/sendlocaloffer](http://www.wigan.gov.uk/sendlocaloffer). From this focal point links will be provided to other sources of information listed above. This will include such resources as The Family Services Directory ([www.wiganfis.org.uk](http://www.wiganfis.org.uk)), Bridgewater NHS Trust, Wigan Leisure and Culture Trust, school websites and appropriate charitable/private sector/community sites<sup>(4)</sup>. Wigan Council, along with other partner organisations, will also seek to ensure access to this information for people who do not have online facilities.

There will be an emphasis on reviewing this information in order to keep it as up to date as possible. Consequently the Local Offer will always be subject to change, update and modification and will therefore never be regarded as a finished product.

<sup>(4)</sup>The Council cannot accept any responsibility for the content of any external sites

## **Appendix 1**

### **Key Working offer for EHC referrals, assessments and reviews**

### **Key Working offer for EHC assessments and transition**

#### **The Key Working Approach:**

There is a significant amount of evidence as to the value of a Key Working model. This has been exemplified nationally through the SEND Pathfinder programme.

Research suggests there is no particular profession best suit to Key Working and that systemic factors (training, supervision and time allocation) have more impact on the effectiveness of Key Working than backgrounds.

#### **Key Worker/Working Role and Functions:**

Key Working is for children and young people with additional needs/disabilities aged 0-25 years where there are two or more specialist services involved. It provides a system whereby services can be co-ordinated and linked, information can be accessed and personalisation can be achieved based on assessment of need and identification of desired outcomes. It can provide advocacy support if needed.

#### **Functions:**

1. Co-ordination
2. Planning and Assessment
3. Information and Specialist Support
4. Emotional and Practical Support

The “Key Worker” and “Key Working” roles are defined by the level of support required and the functions listed above:

<p><b>Key Worker: A role provided by a dedicated Key Worker</b></p>	<p><b>Key Working: A role provided by a professional in the team round the family</b></p>
<p><b>Intense Level</b></p> <p>Frequent, proactive contact which is likely to require all/most of the functions in the initial stages.</p> <p>Features of this level include:</p> <ul style="list-style-type: none"> <li>• Involvement of multiple practitioners</li> <li>• Complex support packages</li> <li>• Multi-agency collaboration, supported by a single planning and joint assessment process</li> <li>• Key Worker support may be required on a long term basis, though not always at an intense level, eg needed perhaps at transition points or periods of significant change</li> </ul> <p><b>High Level</b></p> <p>Proactive contact and responsiveness, which would quickly reduce. Only some of the Key Working function may be required.</p> <p>Features of this level include:</p> <ul style="list-style-type: none"> <li>• Involvement of multiple practitioners</li> <li>• Less complex support packages</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-agency collaboration but may not require a multi-agency meeting.</li> </ul> <p>Once a co-ordinated package is in place, family feel secure and empowered though will be reassured to retain a single point of contact</p> <p><b>Moderate Level</b></p> <p>Short term and light touch. Only some of the Key Worker functions will be required.</p> <p>Features of this level include:</p> <ul style="list-style-type: none"> <li>• Help setting up a co-ordinated package of support, eg supporting access to the Local Offer</li> <li>• Exit to universal services with occasional access to a single point of contact</li> <li>• Key Working functions will not be needed in their entirety</li> </ul>

## How Key Working is delivered in the EHC Pathway

Age Range	Offer	Who
0 – 5	Full Key Worker offer and/Early Support Programme	Designated Key Worker who could be provided by a variety of teams
5 – 13	<p>Key Working offer from appropriate and identified named person.</p> <p>This support will include:</p> <ul style="list-style-type: none"> <li>• Being a point of contact for families</li> <li>• Advice on EHC process and expectations</li> <li>• Discussing reports received with the EHC referral</li> <li>• Identifying, sourcing and sharing other relevant information</li> <li>• Encouraging independence</li> <li>• Support in EHC Meetings</li> </ul> <p>Support to remain in place until the EHC Plan is finalised and provision in place</p>	<ul style="list-style-type: none"> <li>• Gateway</li> <li>• Health worker</li> <li>• Social worker</li> <li>• School staff</li> <li>• SEN support services</li> <li>• SENDS</li> <li>• Designated Key Worker in some cases*</li> <li>• Other</li> </ul> <p>* This will be considered for complex cases</p>

<p><b>13 – 15</b></p>	<p>Key Working offer from an appropriate and identified named person.</p> <p>This support will include:</p> <ul style="list-style-type: none"> <li>• Being a point of contact for families</li> <li>• Providing advice on EHC, annual review and transition processes</li> <li>• Encouragement, prompts and support to access information about potential future options</li> <li>• Supporting access to advice and assessments where appropriate</li> <li>• Encouraging independence</li> <li>• Support in transition reviews</li> </ul> <p>This support could remain in place until the young person makes the transition from education into adulthood.</p>	<ul style="list-style-type: none"> <li>• Gateway</li> <li>• Health workers</li> <li>• Social worker / Transition social worker</li> <li>• School / setting</li> <li>• SEN support services</li> <li>• IAG worker</li> <li>• SENDS</li> <li>• Dedicated Key Worker on some cases*</li> <li>• Other</li> </ul> <p>* This will be considered for complex cases</p>
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## Process for identifying a Key Worker/ Key Working professional

When a referral for an EHC assessment is presented at the weekly EHC referral meeting, the group will also consider what level of key work input might be appropriate for each case as detailed in the table below

There is a service already working with the family	Key worker co-ordinator contacts the service and discusses the role of key working with the EHC pathway. Service takes on key working role. Family is informed
There is no service involvement but needs appear complex	Key worker co-ordinator contacts the family for further discussion. Full key worker offer put in place
There is no service involvement but needs are less complex	Key worker co-ordinator contacts the family. If key working approach is needed it is agreed who would undertake this role – this could be the school or setting. Named SEND officer as a single point of contact might suffice.

- Not all referrals which occur once the child is in school will require a Key Worker
- All EHC referrals and plans will have a named SEND officer as in the current system, providing co-ordination of advice and a point of contact for parents and professionals
- A range of professionals may undertake the Key Working role liaising with a named SEND officer regarding processes
- In some cases the named SEND officer will undertake a light touch key working role
- In cases of complex health/social care needs the Key Working role may be undertaken by a worker from the appropriate discipline
- Where a young person has a statement or an EHC plan and is in the process of transition to adulthood, the EHC Transition Operation Group will identify the appropriate professional to provide a key working role. This will follow the same principles as those for new referrals described above.
- A rolling programme of training and development opportunities to support different levels of Key Working will be available
- The Key Worker Co-ordinator will be a point of contact and advice.