

Practical experience of transferring from a Statement to an EHCP

A Parental Perspective

By

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My Son Tom...

- Born at 2.45pm on 18.11.1998.
- All seemed well.
- But:
 - Seizures 3 hours after birth.
 - Rushed to SCBU
 - Breathing became so laboured he was ventilated
 - Stopped breathing completely.
 - Heart stopped twice
 - Slipped into a coma

What happened

- Tentorial tear to brain suffered at birth.
- Massive bleed to the lower part of the back of his skull.
- Blood build up around his brain stem effectively starved his brain of oxygen.
- Told to get him Christened.

The fight back – day 3

- Opened his eyes
- Pulled out his own ventilator
- Began breathing for himself
- He's been fighting ever since.
- And, it feels, so have we!

Early years



- Did not walk until 4 years old.
- Did not stop using k-walker in school until 8
- Low muscle tone.
- Poor balance & co-ordination.
- Slow reaction times.
- Complex range of cognitive needs
 - Delayed speech
 - Learning difficulties
- Statement of Special Educational Needs since his education began

History of provision from Year 7 onwards

- Daunting task
- School met with Tom and us; his parents
- “Medical” or “educational” need
- Support from the chosen school
- Plan agreed upon 3 days before an appeal was due to be heard on whether the LEA should provide Tom SALT

Once at High School

- Regular review meetings
- Termly, not just annually
- Regular contact with care providers
 - Emails
 - School planner/diary sent home
 - Phone calls
- Termly “catch-ups” with Tom present

“The best laid plans of mice and men....”

- Not everything will go as planned
- Schools can't be expected to get everything right all the time
 - Very fluid situation – constantly changing
 - Even if care provision right on the 1st day of school, that might not be the case by the end of term
- School needs to be prepared to “test and refine”.

The EHC Transition

- Tom starts year 11 in September 2014
- Looking to go to college September 2015
- Start planning as soon as Year 11 starts!
- Permissions sought
- **With the Schools help** early and internal assessment meetings took place Sept 2014
- Reports commissioned

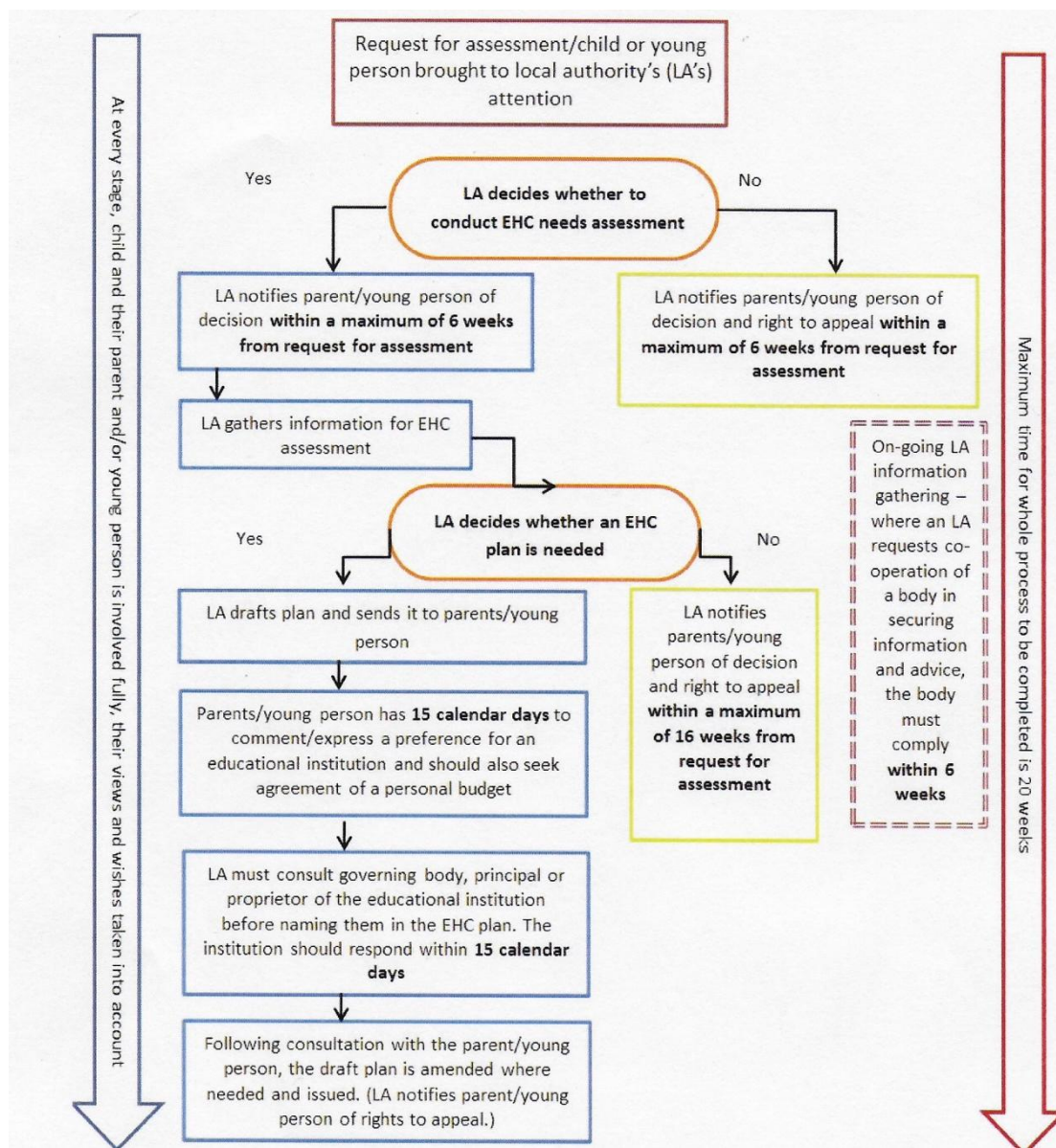
Reports in support of EHC Plan

- Educational psychologists report
- SALT report
- Action Plan Report by Services for Young People
- Cognition and learning report
- Pupil portrait
- Report from us (Mum and Dad)
- Views, interests and aspirations from Tom

Reports (continued)

- All reports completed by early November 2014
- EHC planning meeting requested with LEA
- Meeting scheduled 24th November 2014
- At that meeting:
 - All reports presented
 - Reminder that Tom already on Statement of Special Educational needs
 - Transition to EHC Plan formally requested

Quick look at LEA's obligations



LEA's obligations

- From time of formal request for EHC assessment LEA has 20 weeks to complete the process
- It can take 6 weeks in considering whether to carry out an assessment
- So only 14 weeks to commission formal reports, review them, collate them, consider personal budgets and complete an EHC Plan.

14 weeks to....

- Ed psych report
- Physiotherapy report
- Occupational therapy report
- SALT report
- Action plan report
- Cognition and learning report
- Comments or reports from relevant teachers or learning support assistants
- Over arching report from SENCO (pulling everything together)
- And on and on.....!?

A couple of questions...

- How much in-class assessment is required to achieve this?
- How many hours of being specifically assessed outside of class room away from lessons?

ANSWER:

- Lots!
- Young person cannot be expected to deal with this in one massive block of disruption!

Back to Tom's story

- All reports already commissioned at time first request was made for EHC transition
 - In house SALT
 - Trainee Ed Psych
- November 2014
- First planning meeting 24 November 2014
- All very proactive
- All very positive

The first draft plan

- Draft plan not delivered until 26 March 2015
- Draft plan = daft plan!
- 1st attempt was disappointing to say the least
- Previous support:
 - Occupational therapy (discharged year 10)
 - Full time one to one learning support
 - Speech therapy
 - Regular one to one cognitive learning sessions

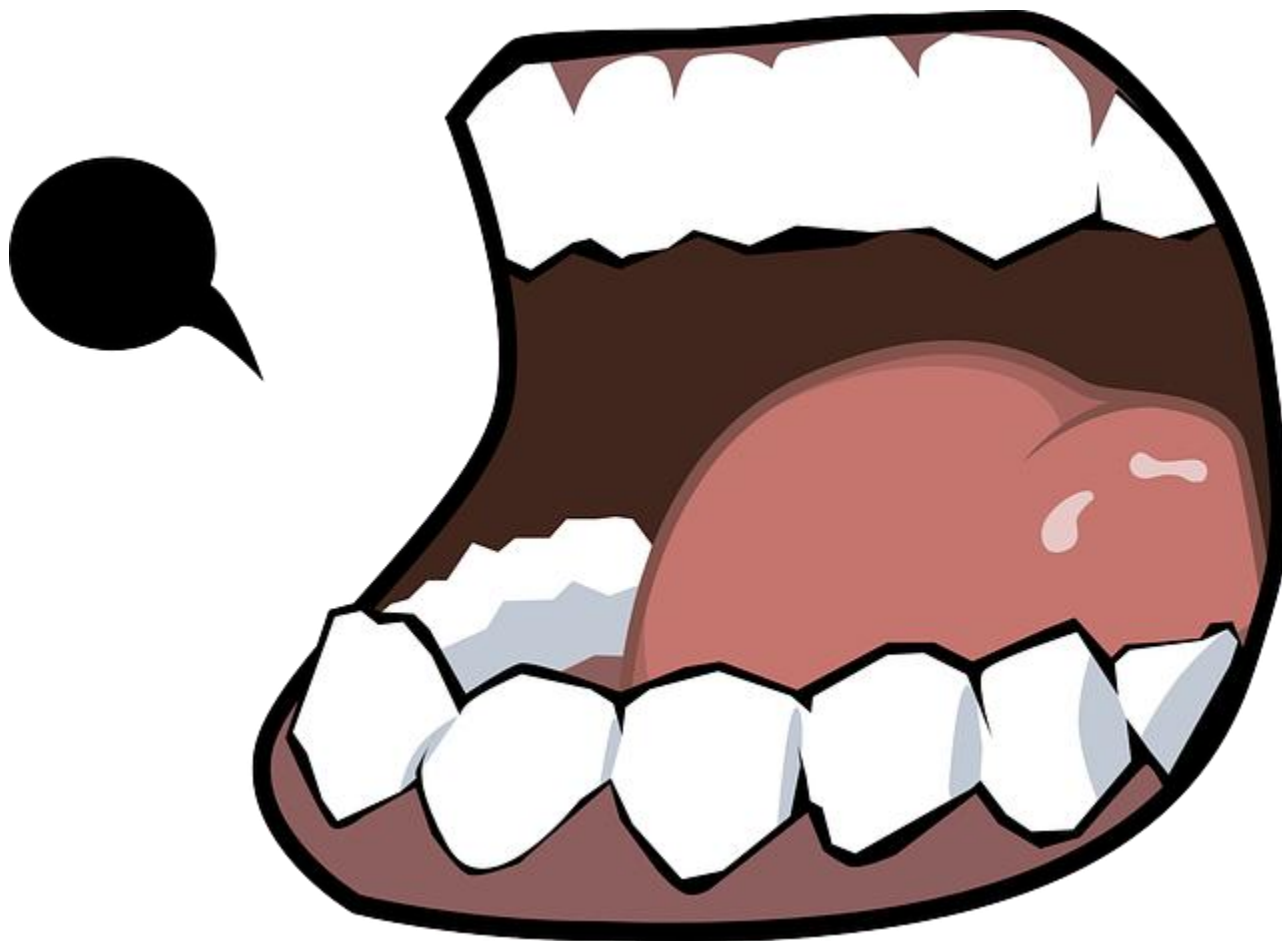
We were now told

- No one to one cognitive sessions
- No one to one SALT
- No full time teaching assistant (not even for part of the week! No provision at all)
- One termly hour long training session with SALT for teaching staff to deliver program

REASON

- There was no evidence in any of the reports!

INSERT EXPLETIVES HERE!



Re-cap on time scale

Draft EHC Plan request		24 November 2014
Reports in support		Before then!
Draft EHC Plan		26 March (17 ½ weeks at this point)
Meeting discuss inferior plan		1 st April 2015 (18 ½ weeks)

More expletives!!!



Plan of attack

- Scott Schedule

What Mr Jones wanted	What Mr Smith gave	Why Jones says it's wrong	Why Smith says its right	Cost of getting it from what Smith did to what Jones wants
				££££!!!

- So with the help of Gareth Morewood we came up with our own version...

Outcome	Provision	Timescale and by who	Evidence
To access the curriculum at college with appropriate support for Tom's learning needs.	1. Continuation of full-time adult support in all classes and access to support during study time.	From September, full-time support provided by college.	EP report page 11 Cognition & Learning Report page 3 SALT report page 5 & 10
	1. Additional time for tasks, assessments, exams, coursework and lessons.	From September, provided by college.	EP report page 11 Cognition & Learning Report page 3
	1. Verbal instructions by staff, where appropriate & lesson content provided for Tom in advance of the lesson so it can be discussed and 'pre-learnt'.	From September, by college staff (teaching & support).	EP report page 11 SALT report page 5 SALT report page 11
	1. To use visual aids to support learning, where practical and to ensure instructions are clearly understood.	From September, by college staff (teaching & support).	EP report page 11 SALT report page 5 SALT report page 11
	1. To regularly evaluate the teaching & support strategies with Tom and parents.	From September, at least half-termly, by college staff (teaching & support).	EP report page 11
	1. Opportunities to learn using technology including READ&WRITE Software and support in using it (technology & adult assistance).	Software provided by Priestnall School June 2015. Use of computer to extended writing.	EP report page 11 Cognition & Learning Report page 3
	1. Step-by-step instructions for homework/independent learning.	From September, by college staff (teaching & support) supported by parents.	EP report page 11 SALT report page 11
	1. To incorporate 'time language' and provide opportunities to tell the time on a regular basis.	From September, in-class support and teaching to support opportunities to tell the time as part of daily routines, in addition to specific sessions.	EP report page 13
	1. Continued, on-going therapeutic approach to Tom's learning.	From September, SALT to engage in half-termly discussions and training with teaching and support staff.	Services for Young People Action Plan page 3

Outcome	Provision	Timescale and by who	Evidence
To be able to make friends and interact confidently with peers and adults and to develop friendships, relationships & interaction with peers and adults that are sustained into adult life.	1. Provision of regular non-teaching time in small groups to develop.	From September, facilitated by adult support/key worker.	EP report page 12 SALT report page 10
	1. To support Tom's joining of college social events.	From September, facilitated by adult support/key worker and via transition events facilitated by mentor during summer term.	EP report page 12 Cognition & Learning report page 3 SALT report page 10 Services for Young People Action plan page 3
	1. Provision of designated social area during social times and provision of a designated person/people to talk to who understand their role in supporting reciprocal conversations.	From September, facilitated by adult support/key worker in conjunction with SALT and peers.	EP report page 12 SALT report page 5 SALT report page 10 Services for Young People Action plan page 3
	1. Weekly mentoring sessions to discuss and plan specific actions to support interactions and engagement in activities.	From September, weekly planned sessions to discuss, plan and evaluate agreed activities and social opportunities by college staff/key worker.	EP report page 12 SALT report page 5
	1. To support the development of 'higher level' language in relation to a range of contexts, e.g. non-literal language; sarcasm; jokes etc.	From September, adult/key worker support under guidance and review from SALT.	SALT report page 5

Outcome	Provision	Timescale and by who	Evidence
To have sufficient understanding of number, money and time to prepare of independent living.	1. Additional lessons to support the development of reading & writing and understanding of functional maths/numeracy.	From September, by college staff, supported by additional adult. Support from appropriate software, for example Accelerated Reader program.	EP report page 12 Cognition & Learning report page 3
	1. Use the targeted 'Pathways to Independence' checklist to plan an appropriate program of support related to money and time with a focus on increasing independence.	From September, in 1-1 and/or small group settings focused on targets from checklist, supported by adult/key worker, reviewed half-termly.	EP report page 12
	1. Provide opportunities to purchase items and understand value of money and change.	From September with key worker and/or additional adult both in and outside of college setting.	EP report page 12.

Date of final EHC Plan

- No additional evidence required from first draft plan
- Specific reference to the needs of the child within already existing reports
- Nice letter sent 24 April 2015 enclosing schedule
- Final plan reached us 19 May 2015
- Took 25 weeks!

Additional help from school and college

- Level of planning and support was invaluable
- The school and the college didn't wait for a final EHC Plan
- Gareth Morewood and Guy Barnard of Cheadle College met with us and Tom anyway and used it as a planning meeting to begin ground work on implementing two plans:
 - PLAN A: this is what we'll do if the proposed plan changes are implemented
 - PLAN B: this is how we will attempt to accommodate needs in absence of improved plan

Tom's Aspirations

“I’m looking forward to college but I’m going to miss my friends and worry about making new ones.

When I leave college I would like to do something in media; either in computer graphics or film making.

I would like to be able to have my own job and flat, perhaps with a mate and a 4K TV.”

College Life

- Year 13.
- Level 2 BTEC in Creative Media (getting passes and merits)
- He is safe
- He is nurtured
- He enjoys his day and is motivated
- He is learning new skills and improving
- He's made friends
- He is happy

EHC Review going into Year 13

- Revised draft plan reviewed and submitted June 2016.
- Funding for draft plan has been received
- No final agreed EHC plan received from LEA!
- LEA's are inundated!!
- Its always a battle!

Final tip

- Resist “progress change”.
- Refinements to the EHC Plan based on a presumption that with each passing year support should be reduced.
- Have your answers ready for that....

Glasses



Tom today

Pre-prom photo call



Holiday casual look



And finally

***“O would some power the giftie gie us
to see ourselves as others see us. Dare
to be honest and fear no labour.”***

- Rabbie Burns

Questions?

