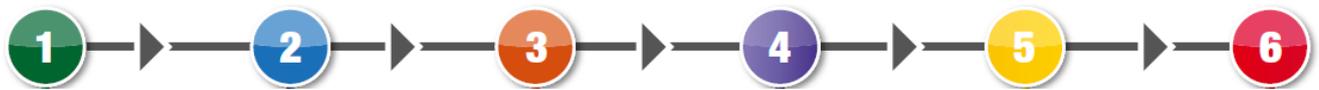


Making an Education, Health and Care Plan Referral

Guidance for schools, early years settings and interested parties for steps 1 and 2 of the pathway



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How to use this guide

This information guide has been developed to provide information to schools, early years settings and interested parties on the Waltham Forest Education, Health and Care (EHC) Pathway Steps 1 (SEN Support) and Step 2 (My Referral). It will be updated periodically to reflect learning through working with schools, early years settings, families and professionals.

The guide can also be downloaded from Waltham Forest Council website and the Schools Hub website where specific resources relating to the pathway as well as national information on the Special Educational Needs and Disability reforms are located.

The following web links:

www.walthamforest.gov.uk

<https://thehub.walthamforest.gov.uk>

We aim to increase the number of resources available as we learn and develop our practice in co-production with local families, children/young people and professionals working in education, health and social care.



Introduction

In 2011 the Department for Education (DFE) published a Green Paper entitled 'Support and Aspiration': A new approach to SEN and Disability'. The Green Paper introduced a range of proposals in response to concerns from parents, carers and professionals about the special educational needs statutory assessment and statement system. The paper suggested positive changes to the way in which children and young people's needs are assessed, planned and provided for.

The Government has issued the Children and Families Act which contains new special educational needs and disability legislation and a new SEN and Disability Code of Practice. This is statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

The Code of Practice gives guidance on duties, policies and procedures relating to part 3 of the Children and Families Act 2014 and associated regulations.

Changes from the Code of Practice 2001

The main changes from the SEN Code of Practice 2001 reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range for those still in education and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005

Principles

A range of parents and professionals from education, health and social care have worked in co-production to develop the Education, Health and Care Pathway.

Underpinning the pathway are the 10 key principles of Early Support which are:



1. **Valued uniqueness** – The uniqueness of children, young people and families is provided for
2. **Planning partnerships** – An integrated assessment, planning and review process in partnership with children, young people and families
3. **Key Working** – Service delivery is holistic, co-ordinated, seamless and supported by key working principles
4. **Birth to Adulthood** – Continuity of care is maintained through different stages of a child's development
5. **Learning and Development** – Children and young people's learning and development is monitored and promoted
6. **Informed Choices** – Children, young people and their families are able to make informed choices
7. **Ordinary Lives** – Wherever possible children, young people and their families can live 'ordinary lives'
8. **Participation** – Children, young people and their families are involved in shaping, developing and evaluating the services they use.
9. **Working Together** – Multi-agency working practices and systems are integrated
10. **Workforce Development** – Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience

A Shared Vision

We developed a shared vision with parents, young people and professionals across education, health and care.

Children and young people with special educational needs and or disabilities and their families will be included in everything in the local community, will get the right support for health, will have friends, relationships and be part of the community. They will be supported to reach their educational potential and achieve their goals in life. They will move into adulthood with jobs or opportunities to contribute. They will have choice and control over their support and their future lives.”

The Local Offer

The Local Offer brings together helpful information for children and young people with special educational needs and or disabilities (SEND) and their families. The aim is for it to be the area’s shop front in relation to support for children and young people with SEND and for it to be located in one easily searchable website. The Local Offer will be available through smart phones and tablets as well as via the internet and it will be published in other formats to ensure it can be widely accessed.

The Local Offer covers public services that are available within:

- Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
- Health: e.g. GPs, paediatricians, school nurses and therapists
- Social care: e.g. respite services and children’s disability services.

It should also enable families to find out what support and services are available in the voluntary and private, for example from charities and disability groups, nurseries, youth clubs etc. it will also have

Leisure time is something we all value and the Local Offer aims to highlight opportunities for children and young people who have additional needs to engage in a broad range of activities, from activities organised for children with specific needs, to evening clubs running during the week, to specific events offered during the school holidays.

- Additional information will be available for young adults. The Local Offer is intended to help families make informed choices about things transport
- social activities
- options after school - continuing education, apprenticeships, supported employment etc
- making the transition from services provided for children to those for adults that are important to them:

The Local Offer is not just a directory. Its aim is to help families find the material that they are looking for or to sign post them to somebody who can provide additional information or answer questions.

It's also a resource that local individuals, groups or organisations can draw on in the work that they do in supporting children, young people and their families, by highlighting other resources, services or guidance that may be accessed.

Most importantly the Local Offer is intended for families and should be shaped by families.

It will enable families to give star ratings and provide comment/feedback on specific services or provision that they have accessed.

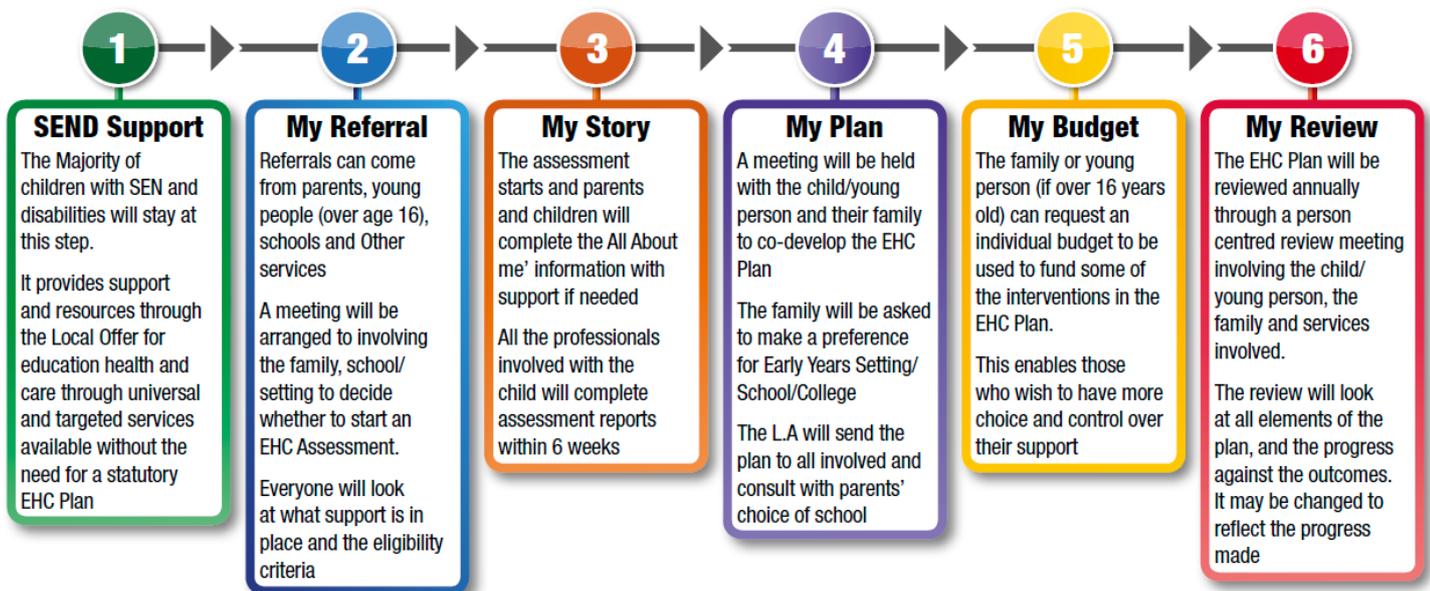
The Local Offer is still a 'work-in-progress' and will develop over time. We will continue to modify, expand and develop our offer in response to feedback we receive and as we become aware of other services and provision which needs to be included.

Overview of the Waltham Forest Education, Health and Care pathway

There are 6 steps on the Education, Health and Care plan pathway which can be accessed by the child/young person and family. Waltham Forest pathway follows a person centred approach so that the child/young person is at the centre of the process and their views and wishes are considered throughout.

The Local Offer includes universal, targeted and specialist services available in education, health and social care from 0-25 years. A child only progresses to the step of a referral if their needs cannot be met within universal and targeted services. All settings and schools have a range of support and resources to meet the needs of the majority of children who have special, educational needs and disabilities. The Local Offer also includes additional resources available to schools to top up their existing resources to ensure that children with more complex and significant needs can quickly access the support they need without the necessity of a statutory education, health and care assessment.

The pathway has 6 steps which include: SEN support, my referral, my story (assessment), my plan, my budget and my review.



Special educational provision in schools and early years settings

First Quality Teaching

Teachers and early years practitioners are responsible and accountable for the progress and development of the pupils in their class/setting, including where pupils access support from teaching assistants or specialist staff.

High quality teaching and differentiation, is the first step in responding to pupils needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools and early years settings should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and improve their knowledge of SEN areas most frequently encountered.

In deciding whether to provide additional support, the teacher/practitioner and SENCO should consider all of the information gathered from within the school/setting about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools/settings should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Using this process the teacher/practitioner and the SENCO will have a clearer view of pupils who may be experiencing greater difficulties with their learning which could be long term special educational needs.

The Wave Model

1. The effective inclusion of all children in high quality learning and teaching. This should be the starting point for any school reviewing their provision.
2. Small - group interventions are aimed at pupils who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not primarily special educational needs (SEN) interventions
3. Individual specific targeted support for pupils identified as requiring support that is additional to and different from the differentiated curriculum e.g. small group speech therapy support, or an individual learning programme

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Significantly greater difficulty means that the child/young person is significantly below in their learning compared to age related expected national curriculum levels despite being provided with additional interventions for a period of up to 2 years. An example would be that the child is in year 5 but working at National Curriculum level 1.

For a child under compulsory school age has special educational needs if he or she is likely to fall within the above definition when they reach compulsory school age (Section 20 Children and Families Act 2014)



SEN Support in Early Years/School Settings

All Early Years/School settings must identify children who have SEN. They should take action to remove barriers to learning and put effective special educational provision in place using the graduated approach.

They must work in co-production with parents and follow a 4 stage approach as shown below:

1. **Assess** – Settings should assess the needs of the child to establish what the barriers are to their learning and development. This could include the involvement of external agencies e.g. the Educational Psychologist or Speech and Language Therapist. Settings will complete a Common Assessment Framework (CAF).
2. **Plan** – Settings should plan with relevant external professionals, child and family the support that is required to meet their special educational needs or disability. This should take the form of a plan including the outcomes, interventions and provision.
3. **Do** – Settings should put in place the agreed support/interventions required
4. **Review** – Settings should review the support/interventions three times per year and this should involve both the child/young person and the parent/carers.



Suggested Practice

Assess

Schools and settings look at the progress of all children through pupil progress meetings and identify the additional needs in each year group. Any children identified as needing external agencies should have a Common Assessment Framework (CAF) completed with the family

Plan

Match interventions to meet the needs of pupil groups to develop a whole school provision map.
Match staff skills to intervention groups

Do

Develop a support plan which could include a One page Profile and Provision Map for your Wave 2 and Wave 3 interventions (Suggested models are available on the web pages)

Review

Review 3 times per year with the child and the parents and if possible the professionals involved

Settings need to follow the graduated approach and use the available resources in the Local Offer that are both universal and targeted across education, health and social care needs. This allows a holistic support plan to be implemented to best meet the needs of the child/young person

Private and Voluntary and Independent Early Years Child Care Providers

Early Years PVI Settings can access support from the Early Years Inclusion Lead, Educational Psychologist and Early Years Improvement Consultant. For additional funding settings need to refer to the Free Early Education Entitlement (FEEE) Guidance.

SEN Funding in Maintained Early Years Setting/Schools

There are 3 elements to funding pupils with additional and special educational needs:

1

• **Element 1:** Core funding through Age Weighted Pupil Unit (AWPU)

2

• **Element 2:** Notional SEN support for additional educational needs from schools budgets which equates to up to £6,000 per child, per year

3

• **Element 3:** Top up funding for statements or in the future Education, Health and Care Plans (EHCP)

Element 1

Age weighted pupil unit is determined by the number of pupils the school has in each age group. These numbers are multiplied by authority-wide standard rates (pupil units) to come up with an overall allocation for each school. One important thing to note is that AWPU funding is allocated in advance for a full financial year (April to March for maintained schools and September to July for Academies) and is based on the pupil census numbers taken in October. It is then adjusted in year.

Age weighted pupil unit AWPU covers the basic costs of educating a child in a school i.e. a class teacher delivering quality first teaching, premises' costs, and any equipment requirements.

Element 2

The notional SEN Budget provides any additional support for any child with special educational needs up to a maximum of £6,000 per child per annum. Additional support could mean therapy assessments, small group work delivered by a teaching assistant or a specialist teacher, pastoral support including learning mentor and specialist equipment.

Schools/Settings will be expected to use up to £6000 from their notional (Additional) SEN budget for a pupil with high needs as well as the funding for the Age Weighted Pupil Unit (AWPU) which covers all children. Schools/Settings will have to demonstrate that they have provided support using the notional SEN budget using an individual provision map before considering a referral for an education, health and care assessment.

Element 3

This is the funding that comes with a statement or EHC Plan in order for the school/setting to put in place appropriate support to meet pupils with more complex special educational needs. For mainstream and special schools this starts at level E.

Effective provision maps take account of the following areas:

- audit how well provision matches need and recognise gaps in provision;
- provide a clear outline of the graduated provision available;
- ensure progression and age appropriate interventions;
- identify strengths in provision and areas for development.

The Benefits of Creating a Provision Map

On an individual level they provide clear evidence of what intervention the child receives in order to achieve the outcomes that have been identified.

What should be included on the provision map

The provision map should only include provision which is 'additional to' and 'different from' what is available for all pupils. It should only include the provision, which is planned for and linked to pupils with additional learning needs. A class teacher's salary comes from the AWPU funding and should not be included on the provision map.

For example, you would include:

- A lunchtime club designed for pupils with social and communication problems to help them develop social skills during unstructured times.
- But, you would not include lunchtime library sessions, which are open to all pupils.

Costing the SENCO/Inclusion Manager's salary

It is best practice for the salary and on costs of the SENCO (or those parts of the post holder's work devoted to SENCo duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the needs of pupils with SEN. Therefore SENCo or Inclusion Manager's salary should be set against the AWPU.

Costing the Provision map

The process of costing a provision can be quite complex and it is essential to remember that this is an 'accountability' exercise not an 'accounting' exercise! Costs are calculated using 'average' teacher, LSA/TA and learning mentor hourly costs, including on costs. This is the 'mid-point' on the pay scales.

Suggested Guide

- An example of an hourly rate for a Teaching Assistant (mid-point) with on costs is £17.50.
- An example of an hourly rate for a Teacher (mid-point) with on costs is £31.05
- An example of an hourly rate for a Learning Mentor £23.50

Settings should ensure that they cost the 'allocation amongst' pupils with special educational needs. Record all 'general' provision which cannot be 'tracked' to individual pupils but which benefits all pupils with additional needs. Items, which might be included, are: administrative support time; professional development activities; educational psychology consultations, annual budget for additional learning resources.

Calculation

Below is a 7 step calculation and illustrative examples

7 step calculation

1. Start with the annual salary of the staff member which should be mid-scale point and not above e.g. £20006
2. Divide the annual salary by 38 to obtain the weekly cost
3. Divide by 5 to get the daily cost
4. Divide by 6 to obtain the hourly rate, if the intervention is for 30 minutes you can work out the cost by dividing by 2 etc.
5. Divide by the number of pupils in the group this will give you the cost per pupil per day
6. Multiply by the number of times the intervention takes place e.g. twice a week
7. Multiply by the number of weeks e.g. 38 to get the annual cost

Illustrative example (TA) group of 6

£20,006 staff cost ÷ by 38 weeks = £526.03 weekly cost
£526.3 ÷ 5 days = £105.26 per day cost
£105.26 ÷ 6 hours = £17.54 per hour
£17.50 ÷ 6 pupils in group = £2.92 per child
X by 38 weeks = yearly cost £111

Illustrative example of a non-class based Teacher group of 6

£35406 staff cost ÷ by 38 weeks = £932 weekly cost
£932.3 ÷ 5 days = £186.3 per day cost
£183.6 ÷ 6 hours = £31.05 per hour
£31.05 ÷ 6 pupils in group = £5.17 per child
X by 38 weeks = yearly cost £197

Illustrative example Learning Mentor – Circle Time group of 6

£ 26,750 staff cost ÷ by 38 weeks = £704 weekly cost
£704 ÷ 5 days = £140.80 per day cost
£140.80 ÷ 6 hours = £23.50 per hour
£23.50 ÷ 6 pupils in group = £3.90 per child
X by 38 weeks = yearly cost £148.70

Example of a pupil support map at the beginning of year 3 (Actual costs)

Outcome (medium term)	Intervention (solution)	Staff/pupil ratio	Staff	Weekly Duration	Weekly cost	Annual cost
By the end of year 3 I will have achieved level 2c in literacy and numeracy	In class literacy and numeracy to support individual work on reading, spelling, writing	4:1	HLTA	2 hrs per day = 10 hrs	£175 ÷ 4 = £43.75	£1662
By the end of year 3 I will be able to independently play with one other child for 10 minutes	Social skills group to develop friendships, interaction skills and sharing	8:1	Learning mentor	5 x 30mins per week = 2.5 hrs	£43.75 ÷ 8 = £5.46	£208
By the end of year 3 I will be able to contribute to a small group discussion, observed on 3 separate occasions	Language programme to develop my ability to converse in a small group situation	6:1	Teaching Assistant	2 x 30 mins per week = 1 hr	£17.50 ÷ 6 = £2.92	£111
By the end of year 3 I will be able to manage my mobility around the school site	A physiotherapy programme to develop my mobility and strengthen my gross motor skills	1:1	Teaching Assistant	5 x 30 mins per week = 2.5 hrs	£43.00	£1660
By the end of year 3 I will be able to play independently with one other child for 10 minutes	A lunch time social skills group	1:3	Teaching Assistant	5 x 1 hr = 5 hrs ÷ 3	£29.16	£1108
By the end of year 3 I will be able to share my feelings with a trusted adult	Daily 30 minute session with a learning mentor	1:1	Learning Mentor	5 x 30 mins = 2.5 hrs	£58.30	£2232
Total						£6981

The provision map should be reviewed 3 times per year to look at how the interventions are supporting the pupil towards meeting the outcomes. The review should look at what's working and not working. The interventions that are working should continue and the interventions that are not working so well should be refined or changed.

The provision map must be discussed and shared with parents/carers to involve them and keep them informed of progress.

My Referral

Most children identified as having special educational needs or disabilities will have their needs met within the SEN support available in all settings. Schools/Settings can make a referral for an Education, Health and Care Assessment if they have identified a pupil as having significant and complex needs that cannot be supported through the support already available.

Schools/settings should contact their allocated SEN Officer for advice when considering making a referral so that a discussion can take place around how realistic the request is and to go through the evidence required and the eligibility criteria.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the school/setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the pupil, they have not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

Evidence Required

1. evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress (progress through school/setting data)
2. information about the nature, extent and context of the child or young person's SEN (including the CAF and any assessments from external professionals)
3. evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN (Provision map)
4. evidence that where progress has been made, it has only been as the result of additional intervention and support that is over and above what is usually provided (£6,000)
5. evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to

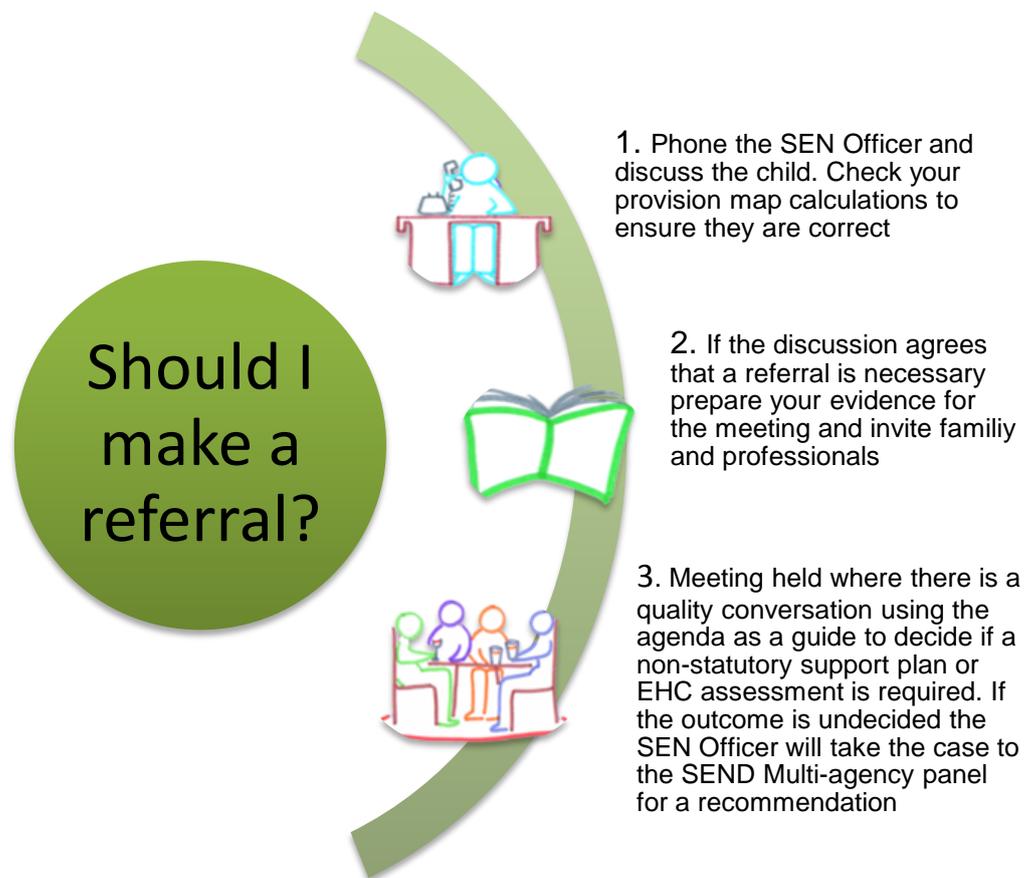
Making a Referral

Referrals can also come from:

- parents
- young people (over the age of 16)
- Professionals.

The same evidence is required as above whoever makes the referral.

Referral Meeting Model



Referral Meeting

If a referral is considered the next step is to hold a person centred meeting. The School/setting SENCO will facilitate the meeting and they must include the family as an equal partner. The meeting will look at what's working for the pupil, how much progress towards the outcomes has been made, what's not working for the pupil and what support is in place. A discussion will take place on and how effective the interventions and support have been is in meeting the pupil's needs.

A representative from the Local Authority will be invited to attend the meeting and they should have already had a discussion with the SENCO prior to the meeting date.

Meeting agenda

1. Introductions
2. What we appreciate about the pupil (share one page profile)
3. What's working and not working for the pupil
4. What matters to the pupil and what is important for the pupil
5. What support is in place and what is needed in the future – everyone to discuss evidence
6. Eligibility Criteria
7. Consideration to assess or provide support through Local Offer
8. Statutory plan or non-statutory plan required

Eligibility Criteria

The pupil:

1. Has severe and/or complex long-term needs that affect their everyday life.
2. Requires provision and resources that are not normally available in early years/school/college setting.
3. Requires intensive help and support from more than one agency (e.g. Health/Education/Care or Health/Education, Education/Care)
4. Despite high levels of support is making limited or no progress
5. Evidence of a graduated response; i.e. appropriate interventions, support and resources available through the Local Offer have already been put in place and the expected progress has not been made.

*All of the above need to be considered.

Additional Education Funding through the Local Offer

Waltham Forest recognises that not all pupils' will have their needs met financially within school support (£6000) but will not meet the criteria for an Education, Health and Care Plan. It has reserved a budget for schools/settings to request incremental amounts of funding to meet the needs of pupils through the Local Offer of support. This support can be provided much quicker than through an EHC assessment (20 weeks). For cases where incremental support is provided this will be included in a person centred non-statutory plan called either 'My Early Years SEN Support Plan' or 'My School SEN Support Plan'.

Increment	Cost	Increment	Cost
1a	£500	3a	£4500
1b	£1000	3b	£5000
1c	£1500	3c	£5500
1d	£2000	3d	£6000
2a	£2500	4a	£6500
2b	£3000	4b	£7000
2c	£3500	4c	£7500
2d	£4000	4d	£8000

Making a decision

If it is clear at the referral meeting that the pupil's needs are severe and complex, the support required will be regarded as high needs with the pupil clearly meeting the eligibility criteria, the L.A Officer will complete an eligibility form and they can give formal agreement to commence a statutory education, health and care assessment. The assessment will be started following the meeting without delay.

If it is not clear and additional funding is required e.g. through the Local Offer, the L.A Officer will take the outcomes of the meeting and recommendations to the multi-agency SEND Panel to make a final decision.

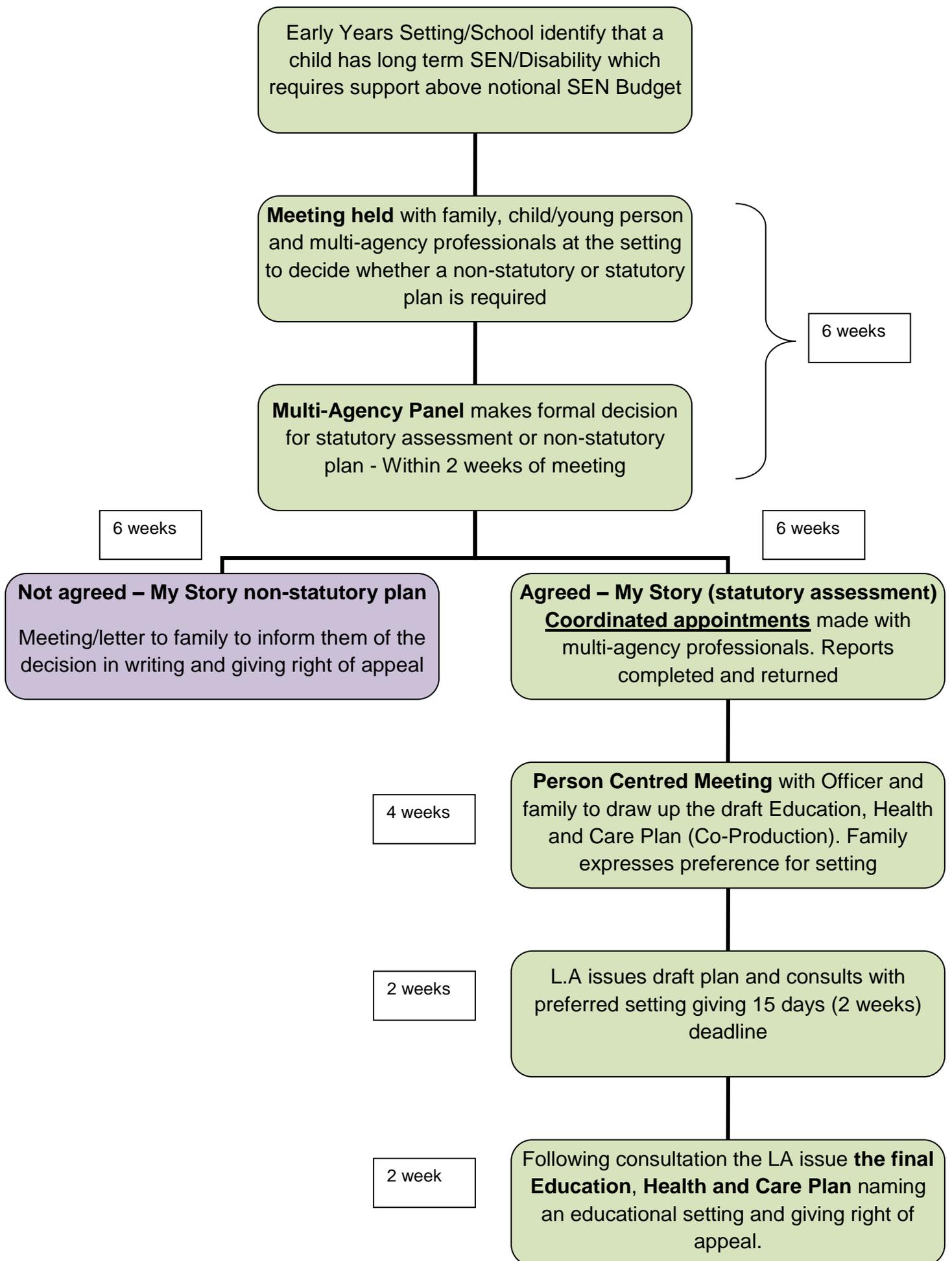
The outcomes and recommendations should be recorded in the decision section of the eligibility form.

In cases where there is differences of opinion the case can be referred to the multi-agency panel for a decision and parents will be advised of the decision, reasons for the decision and the right to appeal to the SEN and Disability Tribunal.

Differences between a Non Statutory and Statutory Plan

<p>Person Centred Non-Statutory SEN Support Plan for mainstream schools</p>	<p>Statutory EHC Plan for mainstream schools</p>
<p>A support plan that identifies the pupil's needs, sets outcomes and provides school based support to achieve the outcomes involving outside agencies e.g. health and or social care.</p> <p>Support is within £6000 (Element 2) or in some cases additional support can be provided from L.A resources in increments of £500 (1a) up to (4d) £8000 for identified interventions or equipment.</p> <p>It could include some social care short breaks support</p>	<p>A plan that identifies pupils with complex needs across education, health and care.</p> <p>It sets out the outcomes and interventions to meet the outcomes in Education, Health and Care.</p> <p>It provides support in addition to school/settings based interventions e.g. £6000 +</p> <ul style="list-style-type: none"> o E £8500 o F £15,550 o G £18,260 <p>It provides social care support through local services e.g. respite or an individual budget and it provides health care support</p>

Waltham Forest Coordinated Person Centred EHC Planning Assessment Planning Process



Pathway Roles and Responsibilities

There are a number of key roles within the pathway

Child/Young Person and parent/carers	<p>Requesting help and support through the Local Offer and education, health and care services</p> <p>Requesting an education, health and care assessment</p>
SEND Multi-Agency Panel	<p>Identifying children with complex needs who require an Education, Health and Care Assessment.</p> <p>Making decisions about referrals for an EHC Assessment according to the eligibility criteria</p> <p>Ensuring that multi-agency staff are engaged in the process</p> <p>Determining resources</p> <p>Supporting the Local Offer</p> <p>Providing information to commissioners in Education, Health and Care to support the commissioning of services to meet the needs of local families</p> <p>Promoting good partnership working across agencies for children with an EHC Plan 0-25</p> <p>Contributing to the Joint Strategic Needs Assessment (JSNA)</p> <p>Working in partnership with NHS Commissioners in the Clinical Commissioning Group (CCG) and NHS England</p> <p>Working with NHS Providers to ensure they understand the pathway</p>
Family Supporter (Keyworker)	<p>Being the main point of contact for the family/child/young person going through an EHC assessment</p> <p>Providing emotional support</p> <p>Signposting to services</p> <p>Liaising with relevant agencies as necessary to support the family</p> <p>Supporting parents at meetings</p>
Assessment and Reviews Officer	<p>Administering the EHC assessment process</p> <p>Writing to parents and providing information about the EHC assessment process</p> <p>Writing to education, health and care professionals to gather information as part of the EHC assessment</p> <p>Ensuring the smooth running of the process</p>
SEN Officer	<p>Attending multi-agency referral meetings in schools/settings to consider the need for an Education, Health and Care Assessment</p> <p>Presenting cases to the Multi-Agency Panel</p> <p>Working closely with the family and professionals to draw up the Education Health and Care Plan</p> <p>Liaising with schools and securing placement for children and young people with an EHC Plan</p> <p>Liaising with multi-agency professionals</p> <p>Liaising with the family around access to a personal budget for those with an EHC Plan</p> <p>Attending person centred reviews and converting statements to EHC Plans</p> <p>Preparing cases and attending the first tier tribunal</p>
Portage	<p>Attending multi-agency meetings for Early Years children</p>

	<p>to consider the need for an Education, Health and Care Assessment</p> <p>Presenting cases to the SEND Multi-Agency Panel</p> <p>Providing emotional support</p> <p>Signposting families to services</p> <p>Providing advice for the assessment</p> <p>Working closely with the family and professionals to support the drawing up of the Education Health and Care Plan</p> <p>Liaising with multi-agency professionals</p>
Social Worker	<p>Attending multi-agency meetings</p> <p>Liaising with the family, young person and multi-agency professionals</p> <p>Providing assessment reports</p> <p>Liaising with the family/young person (over the age of 16) around assessment and access to a personal budget.</p> <p>Contributing towards person centred reviews</p>
Transition Advisor	<p>Presenting cases to the PFA Panel for young people preparing for adulthood</p> <p>Working closely with the family and professionals to convert statements/139a's and Learning Disabilities Assessment into Education Health and Care Plans</p> <p>Liaising with schools and securing placement for young people in post 16 pathways either work or appropriate courses</p> <p>Liaising with multi-agency professionals</p> <p>Liaising with the family around access to a personal budget</p> <p>Contributing towards person centred reviews</p>

Local resolution arrangements

In cases where there is disagreement and parents/carers lodge an appeal to the SEN and Disability Tribunal the Local Authority has commissioned a local disagreement resolution service. This service can be accessed through Parent Partnership.

In addition to the local service we have commissioned the London Mediation service

Information and advice for parents

Waltham Forest has a range of services to provide information, support and advice to parents.

Waltham Forest Parent Forum



Website: www.walthamforestparentforum.com

Address: 92 Leyton Green Road, Leyton E10 6DA

Email: walthamforestparentforum@live.co.uk

Telephone: 07528 433640 / 07794 298496



Waltham Forest Parent Partnership

Website: www.walthamforest.gov.uk

Address: Parkside Children's Centre

82 Peel Close

Chingford

London E4 6XQ

Email: parent.partnership@walthamforest.gov.uk

Telephone: 020 8496 5230

Free phone: 0800 587 2521

Resources

Resources are available on the following websites:

Waltham Forest Council

www.walthamforest.gov.uk

The Schools Hub

thehub@walthamforest.gov.uk

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