**Special Educational Needs and Disabilities**

**& the Graduated Pathway**

**Frequently Asked Questions – April 2015**

**These FAQs reflect the current position in Gloucestershire and will be reviewed and revised in line with further developments**

[**What are the SEND changes?**](#_What_are_the)

[**What is the Graduated Pathway?**](#_What_is_the)

[**What is the difference between CAF and My Plan+?**](#_What_is_the_1)

[**Where can I find templates and guidance for the Graduated Pathway?**](#_Where_can_I)

[**Do I have to start a My Plan before I do a My Plan+ for a child?**](#_Do_I_have)

[**How do I complete a My Plan+?**](#_How_do_I)

[**What is an Analysis of Assessment (AoA)?**](#_What_is_an)

[**What are Team Around the Child meetings and person-centred reviews?**](#_What_are_Team)

[**Who is involved in the Team Around the Child?**](#_Who_is_involved)

[**What are the different roles within a Team Around the Child?**](#_What_are_the_1)

[**Definitions of Key working, Co-ordinator, SEN Co-ordinator (SENCo) and Lead Professional**](#_Definitions_of_Key)

[**Who leads the planning and review of a plan for a child with SEND?**](#_Who_leads_the)

[**Who should be the Lead Professional of an EHC Plan or a My Plan+?**](#_Who_should_be)

[**How can I involve Social Care for children with SEN and Disabilities?**](#_How_can_I)

[**What is the Transformation Plan?**](#_What_is_the_2)

**[What is the role of different agencies in transforming Statements of SEN into](#_What_is_the_3)**

**[EHC Plans?](#_What_is_the_3)**

[**What happens if a child or young person with SEND has an existing CAF?**](#_What_happens_if)

[**What happens if a child or young person has a CAF and a Statement of SEN?**](#_What_happens_if_1)

[**How is a CAF changed into a My Plan+?**](#_How_is_a)

[**Will a child have an Education Health and Care Plan (EHC Plan) and a CAF or My Plan+?**](#_Will_a_child)

[**How often should an EHCP be reviewed?**](#_How_often_should)

**[What resources can I access to meet the assessed needs and outcomes in](#_What_resources_can)**

**[My Plan and My Plan+?](#_What_resources_can)**

[**Can a child or young person with SEND and unmet needs access BHLP funding?**](#_Can_a_child)

[**What is a personal budget and how can I access one for a child with SEND?**](#_Can_I_access)

[**What will happen to CAF training? Will there be new training for My Plan+?**](#_What_will_happen)

[**How do we ensure quality assurance of My Plan and My Plan+?**](#_How_do_we)

[**How can I find out more?**](#_How_can_I_1)

## What are the SEND changes?

The changes as a result of Part 3 of the Children & Families Act 2014 mean that Education, Health and Social Care must work together to improve outcomes for children and young people with SEN and disabilities (SEND), aged between 0 and 25 years. There should be one single plan in place for children and young people with SEND that is person-centred and outcome focused.

Some of the changes include:

|  |  |
| --- | --- |
| **Old system**  | **New system**  |
| School Action/school Action +  | SEN Support - Gloucestershire graduated pathway: My Profile, My Plan, My Plan+ (non-statutory) |
| Statement and Learning Difficulties Assessments for 5-19 year olds | Education, Health & Care Plans (EHC Plans) for 0-25 year olds (statutory) |
| Statement produced in 26 weeks  | ECH Plan produced in 20 weeks  |
| Single agency response | Integrated assessment and plan  |
| 20 week Tribunal process | Currently still 20 weeks but the Tribunal is hoping to move towards an 8 Week Tribunal process |
| Limited health & social care responsibilities | Significant health & social care duties  |
| Inputs | Outcomes |
| Directory of services | Local Offer |
| Additional time/support from a Teaching Assistant  | Person-centred planning and more flexible use of resources including the option of a Personal Budget |

[*Back to questions*](#_top)

## What is the Graduated Pathway?

Gloucestershire’s Graduated Pathway is our approach to identifying and appropriately responding to a child or young person’s SEND needs. The gap in achievement of positive life outcomes for children and young people with SEND and their peers is too great and the SEND reforms are about raising our aspirations and making a positive difference with the resources we have.

**The Graduated Pathway** is based on a simple Assess, Plan, Do, Review model and has the following graduated responses:

**My Profile** – listen to children, young people and what’s important to them. Do they and their families know where to get support? Do you? See the local offer - [www.gloucestershire.gov.uk/localoffer](http://www.gloucestershire.gov.uk/localoffer)

**My Plan** – a simple planning tool to support a child or young person that looks holistically at the child’s needs across areas of life. This is not just an IEP or IBP or Health plan – it’s all of these in one single plan. It can be used for children and young people without SEND.

**My Plan+** - based on the assessment triangle of CAF, My Plan+ enables a more in-depth and integrated assessment, understanding and analysis of a child or young person’s needs especially when outcomes are not being achieved or progress is not being made and the child has SEND.

**My EHC Plan** – an Education, Health and Care Plan is a statutory plan that has replaced a Statement of SEN. An EHC Plan may be needed when a child or young person’s educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses this need based on the evidence provided.

**Evidence provided using the graduated pathway and principles of Assess, Plan, Do & Review**

[*Back to questions*](#_top)

## What is the difference between CAF and My Plan+?

A **CAF** is the early help assessment that has been used positively and successfully across Gloucestershire and within the Gloucestershire Children’s Partnership to work together to support children and young people.

**CAF remains as the early help assessment and planning tool for children that do not have SEN or disabilities.**

**My Plan+** is the new early help assessment and plan for children with SEN and disabilities. My Plan+ can be developed by any practitioner who, with agreement from parent carers, believes that a more in-depth and integrated understanding and analysis of areas of need is required to better support a child or young person.

There are few differences between a **CAF** and **My Plan+**. The main differences are that within a My Plan+:

* There are separate sections to share the views of the child (About Me) and the family’s views
* Information regarding a child’s progress in their education setting is included
* A full breakdown of all available resources and costs can be included

[*Back to questions*](#_top)

## Where can I find templates and guidance for the Graduated Pathway?

**There are two main websites where you and everyone else can get all the information needed:**

* SENCOSPOT - <http://www.gloucestershire.gov.uk/schoolsnet/sencospot>
* Gloucestershire’s Local Offer – [www.gloucestershire.gov.uk/localoffer](http://www.gloucestershire.gov.uk/localoffer)

There is short **animated film** (links on both websites) which explains the Graduated Pathway. Please share with any families that you think would find this useful.

All templates and guidance including:

* My Profile templates for different age groups
* My Plan, My Plan+ and review templates
* Information sharing and consent forms
* A PDF of the ‘Gloucestershire’s guidance for Professionals working with children & young people with SEND’ – you may have seen a copy of the blue book in your setting or on SENCOSPOT
* Parent and Carer booklet (pdf) explaining the Graduated Pathway
* Leaflet for parents and carers(pdf) explaining Team Around the Child meetings
* Guidance on making a request for EHC assessment.

*[Back to questions](#_top)*

## Do I have to start a My Plan before I do a My Plan+ for a child?

No. The Graduated Pathway can be started at any stage that would best meet the needs of the child or young person. For instance, a child may present with a range of needs including SEN or disability and you, the family and others involved feel that a My Plan+ is needed straight off so that there is a greater level of detail understood by the Team Around the Child.

When considering whether to start a plan for a child or young person and at what level of detail, please have a discussion with the family and also with other practitioners that may be involved with the family or from the local authority. These practitioners include the following, together with an indication of the broad areas covered:

* Advisory Teachers – teaching & learning, disability, communication, behaviour
* CAF Co-ordinators – early help care needs, access to the community
* Early Help Advisors – learning, disability, behaviour, support to parents
* Educational Psychologists – learning, disability, behaviour, social & emotional wellbeing
* Health Visitors – 0-5 years health & development
* Health Therapies - Occupational Therapists, Speech and Language Therapists and Physiotherapists
* SEND Monitoring Officers – learning and SEND provision
* Social workers – children, young people & families
* Support and Challenge Advisors – attendance, behaviour, missing education, medical needs

You can discuss your concerns with any of the above and good practice would be to have a planning meeting with practitioners who are or are likely to be involved to decide whether to proceed with a My Plan or a more detailed integrated assessment and plan such as My Plan+.

**Remember to follow safeguarding procedures if you are concerned about the safety of a child.**

[*Back to questions*](#_top)

## How do I complete a My Plan+?

As with any intervention with a child or young person, the first thing to do is to discuss your concern with parent carers and the young person and seek consent to proceed as this will necessitate sharing information with practitioners from other agencies. At this early stage, you would collect the views of the family and child (see the first sections of the Analysis of Assessment form & My Profile).

As co-ordinator, you would request (with consent from parents) assessment or advice from the agencies involved (see FAQ above). This is done by sending an Analysis of Assessment to each of those practitioners and requesting that they send an analysis of their assessment or advice by completing the form.

An Analysis of Assessment (AoA) is a short form that can help the co-ordinator of a plan to bring information together from a range of professionals. Everyone contributing to an integrated assessment and multi-agency plan, such as My Plan and My Plan+ would be sent an AoA with the following information completed by the co-ordinator:

* Child’s details
* Child’s views
* Family’s views

This is to support a ‘tell us once’ approach and help reduce the amount of times a family has to repeat certain information.

The professional who receives the Analysis of Assessment form would complete his/her assessment as normal and then complete the last section of the AoA form which is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Need of the child/young person**(please specify actual need experienced by the child/young person rather than a need for a service) | **How this impacts on daily life** (how does the child and/or others in the child/young person’s life experience and understand these needs. This information can be included within the relevant domain / area with the My Plan+ e.g. My communication and interaction) | **SMART outcome that could be achieved in a particular timeframe**(this can inform what difference could be experienced by the child/young person with help provided in a given timeframe) | **Advice on achieving outcome**(Please be specific about the type of support/ activities your service will provide to meet this need. This advice will be incorporated within a multi-agency support plan approach) |

Once the different assessments have been carried out and the analyses have been returned, the co-ordinator begins to complete the different sections of the My Plan+ assessment and plan.

In brief, this is how you can use the information supplied in a completed Analysis of Assessment:

* The 2nd column ‘How this impacts on daily life’ can be used, together with details from individual assessments, as context within the integrated assessment (My Plan+) under the relevant domain e.g. information supplied from a Paediatrician about the impact of a child’s health needs could be included under the section ‘Details of child’s health and physical development’.
* The 1st, 3rd and 4th columns: Needs, SMART outcomes and Advice on achieving outcomes can be included within the relevant section of the planning section of My Plan+

If the co-ordinator and/or Team Around the Child find that there are gaps in some areas or domains within the assessment, s/he should check these by having a discussion with the parents, child or young person e.g. are there areas where the parents have difficulties providing basic care, boundaries and guidance to their child? Can they describe the difficulties and the areas of need? Does the child want to develop more social activities and friendships? Please see the framework for assessment for more guidance. If there are no needs identified in these areas, please record as such in the form.

Once a full assessment has been completed which will include integrating each of the different professionals’ Analysis of Assessments with an assessment of the child and parent carers needs at home and in the community, a fuller analysis or understanding of the child’s needs will be available from which to start the plan. Planning will incorporate the views, interest and strengths of the child and family to enable a plan that is personalised and making best use of all available resources.

Once a draft My Plan+ has been completed, it is time to co-ordinate a Team Around the Child meeting so that together everyone can understand all areas of need, explore if any information is missing and agree the plan of action to be delivered. Wherever possible the different contributors or report providers will attend the Team Around the Child meeting but due to other work commitments this may not always be possible. This can be a practical limitation of some professionals’ workloads and why it is very important that an Analysis of Assessment and/or other relevant information is sent to the co-ordinator to support the Team Around the Child approach.

At this stage the co-ordinator and / or Leads for different areas of support will be clearly agreed. A review date should be agreed and recorded on the plan.

**Please see the FAQs:** Who should be the Lead Professional of an EHC Plan or a My Plan+? & How do we ensure quality assurance of My Plan and My Plan+?

[*Back to questions*](#_top)

## What is an Analysis of Assessment (AoA)?

Please see FAQ above: **How do I complete a My Plan+?**

[*Back to questions*](#_top)

## What are Team Around the Child meetings and person-centred reviews?

As a result of the changes arising from the Children & Families Act 2014, planning for children and young people aged 0-25 years needs to integrated, person-centred and outcome focused. An outcome as explained by the SEND Code of Practice 2014 is the,

*‘benefit or difference made to an individual as a result of an intervention.’*

This means that everything we do to support a child or young person should be focused on achieving an improvement or positive difference to his/her life.

**What to expect?**

* You may be asked to contribute a review of your input and whether outcomes have been achieved
* You may be the co-ordinator and contacting people in advance for their AoA or review of their work so far on achieving outcomes previously agreed
* You may need to spend time with the child or young person and using ‘My Profile’ help him/her to prepare what they want to share and let people at the meeting know.
* You may be the host of the meeting and ensure there are enough seats, some refreshment, pens, flipchart...whatever’s needed.
* You may be the Chair of the meeting and need to ensure that everyone knows the time and venue of the meeting; knows when to get information sent to you so that you can prepare in advance.
* You may be one or more of the above – if you are, be clear with everyone that you are a team and you will need everyone to help by confirming attendance, submitting information on time etc.

**A sample agenda / guidance for a TAC meeting:**

1. **Welcome and introductions -** Chair sets out what we want to get out of this meeting
2. **My Profile** – Child or young person shares what is important and what they want to achieve including what works and doesn’t work for them
3. **Summary of needs** – checking through the information supplied by professionals and the family to ensure nothing is missing. Does everyone agree on the needs of the child?
4. **Working together to getting it right** – looking at the outcomes suggested by everyone. Everyone rates them in terms of importance. Chair points to obvious areas of consensus and difference. Can we agree a single list of outcomes? Can some outcomes be merged into 1 outcome?
5. **Developing a draft action plan** – Everyone shares ideas of how to achieve outcomes using information and experience about what works and doesn’t work to help the child or young person.
6. **Concluding the meeting -** Chair summarises what will happen next in the process to achieve a final plan.

**Please see leaflet ‘Meeting together to get it right’ (pdf) for brief information for parents and carers on Team Around the Child meetings, which is available on SENCOSPOT and the Local Offer**

When reviewing what has been happening to support a child or young person achieve their outcomes, the Team Around the Child needs to check what outcomes have been achieved; what has been working and what needs to change when planning forward. This is done effectively when time is taken to seek the views of the child or young person and his/her family. Taking a person-centred approach means ensuring:

* checking ourselves to make sure we are listening to the child or young person and what they want to achieve;
* encouraging outcomes that raise aspirations for the child or young person;
* we are learning and applying what we know about what works and doesn’t work for an individual child;
* ensuring that we use available resources effectively and flexibly for individual children;
* we are helping children, young people and their families to take the long view so they can prepare for an adulthood where they are as independent as possible and enjoy choice and control in their lives.

The Team Around the Child will review progress of their combined efforts over time and as outcomes are met or new outcomes are agreed for a particular child, the type and level of support is likely to change and the people making up the Team Around the Child will likely change also.

[*Back to questions*](#_top)

## Who is involved in the Team Around the Child?

The Team Around the Child (TAC) includes the child or young person, parent, carers and practitioners from different agencies that may be involved and providing support.

Depending on the needs of a child or young person, a TAC is likely to include practitioners from Health, the Local Authority, Education providers, commissioned services such as Children’s Centres and Youth Support Service, the community and voluntary sector. As the needs of children and young people vary and change; the composition of a TAC will differ as appropriate.

**The Chair of the Team Around the Child meeting** is the person who helps everyone to work together during the meeting and ensure the views of the child, young person and family are taken into account, agree on the outcomes to be achieved and invite ideas from the team on how best to deliver them.

The Chair will often be the SENCO within the education setting or the named Lead Professional or Practitioner from either health or social care. It often depends on the primary reason for having the meeting e.g. a meeting to discuss and plan changes to social care needs may be chaired by the Lead Professional from social care, while a review of the whole plan may be chaired by the SENCO.

Everyone involved in the TAC works together to make a positive difference to the child or young person’s outcomes.

[*Back to questions*](#_top)

## What are the different roles within a Team Around the Child?

There can be some confusion about the roles and responsibilities of people within a TAC. What is clear is that everyone has a role to contribute to working to improve outcomes for the child or young person and ensure that this is done in a person-centred way. There are different definitions of roles and functions within the SEND Code of Practice, 2014, such as ‘Co-ordinator’, ‘SEN Co-ordinator (SENCo)’ and ‘key working’. These definitions are given below together with a definition for a Lead Professional, provided in ‘*Working Together to Safeguard Children, 2013’*.

In Gloucestershire, in accordance with the SEND Code of Practice 2014 and Working Together to Safeguard Children 2013, we should be less concerned about the title of roles and more focussed on ensuring that children and families have access to effective points of contact and support. This means that every plan for a child should be clear about ***who*** is working with the child and family and ***who*** the main contacts are with regards to the child’s education, health and care. This ensures families are clear about who they contact if they have queries or concerns regarding particular areas of their child’s life. It also ensures that the practitioners identified as being the main contact for these different areas of a child’s plan are responsible for ensuring the activities agreed in the plan are delivered and that activities and related outcomes are monitored and reported when the plan is reviewed.

[*Back to questions*](#_top)

## Definitions of Key working, Co-ordinator, SEN Co-ordinator (SENCo) and Lead Professional

**Key working:**

“key working is better defined by a set of functions rather than defining it as a key worker role” (*Early Support: ‘Key working: improving outcomes for all - Evidence, provision, systems and structures’, 2012*)

As per the SEND Code of Practice 2014, Section 2.21, “local authorities should adopt a key working approach, which provides children, young people and parents with a single point of contact to help ensure the holistic provision and co-ordination of services and support.

 Key working may be provided by statutory services in health, social care and education, or by the voluntary, community, private or independent sectors.

Key working can be offered to any family where children and young people have SEN or disabilities, for example if they receive SEN support in schools or nurseries or in preparing for adulthood. Approaches will vary locally, but the main functions of key working support should include some or all of the following:

• emotional and practical support as part of a trusting relationship

• enabling and empowering for decision-making and the use of Personal Budgets

• co-ordinating practitioners and services around the child or young person and their family

• being a single point of regular and consistent contact

• facilitating multi-agency meetings

• supporting and facilitating a single planning and joint assessment process

• identifying strengths and needs of family members

• providing information and signposting

• advocating on behalf of the child, young person and/or their family

• facilitating the seamless integration of clinical and social care services with specialist and universal services”

**Co-ordinator**

Under the Children and Families Act 2014 and the Code of Practice 2015, the following definition for a co-ordinator is given under the Glossary of Terms.

**Special Educational Needs Co-ordinator (SENCO):** “A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.

In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs (or a separate SENCo or Inclusion Manager overseeing an SEN Team).

.

Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.”

According to Section 7.22 of the Code of Practice, Further Education Colleges “should ensure that there is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Co-ordinator (SENCO) in schools. This person should contribute to the strategic and operational management of the college. Curriculum and support staff in a college should know who to go to if they need help in identifying a student’s SEN, are concerned about their progress or need further advice.”

**(Special educational needs and disability code of practice: 0-25 years, January 2015)**

**Lead Professional:** As per guidance from Working Together to Safeguard Children 2013,

 ‘The role of Lead Professional can be undertaken by any front-line professional working with children who have additional (including complex) needs and require an integrated package of support from more than one practitioner.

The early help assessment should be undertaken by a Lead Professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator (SENCo). Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.’

**(Working Together to Safeguard Children 2013, 1.9)**

[*Back to questions*](#_top)

## Who leads the planning and review of a plan for a child with SEND?

The SENCO within an education setting is responsible for planning and reviewing the educational needs, outcomes and provision for a child or young person with SEND. The main contact / lead professional/practitioner for delivering health and care outcomes are responsible for ensuring the activities agreed in the plan are delivered and that activities and related outcomes within these areas are monitored and reported when the plan is reviewed.

As we implement the reforms to ensure holistic planning for children’s outcomes, we need to ensure that all professionals involved with identifying needs, outcomes and provision for a child or young person (up to age 25) with SEND are feeding into a single planning framework at all stages of the Graduated Pathway.

For example for a child with a **My Plan** the Pastoral or Attendance lead within the education setting may be working with the SENCO to ensure needs around attendance are included as appropriate. This is a sensible approach as low attendance would impact on learning outcomes. Review of My Plan in this example would be carried out by both SENCO and Pastoral or Attendance lead to check progress on outcomes in all areas of need identified.

 Similarly, a Health Visitor who starts a **My Plan** for a young child identified with additional needs and possible SEND would contact other services that could support the child and parents as appropriate to the needs identified. These professionals would work together to ensure a holistic assessment and plan is made and reviewed with one of them taking the lead – normally the professional with most contact with child and parents.

In both of these examples, the person leading or co-ordinating the planning is the person with most contact with the child and family at a given time.

Using a **My Plan+** to support a child and young person with complex needs requiring regular input from practitioners from health and social care services may need, in addition to the SENCO, named Lead Professionals from Health and Social Care so that services from each agency are well co-ordinated for the child and family.

These professionals would be responsible for ensuring services within their service area are planned, delivered and reviewed regularly together with the other areas of provision.

This would be similar with an **EHC Plan**, where the review of the Plan would be led by the SENCO as co-ordinator but with the other named Leads in health and social care being responsible for reviewing their activities and outcomes as part of the whole review process.

Every child is different; therefore, the co-ordination requirements of each plan needs to be assessed and agreed as appropriate and in the best interests of each child.

[*Back to questions*](#_top)

## Who should be the Lead Professional of an EHC Plan or a My Plan+?

**Please see FAQ above**: Who leads the planning and review of a plan for a child with SEND?

[*Back to questions*](#_top)

## How can I involve Social Care for children with SEN and Disabilities?

**Remember to follow safeguarding procedures if you are concerned about the safety of a child.**

Referrals into early help or social care will continue to be responded to and managed in the same way for all children irrespective if they have SEN and disabilities. Should Social Care need to become involved all social care processes as normal will be followed as with all children.

Please use the following link to the local offer for more detailed information and contact numbers for the Disabled Children and Young People’s service <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=2-5QQwl8zA8&amp;&amp;newfamilychannel=0>

[*Back to questions*](#_top)

## What is the Transformation Plan?

Every local authority must have a plan with a timetable showing when all existing Statements of SEN are transformed into an EHC Plan. There are approximately 2500 current Statements of SEN in Gloucestershire that must be transformed by 2018. Each transformation must be completed within 14 weeks. Gloucestershire’s transformation plan can be found on the Local Offer at <https://search3.openobjects.com/mediamanager/gloucs/glosfamilies/files/glos_transition_plan_-_jp_v_4_2__2.pdf>

 [*Back to questions*](#_top)

## What is the role of different agencies in transforming Statements of SEN into EHC Plans?

There are systems in place to ensure Education, Health and Social Care are notified when a transformation is due to happen and contributions are requested from each of the currently involved professionals.   The notifications sent to different agencies request that current information or an Analysis of Assessment of the child or young person’s needs are provided to the SEND Casework Team so they can be included within the new EHC Plan.

There is a fixed timeframe to follow during the transformation process, with contributions from currently involved professionals required within 6 weeks of the initial notification.  A transformation review meeting is arranged for week 8 after the initial notification - the date and venue of this meeting is sent out with the notification letter.

Wherever possible the different contributors or report providers will also attend the EHC Plan Transfer Review meeting but due to other work commitments they cannot always be there.

**A separate set of FAQs specifically related to Transfer Review Meetings is available on SENCOSPOT and the Local Offer**

[*Back to questions*](#_top)

## What happens if a child or young person with SEND has an existing CAF?

 If a child with SEND (but without a Statement of SEN) has a CAF currently, it has been agreed that this should change into a My Plan+ during the next scheduled review of the CAF and outcomes related to the child’s SEN included within it.

[*Back to questions*](#_top)

## What happens if a child or young person has a CAF and a Statement of SEN?

If a child or young person is due to have their Statement of SEN transformed to an EHC Plan within the next 3 months, it has been agreed that the CAF will not be changed into a My Plan+ but that an analysis of the CAF will be used to inform the Transfer Review meeting.

[*Back to questions*](#_top)

## How is a CAF changed into a My Plan+?

In preparation for the CAF review, the Lead Professional/Practitioner would contact all those who are contributing to the existing plan (including the family) about whether outcomes have been achieved; what is working / not working and what might need to change moving forward.

As part of this preparation the Lead Professional would contact other agencies involved with the child to see if their current plan of action for this child (this might include the child’s health plan, their Individual Education Plan (IEP), Individual Behaviour Plan (IBP) can be included within My Plan+ so that the child has one single plan. This could be achieved by completing an Analysis of Assessment form or by sharing the plan they are currently working on with the Lead Professional. All of this information would then transfer into the My Plan+.

If the child or young person has a Statement of SEN that is not due to be transformed within the next 3 months, the above process can still happen.

[*Back to questions*](#_top)

## Will a child have an Education Health and Care Plan (EHC Plan) and a CAF or My Plan+?

No, in keeping with the Children and Families Act 2014 and SEND Code of Practice 2015, a child should have one single plan that covers their education, health and care and to which all professionals involved contribute. It is likely that some professionals involved with inputting to a child’s plan will also maintain their own operational plan of action that breaks down the outcomes and actions they are working on into smaller chunks but the principle for children with SEND is to have one integrated plan.

Every professional involved with inputting to a child’s plan will maintain their own assessment process to monitor progress and record any changes. This may include using the assessment sections of the My Plan+.

Professionals should work together to align their work around a child, including reviewing timescales of different support to avoid and/or reduce duplication. A change in circumstances in one or more areas of a child’s life may impact on the whole of his/her plan, and may require a new assessment and/or the whole plan to be reviewed. This should be co-ordinated and led by the professionals involved as part of the Team Around the Child.

[*Back to questions*](#_top)

## How often should an EHC Plan be reviewed?

An EHC Plan must be reviewed, as a minimum, every 12 months. The review should focus on the young person’s progress towards meeting the outcomes specified in the EHC Plan and whether an EHC Plan is still required. The Code of Practice allows for outcomes to be set over varying timescales, covering education, health and care as appropriate. If the Plan details outcomes with a timescale shorter than 12 months, then it follows that more frequent reviews will be required.

The Local Authority duty to review EHC Plans at least annually is delegated to schools and colleges.  Schools and colleges should not be expected to coordinate EHC Plan reviews where more frequent reviews are required in order to review shorter term outcomes related to social care or health outcomes, however they would be expected to be involved in these review meetings as the purpose of these plans is that they are holistic and can have shared outcomes (to which family and different agencies are working towards) in recognition that each area of need can impact on other areas of need and the child or young person’s development.

More frequent reviews of the effectiveness of the school based support and interventions, and their impact on the child’s academic progress, will occur as part of the school led Assess, Plan, Do and Review cycle.  This is usually three times per year. If there was a significant change in a child/young person’s needs from any aspect of their life, be it education, health or social care, or the provision required to meet those needs, an interim EHC Plan review can be held.

[*Back to questions*](#_top)

## What resources can I access to meet the assessed needs and outcomes in My Plan and My Plan+?

For children with SEND, education providers such as schools can use all available resources within their SEN Support to meet education related needs. These are resources delegated to schools to support children with SEND. If a child or young person is entitled to receive **pupil premium**, this may also be included within the Plan. There is a range of additional support also available from Health services including, Children’s Occupational Health, Speech and Language and Physiotherapy services. Details of these and other supports are available on the Local Offer on <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

Community and mainstream resources should be the first consideration to meet a child or young person’s needs, the Local Offer, Family Information Service and The Key will provide information on these resources.

Referrals can be made to Inclusion Co-ordinators to support access to universal settings for children and young people in their local community if the child meets the criteria for the Disabled Children and Young People’s Service. More information is available using the following link: <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page> - Click ‘Social Care & Support’ – Type ‘Inclusion Coordinators’ in Keywords and see ‘Useful Documents’ for Referral Form

Children and young people with a My Plan + who meet the criteria for a Disabled Children and Young people’s service may be eligible for a personal budget. Before considering a personal budget we will explore all opportunities to meet the child/young person’s needs through community based provision and inclusion support.  If needs can be met in this way a personal budget is not required.

Those children/young people whose assessed needs can only be met by accessing specialist support, or who require additional funding to enable short breaks to take place, will have access to a Personal Budget.

[*Back to questions*](#_top)

## Can a child or young person with SEND and unmet needs access Budget Holding Leap Professional (BHLP) funding?

Yes, children with SEND can access BHLP funding through a My Plan+ if there is unmet need after all resources available to the child have been allocated. The requirements of accessing this funding as agreed by the children’s partnership must continue to be followed. This means that if BHLP is to be considered the My Plan+ would be sent to a CAF Co-ordinator to check and follow up as with current practice.

## Please see FAQ: How do we ensure quality assurance of My Plan and My Plan+?

[*Back to questions*](#_top)

## What is a personal budget and how can I access one for a child with SEND?

A Personal Budget is funding to meet the assessed needs of a child/young person and may be available to meet education, health and/or social care needs. Personal Budgets can promote creative support planning and allow young people and/or their parents/carers to have more say in the provision used to support them.

For more information on Personal SEN Budgets, please follow link (<https://search3.openobjects.com/mediamanager/gloucs/glosfamilies/files/gcc_1188_personal_sen_budgets_a5-v2_final.pdf> )

For more information on DCYPS Personal Budgets, please follow link (<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=2-5QQwl8zA8&&newfamilychannel=0> )

For more information on Personal Health Budgets, please visit (<https://www.personalhealthbudgets.england.nhs.uk/About/faqs/>

[*Back to questions*](#_top)

## What will happen to CAF training? Will there be new training for My Plan+?

CAF training remains in place for those who will continue undertaking CAFs.

A range of multi-agency training has been commissioned and being delivered to those likely to be involved with producing My Plan and My Plan+.

A number of GCC practitioners from across Children’s Services (education and social care) are available to support practitioners to complete good quality My Plan and My Plan+ in the community as happens with CAF.

An audit of current training is underway that will continue to enable a good understanding of workforce training needs. Training opportunities will continue to be advertised widely across agencies.

[*Back to questions*](#_top)

## How do we ensure quality assurance of My Plan and My Plan+?

There are a number of ways to quality assure My Plan and My Plan+.

The Team Around the Child should always provide the best quality checking and challenge to ensure a child’s plan is person-centred, outcomes focused and holistic.

From the beginning, ensure good practice by discussing concerns with parents and other practitioners that are either involved or who can give advice, such as Advisory Teachers, Educational Psychologists, Health therapists and practitioners, Early Help Advisors or CAF Co-ordinators.

A good quality plan should always be clear about:

* The child’s needs as they relate to him or her as an individual
* The outcomes or positive differences that the child, parent, you and others involved would like to see for the child (remember SMART!)
* The actions or activities that should bring about these positive differences or outcomes
* Who will do what, when and how often (don’t forget that parents and families are an important resource for the child)
* The review date for the plan

The Local Authority and partner organisations need to monitor and quality assure early help assessment, planning and review. It is important therefore that the LA knows which children have a My Plan or My Plan+. Please alert someone from the LA (see list below) when a child has a My Plan or My Plan+ so we can ‘flag’ that information on our system.

* Advisory Teachers – teaching & learning, disability, communication, behaviour, sensory needs
* CAF Co-ordinators – early help care needs, access to the community
* Early Help Advisors – learning, disability, behaviour, support to parents
* Educational Psychologists – learning, disability, behaviour, social & emotional wellbeing
* SEND Monitoring Officers – SEND provision

Due to the increased volume of My Plan+ being completed in the community there will be a wider pool of professionals who can check and quality assure these assessments and plans. This will include: Early Help Advisors for Plans for children 0-5 years and CAF Co-ordinators for children of school age and above. Completed My Plan+ should be sent to these teams as part of our quality assurance and monitoring process.

If there is a budget or resource identified in a My Plan+ that needs agreement, the agreed professional will check the quality of the work and pass onto the budget/resource manager to sign off prior to entering the completed assessment and plan on the Early Help Workspace as a record for the child.

Sample checking of quality across the range of assessments and plans will be undertaken by service managers to enable a consistent sign off approach.

If there are issues with quality, the professional providing the quality assurance will contact the author in the first instance and discuss the issues constructively.

Should there be consistent issues identified with quality, these will be fed into our workforce development plan for action.

Further guidance regarding quality assurance and monitoring of plans will be developed soon.

[*Back to questions*](#_top)

## How can I find out more?

Please look at Gloucestershire’s Local Offer on [www.gloucestershire.gov/localoffer](http://www.gloucestershire.gov/localoffer) <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

where you will find lots of information, templates and an animated film explaining Gloucestershire’s graduated pathway.

SENCOSPOT is the site where you will find the updated information and forms, please use this site for accessing relevant forms. There have been some updates to forms so please review these via this link. <http://www.gloucestershire.gov.uk/schoolsnet/sencospot>

[*Back to questions*](#_top)