

EHCP Protocol for all stakeholders

This document outlines the procedures involved in securing and maintaining an EHCP (Education, Health, and Care Plan) for students in need of additional support.

The initial EHCP Process

- When a child requires an EHCP, the Special Educational Needs Coordinator (SENCO) will convene a meeting with the child's teacher.
- The teacher should have a current SEN referral form with a detailed Assess, Plan, Do, Review (APDR) outlining at least four interventions that have been tried, monitored, and reviewed. The impact of these interventions will be clear.
- A decision will be made by the SENCO to go ahead with an EHCP application.
- A meeting will be called between the SENCO, teacher and parents to discuss the process and next steps. Support can be given to parents when completing the home section of the application, if requested.
- The SENCO will guide the teacher on gathering the necessary supplementary information.
- The teacher will receive a timeline for compiling the required information. The SENCO is available to provide support and guidance during this phase.
- The child will be asked to fill out a "This is Me" form to provide their perspective, which will be provided by the SENCO.
- The SENCO will determine the funding level required and submit the application to the Needs & Assessment team.
- The Needs & Assessment team may require further evidence, such as recent work samples and assessments.
- An Educational Psychologist (EP) will assess the child and consult with the class teacher, SENCO, and parents.
- A draft EHCP will be issued. If there are no objections within 15 days, the draft plan will be finalised.

Implementation and Ongoing Management of the EHCP

- After the EHCP is finalised, the SENCO will share the plan with the class teacher and include it on the Provision Map and EHCP annual review folder.
- The outcomes outlined in Section E will be entered into the EHC review notes grid/document and shared with the class teacher, this allows staff to edit and monitor.

- The provisions detailed in Section F will be transferred to a separate document and shared with the class teacher, this allows staff to edit and monitor.
- The SENCO and class teacher will meet to discuss the outcomes and provisions, ensuring a shared understanding of the terminology and planned support.
- Collaborative discussions will cover staffing arrangements, organisation, and prioritisation of the child's needs.
- Targets based on the outcomes in Section E will be established and incorporated into the learning plans. These targets will be reviewed regularly with input from the child and their parents, and new targets will be set within the review window.
- Parents must be kept informed of the targets on the learning plan, typically via email but might be in person.
- The EHCP is a dynamic document, and the ongoing review and adjustment of targets from the teacher and SENCO are integral to the process.

EHCP Reviews and Updates

- During each review window, progress toward the outcomes (Section E) will be evaluated. Parents will see this through reviewed Learning Plans.
- Provisions outlined in Section F will be assessed by the SENCO and class teacher.
- Documentation of this process can involve color-coding, editing documents separately, or adjusting provisions, the EHC review notes grid/document will be updated as this is a working document.
- Maintaining clear records of progress provides valuable evidence for parents and other professionals and facilitates preparation for the annual review.

Annual Review Procedures

- The Annual Review process is held yearly with the exception of children under five who will receive two reviews a year.
- Parents and class teachers will receive an email notification about the annual review date and the required preparations.
- The child will complete a new "This is Me" form with the class teacher.
- Teachers will compile up-to-date assessments and work samples, update the APDR if any new information has been added, and review Sections E and F.

- Teachers may propose new outcomes/targets for the following year based on the child's EHCP needs, which can be drafted in advance.
- The SENCO will prepare any external reports and contact relevant external agencies if necessary.
- Teachers should attend the beginning of the review meeting to provide an overview of the child's progress.
- During the meeting, new outcomes will be agreed upon, and provisions may be adjusted. The SENCO will record these changes in a designated review document and submit them to the review team.
- The Local Authority (LA) will revise and issue an amended plan incorporating the new outcomes/provisions.
- The LA will select appropriate provisions in Section F to support the suggested outcomes in Section E.
- The LA may edit the outcomes to bring them in-line with what is considered ordinarily available provision in schools.

Post-Annual Review Actions

- New outcomes will be added to the outcome document/grid and shared with the class teacher.
- The amended EHCP, including an updated Section F, will be sent to the parents, SENCO and class teacher.
- Provisions outlined in Section F will be discussed with staff to ensure they can be implemented effectively.
- This document will be shared with new staff members at transition as part of our standard practice.
- Parents may seek clarity of Section F through the SENCO via email. If necessary, the SENCO will seek further clarification from the LA. The LA maintains responsibility to ensure that Section F can be provided for the child.

Specialist Panel Procedures

- If a Specialist Panel referral is deemed necessary, the teacher will receive the required documentation and a timeline for completion.
- The SENCO will provide support and guidance throughout this process.
- Outreach Specialists will be contacted by the SENCO for support.

- All evidence submitted to the Panel must be stored in a separate folder within the child's student record.
- This additional information is submitted to the education, health & care co-ordinator (EHCCo) to go to the panel.
- The panel is responsible for the outcome and final decision made.
- The EHCCo informs both the school and the parent of the decision and prepares any required documents for transfers and consultations.

Communication between parents and the school

Communication between parents and school is important. For a child with an EHCP the opportunities for feedback and discussion about progress and wellbeing are regularly built into the process as outlined above. If further communication is needed with the school outside of these opportunities, we ask parents to follow the procedure below to ensure matters can be addressed swiftly and within the reasonable workloads of the appropriate teaching staff. Parents are discouraged from writing regular emails to staff which are unreasonable, inappropriate or repetitive.

1. When parents have a query about their child's EHCP process they are encouraged to contact the school by emailing the class teacher and the SENCO. This can be done directly or via admin@hurstdrive.herts.sch.uk or admin@greenfield.herts.sch.uk. They will aim to acknowledge the email within 3 working days.
2. If the matter needs further discussion the SENCO and/or teacher will arrange a brief discussion in person or a telephone call.
3. Most queries will be resolved by this stage however if more time is needed the SENCO may arrange a longer meeting. This meeting may include other professionals, members of the SLT or the LA. The school will summarise the main action points and circulate them to parents and appropriate staff.
4. In the unlikely event that the longer meeting has not resolved the query, the parent is encouraged to contact the headteacher or another member of the SLT to assist with resolving the query.
5. If after discussing the query, a parent is still unhappy with the way their child's provision is being delivered, they can request that the SEND Team at the LA investigate further by emailing sendresolutions@hertfordshire.gov.uk