



## **Children's Safeguarding and Family Help**

### Special Educational Needs and Disability (SEND); procedures for joint working

**Draft operational overview policy in place during the process of further development and future protocols will be attached to this document.**

Camden's Children and Learning Directorate uses relational practice as the foundation for all our work. Our integrative relational practice framework is based on our values, and is designed to help achieve the Directorate's purpose: to work with children, families and communities to make a positive, lasting difference to their futures, so they have the best start in life.

We recognise the impact of structural inequalities on the lives of the children and families we work with and as a service we will embrace inclusive, anti-discriminatory and anti-racist practice based on our values and our mission to champion social justice.

Our practice framework centres on honest and compassionate relationships with those we serve and with each other. It is an expectation that all Directorate policies and procedures are implemented in line with our practice framework, and that any actions within policies and procedures reflect its ethics, values and practice expectations.

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## 1 Introduction

Some children have special educational needs or disability (SEND) due to learning difficulties or disabilities that adversely impact on their education; as a result they may need extra support in order to learn. Some children will also have other serious disabilities or medical conditions that can affect their learning.

These children's needs may be met from extra support provided by their school. However, some may have more complex needs requiring a statutory Education Health and Care (EHC) plan and / or a multi-agency package of care, including a residential provision.

This policy sets out how Camden's SEND service and Children's Safeguarding and Family Help (CSFH) will work together to ensure the education, health and social care needs of children with SEND are met through a high level of multi-agency working, co-operation and integrated service delivery.

## 2 Definitions and legal framework

The Children and Families Act 2014 and the SEND Code of Practice (January 2015) set out the legislative framework for services for children with SEND or disabilities, including the duties on local authorities to provide services.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf)

Under the Act, a child or young person has SEND if they have a learning difficulty or disability that means they need special educational provision made for them.

A child of compulsory school age or a young person will have a learning difficulty or disability if:

- they have a significantly greater difficulty in learning than the majority of others of the same age or:
- they have a disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream educational provision.

Many children with SEND due to disability also receive a social care service from the Disabled Children's Team (DCT) under section 17 of the Children Act. For details of how the DCT works with children and families please see:

[Z:\Children schools & families \(social care\)\Children and Families\Social Work policy folder\Disabled Children's Team\DCT and Transitions team policy and procedure.docx](Z:\Children schools & families (social care)\Children and Families\Social Work policy folder\Disabled Children's Team\DCT and Transitions team policy and procedure.docx)

The SEND code of practice applies to children and young people from the ages of 0 to 25.

### 3 Standards and principles of service

The Children and Families Act 2014 requires a high level of integration and multi-agency working across many agencies in order to meet the needs of children with SEND and help them enjoy and achieve at school, make the most of their educational opportunities and experience a successful transition to adulthood.

This policy has been written to provide the framework for joint working in order to achieve the following aims:

- there is effective joint working between SEND services and CSFH in the assessment, planning and review of special educational provision for children with SEND;
- the EHC process is integrated with CSFH social work processes in order to achieve maximum efficiency and reduce duplication;
- relevant information is shared in a lawful and timely manner;
- children, young people and parents fully understand how SEND and social care processes will be integrated to ensure minimum disruption to the family and to ensure they are able to fully participate in decision making and that their wishes and feelings are taken into account.
- both services are aware of their respective roles and responsibilities and co-operate fully in decision-making.

### 4 Timescales

The Educational Health and Care needs assessment takes place over a twenty week period and it is important that workers comply with the following statutory timescales:

- A decision on whether or not to carry out an EHC assessment must be made within 6 weeks of the date of the request for assessment.

## SEND policy

- Any requests for information from CSFH during the preliminary information gathering stage (0-6 weeks) must be completed within 2 weeks of the date of the request for the information to support an informed decision on whether or not to carry out an EHC assessment.
- Requests for an EHC needs assessment will be considered by Camden's EHCP Panel. The Panel must make a decision on whether or not to agree an EHC needs assessment within 6 weeks of receiving the request providing that consent to seek and share information has been given.
- If, following an EHC assessment, it is decided that an EHC plan is not required, this decision must be communicated to parents and young people and the professional network informed within 16 weeks of the date of the request for assessment.
- Where an EHC plan will be put in place, the final plan must be ready within 20 weeks on the receipt of a request for assessment.

## 5 Information on SEND services

### 5.1 Services available under Camden's local offer

Camden aims to meet the needs of children with SEND through provision of appropriate and accessible services with the least level of intrusion into the child's life. To do this, Camden has delegated funding so that a range of provisions for supporting the education of children with SEND is available and accessible in schools and early years settings in the borough. This makes up Camden's local SEND offer.

All educational settings have a dedicated special educational needs co-ordinator (SENDCO) whose role is to ensure children with extra needs get the help they need to overcome difficulties and make progress with their learning. Where the child requires more support than the school is able to provide, the SENDCO will make a request for assessment to the council's statutory SEND service.

Information on services available under the local offer can be found at:

[SEND Local Offer | Cindex](#)

### 5.2 Camden's statutory SEND services

Camden's SEND service is based in the Early Intervention and Prevention supporting People directorate.

## SEND policy

- SEND case officers in the SEND receive all requests for assessment and make requests for information to the educational setting, CSFH, Educational Psychology Service and health provide information for the EHC Panel to decide if the child should have an EHC assessment. Case officers will hold the case from the initial request to the draft EHCP stage.
- Case officers will request advice from all professionals involved once the EHC needs assessment has been agreed. An Assessment Co-ordinator (AC) will be allocated to arrange and chair the Team Around the Child (TAC) meeting and will liaise with the parents and family. For children aged five and over an Educational Psychologist will be the AC and will chair the TAC meeting. When all the advice has been received the case officer will pass over the advice to the Planning and Placement Officer (PPO) to draft the EHC plan (week 12).
- The purpose of the TAC meeting is to:
  - discuss progress on the assessment
  - obtain the family's views
  - look at what needs are likely to be identified and what outcomes should be achieved by the assessment
  - agree a draft EHC plan if this is likely to be the outcome of the assessment.
- PPOs will hold the case from draft EHCP stage and will remain working with the child and family until the EHC plan ceases or the child changes educational provision.

### Assessment co-ordinators will:

- act as a central point of contact for the family and professional network
- ensure parents and children understand the EHC process, so that they are able to participate fully in assessment and planning and that their wishes and feelings are taken into account
- identify the relevant professionals to be involved in the process.

### Case Officers and PPOs will:

- gather relevant information to inform decisions and assessments
- keep parents and children and the professional network up to date with progress and any possible delays
- ensure statutory timescales are met and that the process progresses efficiently with minimum disruption to the family.

### **5.3 The EHC assessment co-ordinator**

The AC will organise and chair the TAC meeting and will support the family to complete the “All about me” form. This will become section A if the EHC plan is agreed. . The AC will be the most appropriate professional from the child’s network to carry out this role.

In the case of school aged children the school will organise the TAC meeting and the Educational Psychologist will take on the AC role. The PPO will attend and minute the TAC meeting.

## **6 Information on CSFH**

CSFH delivers Camden’s statutory children’s social care services under the Children Act 1989 for children who are assessed as needing the following services:

- child in need; a child who needs extra support and services in order to meet good levels of health and development and achieve good outcomes;
- child protection: a child who is at risk of significant harm and who requires statutory social work intervention in order to safeguard promote their welfare;
- looked after child; a child who is unable to live with their parent and is subsequently in the care of Camden council;
- a disabled child; a child who meets the criteria for a service from the Disabled Children’s Team (DCT) due to permanent and substantial disability or impairment.

Under the SEND code of practice, CSFH is responsible for:

- providing appropriate services to meet the assessed social care needs of children with SEND
- providing information and advice on social care matters affecting children with SEND to other professionals and agencies working with the child
- taking part in any review of the EHC plan where the child has social care needs

## SEND policy

- ensuring that provision to meet the health and education needs of looked after children and care leavers with SEND are co-ordinated within the EHC planning process, including liaison with Camden's virtual school for looked after children and the development of Personal Education Plans
- ensuring any plans for children receiving a child in need or child protection service are aligned with the EHC process and there is an integrated system of assessment and review.

A significant number of children with whom CSFH works have special educational needs, particularly those known to the DCT. Some may require an EHC plan but many of these will have their needs met by their school through delegated funding.

In these cases, social workers will liaise with schools and SENDCOs to ensure that the child's needs are being met and any SEND provision will be recorded in the child's statutory social care plan which is regularly reviewed.

Where a child has a statutory EHC plan and a statutory plan under the Children Act 1989, CSFH will ensure there is an integrated process for assessment and review and that the provisions of the EHC plan are incorporated into the child's social care plan.

## 7 Preliminary stage

### 7.1 Referral for SEND services

As a local authority, Camden has a duty to identify any child in the borough who has or may have SEND. In practice, referrals for SEND support in the form of requests for assessment may come from the following sources:

- Schools who are already supporting children with SEND will request an EHC needs assessment when the child needs more than 20 hours per week of support that is in excess of the resources available under delegated funding.
- Schools and other educational settings should have regard to Camden's SEND criteria which outlines the thresholds for an EHC needs assessment under the four main areas of SEND. Further Education Colleges and post 16 education settings can also make an EHCP needs assessment request and new criteria for further education settings are being developed.
- Parents have a right to request a statutory assessment by contacting the SEND service directly or through the local offer website.



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- Health services have a duty to notify the local authority of any child of compulsory school age who is found to have SEND following assessment and diagnosis.
- If social workers believe a child they work with may have SEND, they will raise this with the school or setting where child is enrolled or if not in a setting, with the relevant health professional(s) and the Virtual School for LAC where the child is looked after.
- A young person (over 16 and under 25 years) can make the request themselves if they have the mental capacity to understand the process; otherwise their parents can make the request on their behalf.

All requests for SEND assessment are passed to a SEND case officer who will hold the case up to the drafting of the EHC plane and their main role is to administer and co-ordinate the collection of evidence.

### **7.2 Role of social workers**

Social workers working with a child may believe that the child has SEND but it is essential that social workers approach the child's school or relevant health professional and the Virtual School for LAC where the child is looked after in order to ensure there is evidence of SEND.

Social workers will not make direct referrals to the SEND service but will work in partnership with the family, school SENDCO, the Virtual School for LAC or relevant health professional to gather evidence. The school or health professional will be responsible for making the referral to SEND services as set out above.

If social workers become concerned that the child's SEND needs are not being met because parents are resistant or not co-operating with agencies to progress the referral, this could become a safeguarding issue and will need to be dealt with under social care processes.

### **7.3 Consent to information sharing**

When an EHCP request is made the Case Officer will contact the family to request permission to seek and share information as part of the process. If the child or young person is looked after the Case Officer will seek clarity on parental responsibility from their social worker.

The Case Officer will contact parents and give them a brief overview of the process and what will happen. Communications should make it clear:

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- which professionals and agencies will be approached for information
- what information will be requested
- why this information is needed
- how the information gathered will be used
- when and how the information gathered will be shared with third parties, for example at Panel meetings or in written reports that are distributed to third parties.

It is essential that there is written evidence of parental consent to disclose information and without this information cannot be provided by CSFH. Social workers should be aware that consent in relation to SEND is separate from any consent sought by CSFH for the purposes of delivering social care services.

### **7.4 Information gathering from CSFH**

In order to gather information as evidence to present to the pre-assessment panel the case worker will write to all professionals working with the family in a format that complies with the SEND code of practice and Data Protection Act principles. Any request for information must enclose evidence of the parent's consent to information sharing.

As part of the process of information gathering, the case worker will send a request to the Multi-agency Safeguarding Hub (MASH) asking if the child is or has been known to CSFH and the nature of involvement. All requests for information from SEND will be recorded in the MASH workflow on Framework i.

- If the child has never been known to CSFH, the MASH screening officer will email the case worker to notify them of this fact.
- If the family were previously known to CSFH but the case has since been closed, the MASH screening officer will send the request to the MASH manager or social worker to respond. The MASH will provide brief details of the dates of CSFH involvement and the type of intervention.
- If the case is open to CSFH, the request for information will be passed directly to the allocated social worker and their supervisor to reply within 3 working days.

## **7.5 Information to be provided**

- For closed cases, the MASH social worker must consider what historical information from the case file is relevant with regard to the child's education needs and for carrying out an EHC assessment and only disclose this information.
- For open cases, the social worker will provide information on the child's status (CIN/CP/LAC), brief details of the interventions and services being provided and the extent to which the child's educational needs are being met by their plan. A copy of the child's current plan should be provided where it addresses the child's education.
- If the child is looked after, the case worker should also be advised to contact the virtual school head for information on the child's education needs and how these are being met through their Personal Education Plan.
- If a young person is in Year 9 and is looked after or receiving a service from the DCT, these services should provide brief information regarding any work to be undertaken to support the young person's transition to independence or adult services.

## **7.6 Outcome of preliminary stage**

Upon receipt of all the relevant information, the EHC Panel will make a decision:

- not to proceed to an EHCP
- to proceed to an EHC needs assessment and seek advice for the EHC needs assessment from professionals.

Families and relevant professionals will be informed of the outcome by the Case Officer.

## **8 EHC panel meeting**

The EHC Panel meets weekly on Wednesday morning during term time and with some holidays included.

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Once sufficient information has been obtained, the case will be considered at the panel meeting within 6 weeks of the request. The purpose of the meeting is to allow the Panel to consider the nature and level of the child's SEND needs based on the information provided by the professional network and whether an EHC assessment should be carried out.

The panel will also decide whether or not CSFH need to provide social care advice to inform the EHC assessment.

- If a child has never been known to CSFH the service will need to decide whether to carry out a social work assessment.
- If the case is open to CSFH, the allocated social worker will be requested to provide a written report or updated plan or assessment summarising any assessment of need and provision that will be made to meet those needs. This should be provided within 6 weeks of the date on the letter of request.
- If the child was previously known to CSFH but the case is now closed but there is relevant information on the case record, the Panel may ask that CSFH provide a social care assessment. The case worker will need to make a referral to CSFH via the MASH team asking for a social care assessment to be carried out and the MASH team will decide if a new assessment is required or whether the information held is still relevant. A report based on the information held by CSFH will be made available to the Panel. If an assessment will be carried out the request will be passed to the appropriate social work team to carry out the assessment.
- All formal reports should be on headed paper and signed and dated as they are formal evidence within a statutory process.
- Where a case is opened by CSFH for the purposes of carrying out a child and family assessment for the purposes of the EHC process, the case should be closed to CSFH once the EHC plan has been finalised and it is clear that CSFH will not be involved in providing a social care service to the child.

## 9 The EHC assessment

The PPO/AC is responsible for co-ordinating the assessment process. The Case Officer will contact any professionals who have been identified as needing to contribute to the EHC assessment.

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Relevant social care information will be recorded on Appendix E of the EHC assessment template that the PPO/AC will send by email to the assessing CSFH social worker and copied to their manager or supervisor. The Case Officer will also advise the social worker of the timescales for Appendix E which must be completed within 6 weeks.

Social workers should provide relevant information giving evidence of the child's social care needs arising from their SEND in order to help the family access support. In particular, CSFH must ensure that an assessment under the Chronically Sick and Disabled Persons Act 1970 has been undertaken to ensure provision is made under this legislation.

The PPO/AC will also convene a TAC meeting to be attended by parents and professionals contributing to the assessment that will be held during the assessment process. The purpose of the meeting is to agree outcomes for that child or young person and recommend what provision will be put in place across all services to meet all outcomes.

### 10 The EHC panel and final EHC plan

On completion of the EHC assessment, the PPO/AC will present the proposed EHC plan to the EHC panel. The panel will then decide whether the child needs additional support through an EHC plan and what support and resources should be made available under the plan. This will include a consideration of what resources are already available to the child's school under delegated funding.

If the decision is that the child needs an EHC plan, the proposed plan will be finalised and agreed by the panel and the PPO will consult with parents, young people, schools and the professional network to agree the final EHC plan.

### 11 Content of the EHC plan

Local authorities have a duty to ensure that EHC plans specify clearly and in detail what help will be provided to the child. Parents and carers have a right to challenge at the SEND tribunal any EHC plan that is not detailed enough and which does not specify clearly to parents, carers and children how the child's special education needs will be met.

For this reason the PPO and the TAC must ensure that the EHC plan is SMART and that outcomes are: specific, measurable, achievable, realistic and time-limited. Plans must meet the requirements set out in the IPSEA EHC plan checklist available at; <https://www.ipsea.org.uk/file-manager/resources/ipsea-ehc-plan-checklist-2014-sept.pdf>

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In particular:

- Plans should set out the child's identified special education needs and for each need, there must be a corresponding provision that meets this need and a clearly identified outcome.
- Plans should include the views of the child and their parent or carer.
- The key staff member or agency responsible for providing services or carrying out actions or tasks must be clearly identified in the plan.
- The start date, frequency and duration of services or provision and the timescales for achieving specific outcomes must be clearly stated in the plan.

To meet statutory requirements, plans must contain the following information:

- the child's special educational needs; this should include details of any needs that are being met by the child's school under delegated funding arrangements or through any agreement with health services;
- the outcomes sought for him or her;
- the special educational provision required by him or her;
- any health care provision reasonably required by the learning difficulties and disabilities which result in him or her having special educational needs;
- in the case of a child aged under 18, any social care provision which must be made for him or her by the local authority as a result of section 2 of the Chronically Sick and Disabled Persons Act 1970;
- any social care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having special educational needs, to the extent that the provision is not already specified in the plan.

Having set out the needs, the plan must then go on to specify how the following needs will be met through the following:

- any special educational provision
- any health care provision required as a result of disabilities or learning difficulties resulting in special education needs
- any social care provision to be provided under the Chronically Sick and Disabled Persons' Act 1970
- any other social care provision required as a result of disabilities or learning difficulties resulting in special education needs.

Support can only be planned once the child's special education needs have been identified by assessment; the only exception to this is when the child will attend a special school that will assess their needs and provided for. In these cases, there will be no need to include a high level of specificity to the plan.

## 12 Review of the EHC plan

The review will be used to actively monitor the child's progress and outcomes and how the plan is contributing to this. EHC plans will be reviewed annually (6 monthly for children under 5) and may be brought forward if required and will focus on the child's achievements and progress towards set targets and outcomes.

Reviews will also be used to:

- gather information on the child's learning and how to support their continued progress
- review the educational provision for the child and how it contributes to achieving outcomes
- review any services provided by health or social care to see how these contribute to the child's progress
- consider whether the current plan remains appropriate for the child or whether it needs to be changed
- set new targets and outcomes.

## 13 Integration of processes

It is essential that where SEND services and CSFH work jointly with a child that the SEND and social care processes are integrated and combined as far as possible in order to avoid duplication, ensure good information sharing and provide an efficient and seamless integrated service for children.

### 13.1 Referral and assessment

- Requests for information should be dealt with promptly and within the statutory timescale. Where possible, social workers should discuss the case with the caseworker prior to disclosing information.
- As far as possible, assessment processes should be integrated to reduce disruption to families; EHC assessments and child and family assessments or updates to assessments should be conducted simultaneously with workers sharing information as appropriate to help them develop integrated plans.
- Where a child who is subject to an EHC assessment is thought to have social care needs but is not currently known to CSFH, the PPO/EHC co-ordinator will make a timely referral by e-CAF to the MASH team for a social work service.

### **13.2 Planning and review**

- EHC plans and social care plans should reflect similar outcomes for the child and should look to meeting all their needs and supporting high aspirations.
- Consideration should be given to holding the annual EHC plan review on the same day as a CIN, CP or LAC review or PEP meeting with the order of the meetings being determined by the need to integrate plans. For year 6 transferring to secondary school and year 9 and above children undergoing transitions there may be more opportunities to integrate plans.
- It should be clear from social care plans that the child is also subject to an EHC plan. Brief details of any EHC provision for the child should be recorded in the child's social care plan.
- SEND provision provided by schools under delegated funding should be reviewed at the CIN, CP or LAC review to ensure it meets their needs and to consider whether to request a statutory assessment.
- Where a child is looked after, it is essential that there is a high level of input from the Virtual School consultant and that the EHC plan and the Personal Education Plan complement each other.
- Each service should notify the other service of any changes to service provision and give at least one month's notice of a decision to end a specific service provision, giving the other service time to make representations.

### **13.3 Joint working practice**

- There should be a high level of co-operation and joint working, with PPOs/ACs and social workers invited to attend any professionals meetings convened by each service.
- PPOs/ACs should be invited to attend any other CIN, CP or LAC review where the child's social care plan is being considered and should receive copies of all assessments, updated assessments and chairs reports from review meetings.
- PPOs/ACs should provide social workers with copies of the EHC assessment, any updated assessment, the EHC plan and records of the EHC review. It is the responsibility of the social worker to ensure there is an up to date copy of all EHC plans and assessments on the child's Framework i case record.



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- Where a child continues to be subject to a statement of special educational need prior to transition to an EHC plan, a copy of the statement must be provided to any allocated social worker where the child is receiving a service from CSFH.
- Social workers should routinely record work carried out with the SEND service on the child's Framework i record, including the outcome of EHC assessments and reviews of EHC plans and any contact with the PPO/EHC co-ordinator or the child's school or educational provision.
- Where a child is subject to an EHC plan but does not meet the threshold for a social work service, the MASH team will continue to provide advice to PPOs/ACs on social care issues.

### 14 LAC placed out of borough

Where a looked after child is placed outside of Camden, the social worker and VSH should ensure that they have information on the local SEND offer. The VSH and allocated PPO in Camden's SEND service will make arrangements for the EHC plan to be "transferred" to the receiving authority, which will maintain the plan but will be able to claim reimbursement from Camden as the placing authority.

If a receiving authority carries out an assessment on a looked after Camden child placed in their borough and implements an EHC plan, that borough will be responsible for maintaining the plan.

However, Camden will remain responsible for the child's overall education as corporate parent and social workers, foster carers and the VSH should continue to advocate for the child during any SEND assessment or review of the EHC plan.

The Belonging Regulations (1996) provide guidance to explain the responsibility on local authorities for meeting the special educational needs of looked after children placed out of borough.

### 15 Transition to adulthood

EHC plans may continue to run up the age of 25 if the young person remains in education or training and it is essential that where this is the case, there is continued input from adult social care services in order to meet the young adult's needs.

Transitions planning should start when the young person is in year 9 and the process is set out in the draft CSF/Adult Services transitions protocol. The Virtual School for LAC should be involved with this planning as appropriate.

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Young people with SEND who are known to the DCT will have a transitions assessment and transitions plan setting out their pathway to adult social care and independence. The process is set out in the DCT policy and procedures.

Where a young person aged 16-25 requires support to access learning opportunities specialist staff within the SEND service will consult with the relevant professionals to ensure appropriate education and training opportunities for the young person once they leave school following advice from the school or connexions advisor as to the appropriateness of the courses.

Schools and assessing professionals in the young person's network retain responsibility for recommending the next steps in education or training and the EHC panel will make decisions regarding resources on the basis of the evidence provided to them.

Young people will have access to resources through the SEND team if they have complex needs requiring support from adult services and already have an EHC plan or their college requests an EHC needs assessment in order to provide evidence to demonstrate that they cannot meet the young person's needs within their own resources.

If the young person requires 20 or less hours of support to their access to education at school, it is expected that when they attend college, the college will be able to meet these needs from the college's own resources.

If the young person requires more than 20 hours support at school, it is likely the college will need to consider what support is required that exceeds the level of support available from the college and apply to the SEND service for help with funding. The young person may then be subject to EHC assessment and may have an EHC plan. It should be noted that a full time college course is approximately 14-15 hours a week and it is unlikely that a young person will continue to need the same level of support in a college setting.

Colleges will carry out an assessment of the young person's needs but will primarily use the EHC plan to determine the needs of students and set short and long term goals. For some young people attending college, for example young people for whom it is unclear what their current educational needs are, advice will be sought from an Educational Psychologist.

## Appendix 1: Transition arrangements for statements

The Children & Families Act 2014 requires local authorities to transfer existing statements over to EHC plans between September 2014 and April 2018. The EHC Plan is replacing the statement and will have the same legal status as a statement would have.

Some children and young people in Camden will remain subject to statements whilst this transition takes place and SEND staff must ensure that where this is the case, and where the child is receiving a social care service from CSFH, the allocated social worker is provided with a copy of the statement and any documents produced in order to transfer to an EHC.

The SEND team are responsible for managing the transfer process. The educational setting where the child or young person attends should hold a transfer review meeting to initiate this process. Information gathered at the review will be used to issue a final EHC plan within 20 weeks. The table below sets out the Department of Education timescales for transfer reviews for the academic year 2015-16.

| <b>Year Group</b>           | <b>Latest date the transfer review should take place</b> | <b>When EHC Plan will be finalised</b>              |
|-----------------------------|--|---|
| <b>Nursery to Reception</b> | <b>End of Autumn Term 2015</b>                           | <b>ECHP issued by 15<sup>th</sup> February 2016</b> |
| <b>Year 5</b>               | <b>End of Spring Term 2016</b>                           | <b>ECHP issued by end of Summer Term 2016</b>       |
| <b>Year 9</b>               | <b>End of Spring Term 2016</b>                           | <b>ECHP issued by end of Summer Term 2016</b>       |
| <b>Year 11*</b>             | <b>End of Autumn Term 2015</b>                           | <b>ECHP issued by 31<sup>st</sup> March 2016</b>    |

### **Year 11 +**

All pupils in years 11 to 14 will receive a Transition Review in their final year at school. (Pupils in year 11 planning to move to the school's sixth form will therefore have their Transition Review in year 12, 13 or 14 – whichever is their final year.) As a result of the Transition Review, all pupils will leave school with a plan which replaces their statement.

- Some pupils will have their statements transferred to an Education Health and Care Plan (EHC Plan), if they are going to require the additional resources provided through an EHC Plan in their next placement

## SEND policy

- Some pupils will have their statements transferred to a Moving On Plan, if their needs at their next placement can be met from within the providers resources. (For example, for a level 1 course this is entirely appropriate to meet needs without additional support over £6,000).

### **16 Plus decisions**

Following the transition review, Camden's EHCP Panel will consider the reports from the review and decide whether to issue an EHC Plan or a Moving On Plan.