

Education, Health and Care Plans: The Importance of Services and Families Working Together

Caroline Murphy

Clinical Lead for SLT Service for Deaf Children

LSLS Cert. AVT ®

Learning outcomes

- Effective ways to implement multi-disciplinary working in the EHCP process
- Who to involve in EHCP
- How to involve and engage families
- How to formulate and write outcomes
- Where to find further information on EHCP process

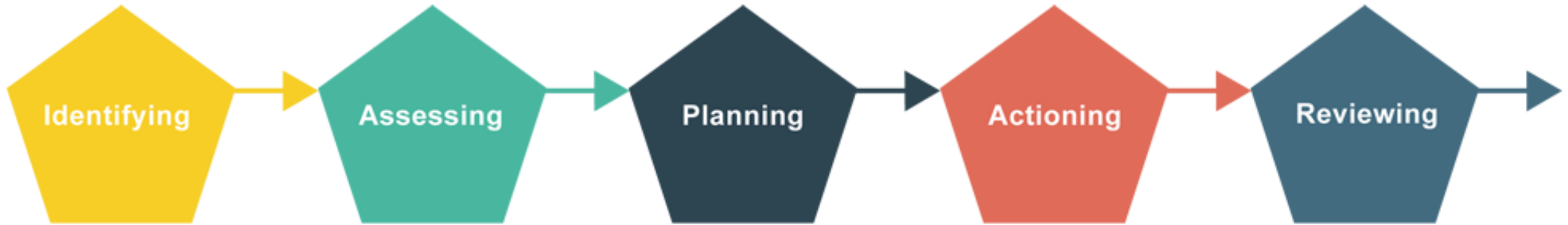
Context

- Children and Families Act 2014
- SEND Code of Practice 2015

Useful resource

http://www.thecommunicationtrust.org.uk/media/362413/ctc_all_sections_with_links.pdf

EHCP journey



But *you're* from health and *I'm* from education. You do your assessment and outcomes and I do my assessment and outcomes.....



Conversation Over!

“There is a need for services to work holistically in capturing a shared vision of what is ultimately important for the child or young person, and to think beyond their own service parameters”

Role of SLT

- Professional advice re. past intervention, impact of intervention, strengths, needs & outcomes
- Cannot recommend that parent/school applies for EHCP...But CAN provide information for them to make an informed choice
- Cannot recommend a specific educational placement...but CAN describe specialist provision e.g. sign bilingual BSL school, oral HI unit within mainstream school etc. Allow an informed choice

EHCPNA: SLT & ToD collaboration

- Agree A/X to be used to provide most compelling evidence of need
- Consider joint A/X
- Formal & informal A/X
- Observation & verbatim language sample
- ESMP is a useful tool for shared thinking
- Discuss A/X results before writing up
- Avoid inconsistencies in A/X results or find reasons for them e.g. fatigue, distractions etc.

Outcomes: who to involve

- Teacher of the Deaf
- Class Teacher
- SENCO / inclusion lead
- LSA / nursery keyworker
- Educational Psychologist
- Others e.g. OT, physio, audiologist, IASS
- **Family**

Outcomes: gold standard

- Holistic
- Support aspirations & high expectations
- SMART
- Age & culturally appropriate
- Sets out what needs to be achieved by end of phase / key stage
- Person-centred
- Golden thread

Key considerations

1. Key things to consider when developing outcomes:

<p>Think about the GOLDEN THREAD:</p> <ul style="list-style-type: none"> ✓ There should be a golden thread directly through the aspirations, needs, outcomes and provision. ✓ This can be achieved by thinking about outcomes as steps on the journey towards the aspirations. 	<p>Outcomes should be HOLISTIC:</p> <ul style="list-style-type: none"> ✓ This will mean that often a multi-agency approach will be required to support the child or young person to achieve their outcomes. ✓ The provision section should clearly set out what each agency is doing to achieve the outcome. 	<p>Make outcomes SMART¹:</p> <ul style="list-style-type: none"> ✓ If they're SMART, the purpose of the outcome will be clear, and everyone will know when the outcome should be achieved and when it has actually been achieved.
<p>Outcomes must be PERSON-CENTRED:</p> <ul style="list-style-type: none"> ✓ They should be specific to the child or young person and expressed from a personal perspective, not a service one. 	<p>OUTCOMES are NOT PROVISION:</p> <ul style="list-style-type: none"> ✓ Don't mix outcomes and provision. Provision is what must be provided to meet a child or young person's needs and enable the outcomes to be achieved. 	<p>Supported by CULTURAL CHANGE:</p> <ul style="list-style-type: none"> ✓ Changes in ways of working, relationships and different conversations are needed. ✓ Provide advice, training and coaching that support the development of outcomes. ✓ Develop guidance notes and tools that help staff develop clear, person-centred approaches which lead to positive outcomes. ✓ Support the child or young person and their family to be central to the development of the outcome. ✓ The outcome must be shared (by the child or young person, their family and professionals). To do this they need to be developed using a person-centred approach.
<p>Make use of existing RESOURCES:</p> <ul style="list-style-type: none"> ✓ Resources and materials should be shared to support the development of outcomes. Start with the SEND Code of Practice (chapter 9). ✓ Make use of other resources developed nationally and locally (section 4 of this document highlights some examples). 	<p>Outcomes should support ASPIRATIONS and set HIGH EXPECTATIONS.</p> <ul style="list-style-type: none"> ✓ In order to develop aspirations for life children, young people and their families need opportunities to find out what is possible and what type of support would help them achieve their aspirations. This includes learning from young people and families about what has worked for them. ✓ They should build on what is working well and address what is not working well. 	

Writing outcomes: key considerations

- What will the child be doing / saying / understanding that he/she is not doing already?
- What difference will it make?
- What does success look like?
- What is needed to ensure success?
- Different from clinical goals

Example of an outcome

Parents: “Aras is always playing by himself”

Aspiration: “I want my son to play with other children”

SLT/ToD: By the end of nursery, Aras will be playing games and taking turns with his friends

Success: *“Mummy, I played gummy bears with Mohammed”*

Steps needed to achieve outcome

- In quiet, model for the names of Aras's friends at nursery
- Daily opportunities in quiet for modelling the language of peer-to-peer interactions in structured play situations e.g. Will you play with me? Who's going first? It's my turn, it's your turn, wait please, we're finished
- Daily opportunities in quiet for structured play situations where Aras is supported to take turns and share an game/activity with a friend/s he has chosen
- In class, prompt Aras to use the language he has learnt to take turns and play with his friends

Success for Aras

- He will choose friends to play with by name
- He will share a game or activity with his friends
- He will take turns and share toys with his friends
- He will wait for his turn in games and activities
- He will finish a game or activity with his friends
- He will choose to play with friends across different contexts

Match provision to desired outcomes

- Specify level of support
 - Frequency
 - Duration
 - 1:1, small group, whole class
 - LSA, TA, CT involvement
- Quantify hours
 - Direct & indirect intervention
 - Training for communication partners
 - Annual review
 - Goal setting & review
- **Share with family & explain rationale**

Recap : Joint working in EHCPNA

- Carry out joint assessment – SLT/ToD
- Devise joint outcomes with family & educational staff
- Arrange to meet family to go check draft plan – amendments, insertions and deletions
- Be prepared to provide further evidence of need to local authority when families name specialist provision & this is queried

Contact details

Caroline Murphy

Clinical Lead for Speech and Language Therapy Service for Deaf/Hearing Impaired Children
Certified Auditory Verbal Therapist ®

Parkview Centre for Health and Wellbeing

56 Bloemfontein Road

London

W12 7FG

Tel: 020 8102 6002

Secure Email: carolinemurphy@nhs.net

Web Address: www.clch.nhs.uk