

# Identification of additional needs using an integrated approach

### Early identification of needs

In line with current best practice, early identification of needs is essential and this should include an open conversation with the child or young person and his/her parents to discuss these needs and ways of providing support to meet specific and agreed outcomes.

This person-centred approach is a dynamic process to accommodate and reflect the changing nature of a child or young person's needs; recognising that over time a child or young person may need more, less or different support and resources as they progress through education and into adulthood.

This graduated response and process allows educational settings to build up a picture of need and support that can be used in the Education, Health and Care (EHC) statutory assessment process if a decision is made that a child or young person needs the support of an Education, Health and Care Plan (EHC Plan).

The various stages of this graduated response are outlined below:

**Universal** – a one page profile, My Profile, that invites all children and young people aged 0-25

years to provide person-centred information which may include: what is important to them; their hopes and goals; and what helps them and doesn't help them. This information may be used for transition planning.

**My Plan** – a holistic child or family-centred plan that draws together existing information and identifies existing needs, required outcomes and what will be done to achieve them. A My Plan is developed by the Lead Practitioner, ensuring the child and family are central.

My Plan should use the person-centred information in 'My Profile' to inform the outcomes and ways in which they could be met that would best suit the individual child.

My Plan should be regularly reviewed by everyone that is involved, the Team Around the Child (TAC) and updated to ensure it is meeting the needs of the child and/or family.

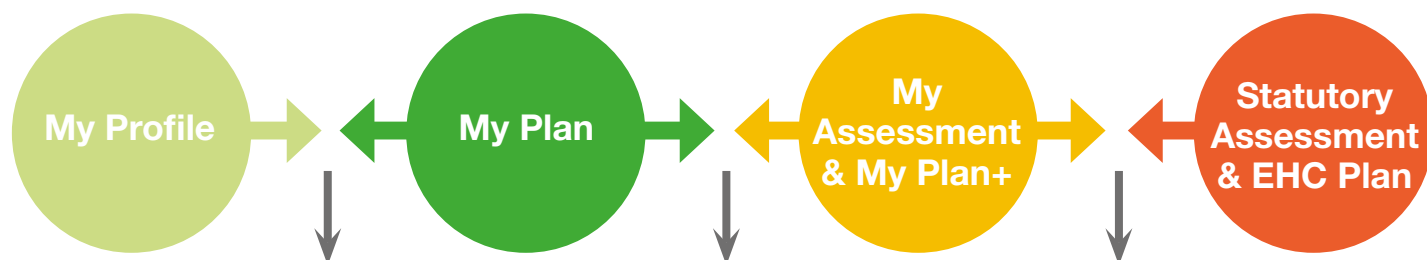
**My Assessment and My Plan+** – where a child, young person or family have more complex needs, My Assessment may be needed to aid understanding of the needs and inform effective planning. My Assessment focuses on listening to the family to understand what is happening for them and what they need to help them make

positive changes. My Assessment also draws together information from a range of practitioners into one document so that a detailed analysis can be made and an action plan developed.

The plan that is attached to My Assessment is called My Plan+ and the + denotes that it has been informed by a holistic assessment of need. My Assessment requires the Lead Practitioner to coordinate gathering all information together and arranging for a Team Around the Child (TAC) or Team Around the Family (TAF) meeting to regularly review the My Plan+. This will help the child, young person and his/her family experience a more co-ordinated and joined up approach. Information from My Assessment and My Plan+ will be used to inform decision making regarding the Education, Health and Care statutory process.

**Education, Health and Care Plan** – Some children and young people with significant educational needs may require a higher level of support through a statutory Education, Health and Care Plan.

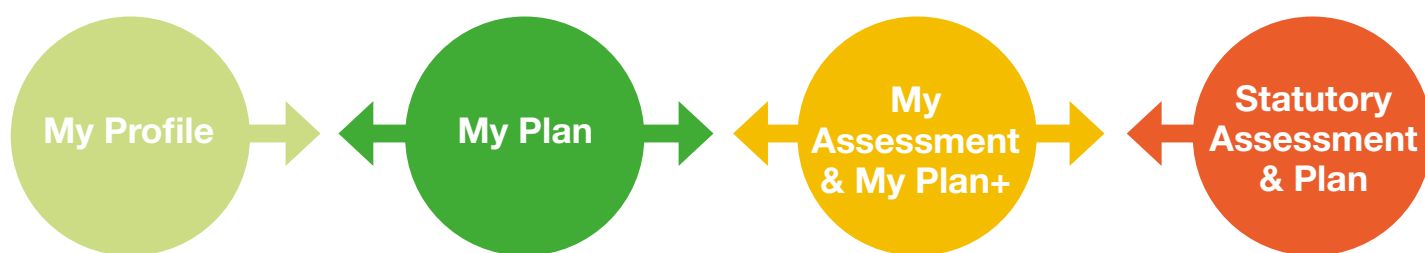
# The pathway for a graduated and integrated approach



- Additional needs identified including special educational needs or disabilities.
- Appropriate support put in place.
- **My Plan** written.

- Review of **My Plan** shows child/young person not achieving outcomes.
- Need to involve other agencies identified (eg. Educational Psychologists, Advisory Teachers, Speech and Language Therapists, Occupational Therapists, Health Visitors, School Nurses, Children's Centres, Youth Support Team, GDASS etc.)
- Lead Practitioner gains parental consent to contact other agencies to request their involvement with **My Assessment** to provide a holistic understanding of need.
- Each professional meets with child or young person and their family to undertake their assessment.
- Lead Practitioner sends an Analysis of Assessment form to appropriate professionals requesting a summary of their assessments and which can be included within **My Assessment**. Professionals return their forms with assessment, needs, SMART outcomes and actions identified.
- Lead Practitioner collates Analysis of Assessment forms into **My Assessment** in readiness for a TAC/TAF meeting.
- Meeting agrees **My Plan+**.

- Review of **My Plan+** indicates child/young person not achieving outcomes. This might result in changes to the outcomes and resources in the plan or it might result in a request for a statutory assessment and plan.
- Where a child with special educational needs is not achieving outcomes, the child or young person, parent, carers and practitioners involved will agree the next steps to either change resources or request an Education, Health and Care needs assessment.
- Request (with evidence from **My Plan+** review) submitted to multi-agency Panel to request a statutory assessment.
- If agreed by the multi-agency Panel, a statutory assessment of the child's or young person's educational needs takes place.
- The multi-agency Panel examines the evidence from the statutory assessment and decides whether or not to issue an **Education, Health and Care Plan**.
- If agreed, a SEND case coordinator works with the child or young person, parents and carers to agree the resourcing of the **Education, Health and Care Plan**.
- The **Education, Health and Care Plan** is reviewed annually.



Throughout the graduated and integrated approach there needs to be an open conversation with families and everyone involved about the following:

**Person-centred open conversation with families**

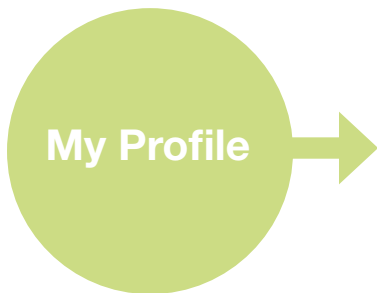


- ✓ Seek informed consent from families
- ✓ Agreeing the Lead Practitioner
- ✓ Coordinating the assessment information
- ✓ Completing an integrated needs analysis
- ✓ Agreeing a single list of outcomes
- ✓ Considering the resources available
- ✓ Including the resources for personal budgets, where available
- ✓ Identifying options for achieving the outcomes
- ✓ Not just standard solutions - informal support and community solutions as well
- ✓ Costing the options and evaluating the risks/benefits of each
- ✓ Drafting a plan to achieve SMART outcomes within available resources



At all points throughout the graduated pathway children will achieve outcomes which may enable the amount of support to reduce. It is important that the integrated process is viewed as a flexible and dynamic one that matches provision to current need, for example, children could move from a resource such as a special school into a mainstream school with appropriate support.

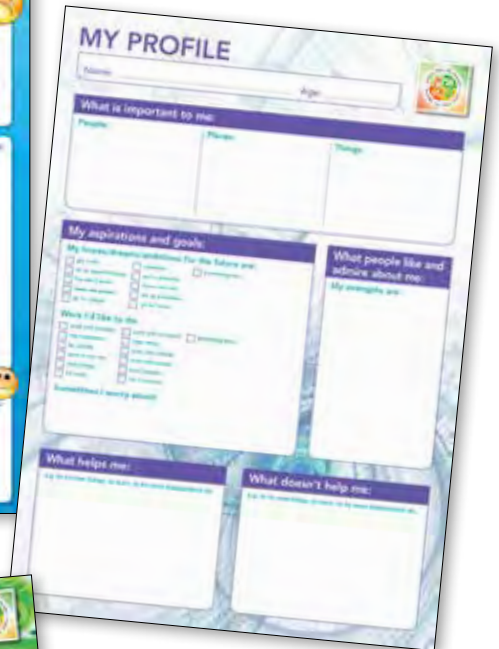
# Step-by-step guidance



This helps a child or young person share personal information in order to help those working with them understand their motivations, preferences, goals and self-image. Areas for completion within a **My Profile** could include: 'What is important to me'; 'What helps me'; 'What does not help me'; 'My hopes for the future'. The design of this template may vary depending on a child or young person's interests and preferences.

There are many ways of providing a child or young person with opportunities to complete their profiles either as part of a classroom activity, during tutor group time, in a mentoring session with support or by themselves.

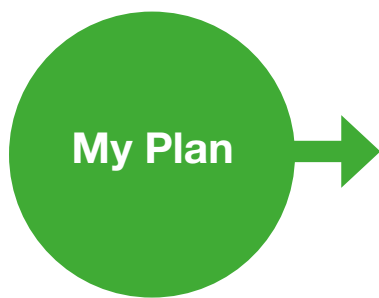
As **My Profile** shares personal information, it needs to be treated with respect. A child or young person should be informed how the information will be used, for example: as part of lesson planning, helping to plan transition to another year group, class or school; as a guide to help with individual support planning. Most of these children or young people will not be identified as having Special Educational Needs.



Further samples of **My Profile** that can be used with children and young people across the age range are available on SENCOSPOT, the Practitioner area of the Family Information Service and the Local Offer.







This is a simple action plan to address and achieve agreed outcomes in order to meet a child or young person's identified additional needs. A **My Plan** can be used to support the whole family as well as individual children and can be used as a multi-agency plan. The **My Plan** is written when there are clear needs and outcomes and where individuals can be identified to help meet those needs. A **My Plan** facilitates the identification of additional needs at the earliest

point and allows an action plan to be put in place to start to address needs more quickly.

A **My Plan** can be written by any practitioner working with the family and can be used to address any area of a child or family's life. In some cases, the only need identified will be an educational need and the **My Plan** would focus on supporting that child with his/her educational need. In other cases, there may be multiple needs such as medical, physical, social, emotional or mental health needs. The **My Plan** can be used to coordinate an action plan focused on these additional needs as it is a multi-agency document designed to meet the holistic needs of children and families.

The **My Plan** should be developed in a person-centred way through open conversations with the child or young person and family to ensure they are fully engaged with the process. The family should be encouraged to identify people within their own social network to help them achieve outcomes as well as using the knowledge and skills of the practitioners around them. This would also include community resources identified via the Local Offer and Family Information Service.

The **My Plan** should be reviewed regularly by the Lead Practitioner to ensure outcomes are being met and/or to identify further or emerging needs that may be having an impact on progress.

**MY PLAN**

<b>My Plan Guidance Notes</b>		Date of Completion:	Completed by:	People contributing to My Plan:
Child/Young Person's Name:	Date of Birth:	Date of Review:		
Parent/Carer's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO		Parent/Carer's Signature:	Date of Signature:
<u>My Needs</u>	<u>My Outcomes</u>	<u>Actions</u>	<u>Resources</u>	<u>Review</u>
				Choose an item:
				Choose an item:
				Choose an item:
				Choose an item:
Reason for MY PLAN: Please include brief <u>information</u> about the child/young person's strengths & difficulties and the impact on their life.				
What has already <u>been tried</u> in order to support child/young person.				
Has a <u>MY PROFILE</u> (or similar) been completed for all children/young people named in this plan? YES/NO				

**Guidance Notes** - Underlined text indicates that Guidance Notes are available, hover the mouse over the Underlined words to view the notes.  
**NB:** Please ignore the 'Ctrl+Click to follow link' feature displayed at the bottom of the Guidance Note pop-up



## My Assessment & My Plan+

If it becomes clear, following review and adjustment of **My Plan**, that it is not meeting the needs of the child, young person and family or that further needs are being identified, it may be appropriate to complete a **My Assessment** leading to a **My Plan+**.

**Consent:** The Lead Practitioner meets with the child or young person and their parent/carers to discuss concerns and explain the process of a **My Assessment & My Plan+**. This discussion should also include:

- seeking the views of the child or young person about their thoughts and aspirations for the future;
- seeking the views of the parent/carers about their hopes for their child or young person now and into the future, how they support their child or young person, what helps them as a family;
- explaining why a **My Assessment & My Plan+** is needed and why involvement or assessment by others is required, what would be involved and what the benefit of this would be to the child or young person;
- gaining informed consent to gather further information (see example of Consent form on SENCOSPOT, the Practitioner area of the Family Information Service or the Local Offer);

- the Lead Practitioner, with consent, requesting support and involvement from appropriate agencies or services who become part of a Team Around the Child (TAC) or Team Around the Family (TAF).

### Analysis of Assessment:

The Lead Practitioner may wish to use the Analysis of Assessment form to collect information from other practitioners. It is important that when these forms are returned, the Lead Practitioner collates the information and analyses it within the context of the other information they have. Each Analysis of Assessment form should not be seen as a stand-alone document but one of a number of inputs towards a holistic and integrated assessment that provides a clear picture of what is happening for the child or young person and family.

Everyone contributing to the assessment and planning for a child, young person or family is part of the Team around the Child/Family. The Lead Practitioner should indicate the timescales by which the Analysis of Assessment forms should be returned to enable the **My Assessment & My Plan+** to progress as soon as possible.

Assessments and associated completed Analysis of Assessment forms showing the needs, impact, outcomes and actions recommended should be returned to the Lead Practitioner within these timescales. The Lead Practitioner then integrates the information received from these assessments into the **My Assessment & My Plan+** templates.

The Lead Practitioner is responsible for calling a TAC or TAF meeting to bring together the child, family and all those working with them. During this meeting, the **My Plan+** can be completed by those present ensuring all actions are allocated to the correct people. The TAC/TAF can also be used to review the **My Plan+** at regular intervals.

See overleaf for an example of a **My Assessment & My Plan+** >>>



**Assessment**

**Section 1a: Child/Young Person's Details** (if completing My Assessment for an Individual Child or Young Person)

**Child/Young Person:**

First Name(s):	Family Name:		
Date of Birth:	Gender:		
Address:	Telephone Number:		
City/Town:	First Language:		
Education Setting:	Attendance %:	Possible:	Actual:
Special Educational Needs &/or Disability:	Details:		
Parent/Carer Name(s):	Young Carer:		
Child in Care:	Social Worker:		

**Parents/Carers and other family members:**

If address and contact number are different to child/young person, please give details:

If any family member has SEN (and/or a disability), please give details:

If any family member is a child (in care), please give details:

If any family member (adult or child) is providing physical or emotional care and support to a person with additional care needs, please give details:

Full Name:	Relationship to Child/Young Person:	Age/DOB:	Special Educational Needs &/or Disability:	Education Setting:	Attendance %:
Parent/Carer 1 (Mr./Mrs/Ms):				N/A	N/A
Parent/Carer 2 (Mr./Mrs/Ms):				N/A	N/A

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**Assessment**

**Section 1b: Family Details** (if completing a whole family My Assessment)

**Details of Family/Carer:** (Please list all family members)

Parental Responsibility:	Yes/No	Yes/No
Name Address:		
Telephone Number:		
Age/Date of Birth:		
Ethnicity/First Language:		

**Details of Other Family Members:**

Full Name:	Relationship to Family:	Age/DOB:	Special Educational Needs &/or Disability:	Education Setting:	Attendance %:
Child in Care:					
Young Carer:					
Parent/Carer (Name):					

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**Assessment**

**Section 2: Services working with Child, Young Person and Family**

**Services working with Child/Young Person and Family**

Name, Role, Agency & Contact Details:	Which Family Member:	Contributed to Assessment Y/N

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**Assessment**

**Section 3: Assessment Details**

Date Assessment Started/Revised: \_\_\_\_\_ Author of Assessment: \_\_\_\_\_  
 Date Assessment Completed: \_\_\_\_\_ Date Assessment Update: \_\_\_\_\_

**REASON FOR THIS ASSESSMENT**

Has a genogram/family tree been completed and attached? **YES/NO**  
**THE CHILDREN AND THEIR STORY**

Has a MY PROFILE (or similar) been completed? **YES/NO**  
**THE CHILDREN'S WISHES AND FEELINGS**

**THE ADULT(S) AND THEIR STORY**

**THE ADULT(S) WISHES AND FEELINGS**

**VIEWS OF OTHER AGENCIES WORKING WITH THE FAMILY**

**FAMILY AND FRIENDS**

**EDUCATION, LEARNING AND WORK**  
 (If Education and Learning needs have been identified for a child/young person, please go to Appendix A)

**COMMUNITY**

**Assessment**

**Section 4: Family Priorities and Analysis of Information**

What three things is this assessment most important to you?

Child's Name	1	2	3
Child's Name			
Child's Name			
Child's Name			
Child's Name			
Adult's Name			
Practitioner's Name			

**Practitioner's Analysis of information:**

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**Assessment**

**Section 5: Comments and Signatures**

Comments on the assessment from child, young person, parent/carer:

**Signatures**

**Child/Young Person**

Name	Signature	Date

**Parent/Carer**

Name	Relationship	Signature	Date

**Author/Lead Practitioner**

Name	Job Title	Signature	Date

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**Assessment**

**Appendix 1a**

**Early Years assessments - age 0 – 4 years**

Foundation Stage Profile of current levels of attainment – Development Matters Levels and the Early Years Foundation Stage Profile results

Early Years Foundation Stage aspect	Attainment at Previous Review (please describe the learning outcome)	Current Assessment (please describe the learning outcome)	Predicted level or age expectations	If current attainment is below age expectations please give detailed comments. Please include barriers to learning, e.g. attendance issues, self-esteem/confidence issues etc. and note the supports given.

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**Assessment**

**Appendix 1c**

**Post 16 courses**

(please delete section if not applicable)

Subject/Name of course	Level being studied	Current assessment (please describe the learning outcome)	Has the progress and predictions?	Comments: Please include barriers to learning, e.g. attendance issues, self-esteem/confidence issues and note the support given.
			Choose an item	
			Choose an item	
			Choose an item	
			Choose an item	
			Choose an item	

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My Assessment available on SENCOSPOT

**MY PLAN+**

**My Plan+ Guidance Notes**

Child/Young Person's Name:	Date of Birth:	Date of Completion:	Completed by:	People contributing to My Plan:
		Date of Review:		
Parent/Carer's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO		Parent/Carer's Signature:	Date of Signature:
<u>My Needs</u>	<u>My Outcomes</u>	<u>Actions</u>	<u>Resources</u>	<u>Review</u>

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My Plan+ available on SENCOSPOT

## Education, Health and Care Plan

### Considering an Education, Health and Care Plan:

If you are considering making a request for an **Education, Health and Care Plan**, it is advisable to contact the SEND Casework Team for advice. A member of the SEND Team may be invited to attend a Team around the Child review of the **My Plan+** and offer the following advice:

- to contact a particular service that has not been engaged with already but that will be able to further support the child or young person;
- to liaise with other professionals to suggest a different approach that may yield the desired outcomes and review (usually in another 6 weeks);
- to collate all evidence, which includes views from the child, young person and family and make a request for **Education, Health and Care Plan**.

### Requesting an Education, Health and Care Plan:

When, following reviews of **My Plan+**, it is believed that the child or young person has educational needs that cannot be met without additional resources, an **Education, Health and Care Assessment** may be necessary. Please refer to the **Education, Health and Care Plan** guidance for SENCOs and the request checklist on SENCOSPOT website, to ensure evidence of the

interventions already taken can be demonstrated. It is important that the request form is accompanied by ALL the evidence required.

### The Education, Health and Care Plan process (20 weeks)

The statutory process begins when a request has been received by the Local Authority from:

- the parent or carer of a child or young person;
- a young person over the age of 16 years but under the age of 25, and;
- a person acting on behalf of an Early Years setting, school/academy, post-16 institution, and those responsible for education in custody (this should be done ideally with parental knowledge and agreement of the parent or young person where possible). Please refer to the Code of Practice 2014 (Section 9.9) for further information.

A Multi-Agency Panel meets weekly to consider requests for an EHC assessment, and based on the evidence presented will make a decision whether an EHC assessment is necessary. The Local Authority must make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request.

If the decision is not to proceed with an EHC assessment a member of the SEND Casework Team will contact the parent/carer and Lead Practitioner with the reasons given by the Multi-Agency Panel together with any recommendations, for example updated professional advice may be required or needs are being met, or could be met,

from within the school's resources and can continue to be met through a **My Plan/My Plan+**.

If the decision is to proceed with a EHC assessment the SEND Team will request advice from all those already involved with the child or young person.

At this stage the SEND Team will contact the school to ask them to co-ordinate a Team around the Child meeting to be held prior to the multi agency SEND Panel.

The evidence received during the assessment will be used by a designated member of the SEND Team to form the basis of the Draft EHC Plan. The SENCO will be contacted by the SEND Team to co-ordinate a Team Around the Child meeting to bring together all those involved with the child or young person to discuss the Draft EHC Plan, outcomes (maximum of 8) and provision. It is helpful at this stage for the TAC to provide an indication of the level of resource and cost needed to meet the outcomes identified.

If it is considered at the TAC meeting that a child's/young person's needs can continue to be met from within the school's own resources, through a **My Plan/My Plan+**, an **Education, Health and Care Plan** will not be issued.

If it is determined through discussion at the TAC meeting that a child's needs cannot be met through a **My Plan/My Plan+**, the Draft EHC Plan will be taken to the Multi-Agency SEND Panel for a decision on the level of resourcing. Once agreed, a final **Education, Health and Care Plan** is issued with a specified review date.



# Graduated Pathway Flowchart

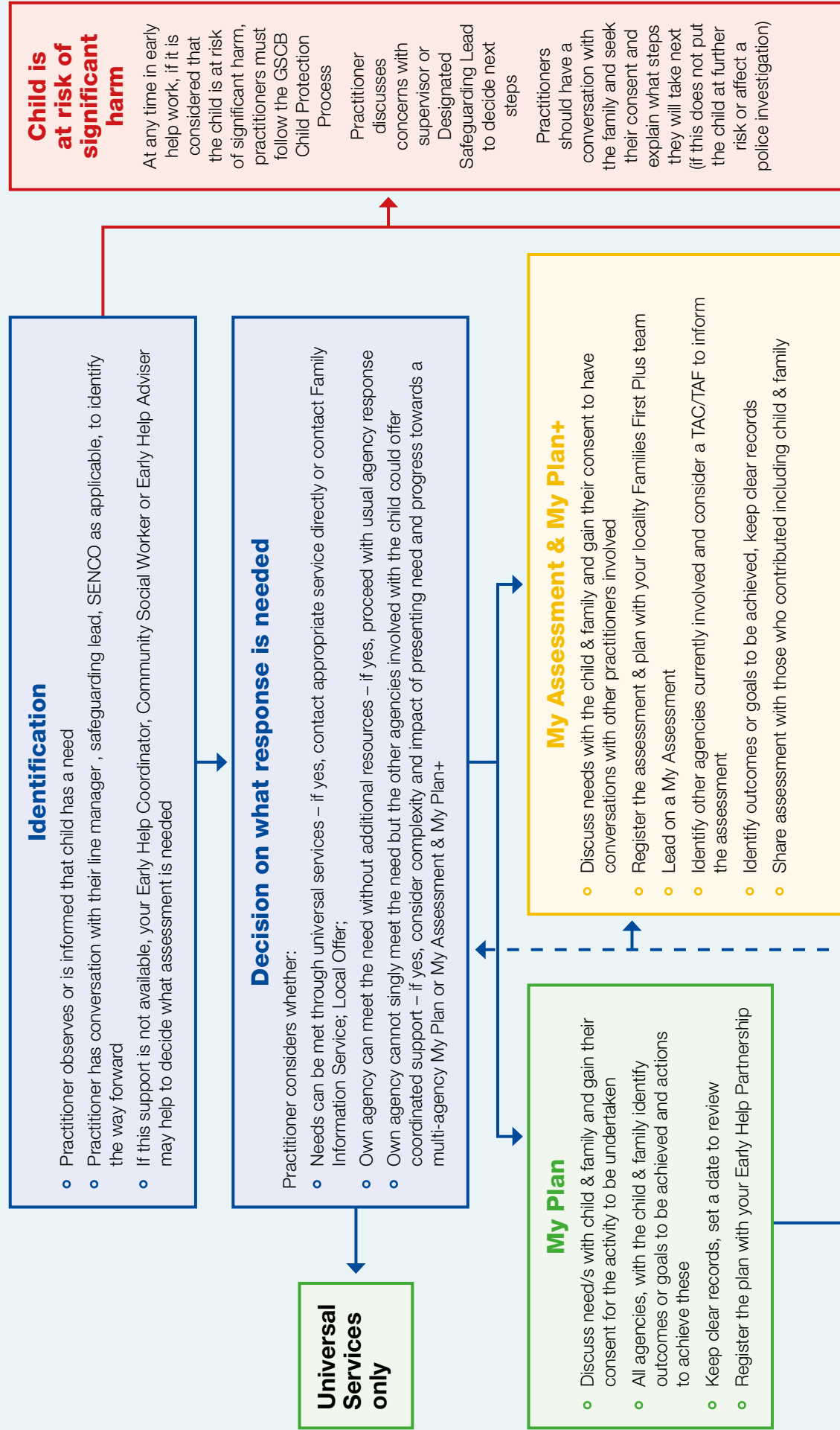
## – Early Help and Support for Children, Young People and Families

### What to do and How

Graduated Early Help and Support involves: identification; assessment; planning; providing services; and reviewing the plan.

Throughout any work with children, young people and their families, where practitioners have concerns or differences in opinion about the decisions or practice of others that they cannot resolve on their own, they can refer to the Gloucestershire Safeguarding Children Board Escalation Policy.

At any time in early help work, if it is considered that a child is at immediate risk of significant harm, the practitioner must contact the Children & Families Help Desk.



Where a child or young person is at immediate risk of significant harm, the professional must contact the Children and Families Helpdesk on 01452 426565

Practitioners can contact their local R&A Team or Community Social Worker to discuss and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing concerns

Unless a child or young person is at immediate risk of significant harm, the practitioner completes a Multi Agency Request Form.



- Following the assessment identify the Team Around the Child/ Team Around the Family (TAC/TAF) which should include the child & family
- Hold a multi agency meeting and use the assessment to inform the plan
- Identify who will be the Lead Practitioner (this may not be the person who wrote the assessment)
- Identify SMART actions to achieve outcomes or goals
- Set a date to review the plan
- Share the plan with TAC/TAF including the child & family

### Meet the need – Do

- All practitioners are responsible for contributing to progressing the plan
- Everyone has a responsibility to carry out their agreed actions from the plan
- Conversations take place between TAC/TAFs as required to progress the plan
- The review may be brought forward if the plan is not progressing

### Review Progress

- TAC/TAF meets to review the plan
- Review is led by lead practitioner
- TAC/TAF feedback on their actions and discuss if plan is achieving outcomes
- The Decision is made to continue as is/to amend plan/to end as needs are fully met or to end the plan and a single agency will meet the need or that only universal services are required
- If the plan continues, further reviews take place
- If the plan is not progressing; review and update the assessment, develop a new plan, access additional Early Help resources, consider who else may need to be involved – this may include the Community Social Worker/SEN Caseworker

### End of My Plan+

- When the child & family, TAC/TAF agree that needs have been met the My Plan+ will end, the child, family and TAC/TAF will be consulted and informed
- The end of involvement by an agency will be communicated to the child/family and TAC/TAF
- Locality Families First Plus Team is informed and sent final closure summary
- The child & family have clear information about where they can access support

### Meet the need – Do

- Take action identified in the plan to provide the service, action or intervention to meet the need/s (this might be providing more of an existing service, a new provision or service; or changing how something is done)

### Review Progress

- Monitor and review progress made and discuss this with the child & family and others involved
- The decision could be one of the following:
- needs are now being met and additional provision is no longer needed;
  - the same or amended provision continues until next review;
  - a My Assessment is needed to further understand need and impact

### End of action to meet the need

- If, following the review of progress, the outcome is that the action or intervention is no longer needed; this must be clearly recorded in the agency's files for the child
- The child & family must be informed
- Locality Families First Plus Team is informed and sent final closure summary