

Converting Statements to EHCPs

– a parent's guide



What has happened so far?

The Children and Families Act (2014) gave the council until 2018 to convert all Statements of Special Educational Needs into Education, Health and Care Plans – at Lewisham we have already converted approximately 500.

If your child still has a statement then you should have received at least one letter from the council with more detail regarding the conversion process and notifying you when we expect this to happen. Appendix 1 has a copy of a letter we have sent in the past.

We published on our website a Transfer Review Timetable in the school year 2014-15, showing when we planned to convert statements to EHCPs.

We now feel it is the right time to update you on our progress so far and what you can expect from us in the future.

How the process will begin:

We have updated our transfer review timetable and you can find a copy of this in Appendix 2. This is to give you an idea of when you can expect to hear from your child's school/education setting.

Your child's school will send you a notification letter which invites you to a conversion meeting. [This marks the start of a 20 week conversion process.](#) The meeting is where you and the professionals involved can talk about your child, their needs and provision, and the outcomes you would like to see them achieve. Your child's views are very important and they will be asked to complete a 'MyWorld' profile of themselves. A copy of a completed 'My World' document can be found in Appendix 3.

What happens during the process:

Following the meeting we will ask for further information and advice from any other professional involved (where required) and circulate a draft EHC plan for you to consider.

Within 20 weeks from [the date of your letter notifying you of the meeting](#) we will finalise the EHC plan and the conversion process will end. By the end of the process you will have received your copy of the finalised plan. To help you see what to expect and when, we have created a Transfer Review Timeline, please see Appendix 4 for this.

The EHC plan is then due to be reviewed within twelve months of the date of the plan.

How we are organising the process:

Using our updated Transfer Review Schedule will help to ensure that the conversions are completed in a fair and timely manner, please see Appendix 2 for this. In compiling this schedule, we have prioritised children and young people who are approaching an important transition point in their education, e.g. Year 11 young people who need support for sixth form, college or training are given top priority.

If you believe that your child's statement should be converted into an EHC plan sooner than recommended you can email SENConversionsteam@lewisham.gov.uk explaining why. Every effort will be made to accommodate your views, but please understand we must also consider the needs of other children and young people, and the time commitments of schools and advice-givers. We will consider your request and inform you of our decision as soon as possible.

How you can help your son/daughter through the process of obtaining the EHCP:

This can be a confusing time for any child or young person and it is important that they contribute to the process to make sure it works for them. In order to help them, we recommend that they watch the video below that explains the process in a clear and accessible way:

https://www.youtube.com/watch?v=K_jDs-JpbLY



Appendices:

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| Appendix 1 | Copy of a letter to parents |
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Appendix 1 – Copy of letter previously sent to parents/carers



Children with Complex Needs Service
Special Educational Needs Service
Kaleidoscope,
32 Rushey Green,
SE6 4JF

Dear Parents/ Carers

Re: Transfer of your child/young persons Statement of Special Educational Needs to an Education, Health and Care plan

I would like to inform you of Lewisham Council's Special Educational Needs (SEN) Team plans to transfer Statements of Special Educational Needs to Education, Health and Care plans (EHCP) following the Children and Families Act 2014 becoming legislation on the 1st September 2014.

Lewisham Council SEN team have a three year plan to transfer the current statements of special educational needs to the new Education, Health and Care plan. The Department of Education has given clear guidelines on how this transfer process should be undertaken. This academic year, we will be transferring CYP:

- with a statement of SEN who will be leaving school in September 2016 (Y11)
- CYP transitioning from primary to secondary school (Y6)
- Year 9 pupils.

Please be assured that most CYP with a current statement of special educational needs will be transferred to an EHCP. No child or young person will have their needs disadvantaged due to the changes in legislation.

Lewisham Council and the SEN team welcomes the introduction of the EHCP as it gives an opportunity for CYP and their families to be actively involved in the development of this plan, allowing for a person centred approach which will identify clear outcomes for your CYP.

Transfer meetings will be set up for all children and young people and this will take the place of your child or young persons' annual review in the year your child or young person's statement will be transferred.

If your child or young person is due to have a transfer this year you will receive a letter from the SEN conversion team in the near future explaining what will happen next.

For general information on the transfer process please see attached appendix 2.

If you would like any further information or to discuss any of the points raised in this letter please contact the SEN Conversions Team:

- SEN Team, Kaleidoscope, 32 Rushey Green, SE6 4JF, 0203 049 1475, SENConversionsTeam@lewisham.gov.uk

If you would prefer to have impartial advice, support and guidance you can contact either:

- Lewisham's Special Education Needs and Disability Information Advice and Support service, Bellingham Children's Centre, 109a Randlesdown Road, SE6 3HB, 020 8698 2202.

or

- Independent Supporter, Contact a Family Lewisham, Leemore Central Community Hub, Bonfield Road, SE13 5EU, 020 8297 8056, mobile 07903044447.

Both services are working together to ensure that you are provided with the right advice and information.

Yours sincerely

Reinhild Onuoha

Operational SEN Team Manger

Appendix 2: Transfer Review Timetable

Set out below is Lewisham Council's updated transition review timetable to transfer existing Statements of Special Educational Needs to Education, Health and Care Plans from September 2016 to April 2018.

Please note, SEND panel will consider requests for transfers if a re-assessment or change of placement is required for a statement. However, this will be dependent on the capacity within the service at that time.

Current year group	Timescale
Year 2	February 2017 – July 2017
Year 6	February 2017 – July 2017
Year 9	February 2017 – July 2017
Year 11	September 2016 – January 2017
Year 13	September 2016 – January 2017
Year 14	September 2016 – January 2017
LDAs	Until December 2016
Young people in custody	September 2017–April 2018
All outstanding statements	September 2017-April 2018

Appendix 3 – Example of a ‘MyWorld’ profile



Name	A SAMPLE
Date of birth	01.01.2000

This is my Education, Health and Care Plan

Confidential information

Please respect my privacy and take appropriate care to protect my EHC Plan from unauthorised use.

My EHCP Planner	***** *****
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A: MY VIEWS, INTERESTS AND ASPIRATIONS - THIS IS MY WORLD!

B: SPECIAL EDUCATIONAL NEEDS

C: HEALTH NEEDS

D: SOCIAL CARE NEEDS

E: OUTCOMES & F: PROVISION

G: ANY HEALTH PROVISION REASONABLY REQUIRED ERROR! BOOKMARK NOT DEFINED.

H2: ANY OTHER SOCIAL CARE PROVISION

I: PLACEMENT

J: PERSONAL BUDGET AND RESOURCES

K: ADVICE AND INFORMATION RECEIVED

Legal status of the Education Health and Care Plan

Short Break Care Services provided under Section 17 of the 1989 Children Act	
Short Break Care Services provided under Section 20 of the 1989 Children Act	
Education, Health and Care Plan providing a single assessment of the Child's Special Educational Needs	✓

This Education, Health and Care Plan (EHCP) is made in respect of the child / young person (CYP) whose name and date of birth are given below.

For as long as this EHCP is maintained, it will fulfil the statutory functions given in the Children & Families Act 2014, and should be treated as such by all parties, including the CYP, parents / carers, the London Borough of Lewisham, schools and professionals working with the CYP.

This is a person centred assessment which allows for a more holistic approach and will bring together key professionals to work with the family and the CYP to identify the CYP's needs and define outcomes across Education, Health and Social Care.

The EHCP will be clear about who is responsible for delivery of services and resources.

A: My views, interests and aspirations - this is My World!

**My
World**

My name is A SAMPLE

What makes me happy and is important to me?

(What helps me feel motivated, be calm, comfortable and safe and what makes me smile; people, objects, situations)

A SAMPLE's views:

- I like spending time with my family.
- I like going to church; this is really important to me.
- I'm motivated to go to school because I want an education.
- I want to do well in my GCSE's, especially in maths.
- The things that make me smile the most are skating and lego.
- I also really love listening to music; this makes me feel very calm.
- I feel safe in all aspects of my life and am happy that I can go on the bus by myself now.

Mum's views:

A SAMPLE is very eager to learn and do well in school. A SAMPLE will try his best in each lesson and is happiest when he very clear guidelines of what is expected of him. A

SAMPLE works particularly well in quiet environments where he can focus and work at his best. A SAMPLE responds very positively to praise .

What makes things difficult for me?

(Such as medical or health issues, getting around, things in my environment which I might find challenging; situations/objects/behaviours)

A SAMPLE's views:

- I have ADHD and if I forget my medication I can act up a bit.
- I also have ASD and find it difficult to sometimes understand what people mean.
- I sometimes find it hard to make friends.
- I like to have my hands busy when I am listening and sometimes this can get me in trouble.
- Sometimes when others are being silly I can't help joining in.

Mum's views:

A SAMPLE can be easily distracted if he is in a noisy or uncontrolled environment. If he becomes agitated then he may react abruptly and needs time to calm down.

A SAMPLE continues to find interacting with others quite challenging and needs support to make and maintain friendships.

What helps me succeed and what do I need?

(What strategies/ things help me behave well, help me cope in difficult situations and help me as a learner)

A SAMPLE's views:

- Talking with my mentor at school helps me work through problems.
- In the past if there was something I didn't understand or if I was bored I would get up and walk out, I still do sometimes but I try and have a go at the work and will ask for help if I need it. I don't really know why I go out now. I like it when the teachers know that I sometimes need a break.
- I think it really helps in school if the teacher talks through the instructions slowly. Sometimes I forget things if they tell me too much at once. I find it easiest when they write the instructions for me so I can work through one at a time.

Mum's views:

Visual materials and supports really help A SAMPLE. He has a visual timetable at school which seems to help. At home he has some symbols around the house to remind him of the steps needed to do things such as brush his teeth. This is working well as it is helping him to become more independent.

How I communicate and how you need to communicate with me

(Such as signing, picture exchange system, switches etc)

A SAMPLE's views:

I talk verbally and don't use symbols or signs to help me communicate. But I like to have my symbols at home to help me remember things. Sometimes I like diagrams or visual things in lessons as this helps me to understand what the teacher is talking about.

Sometimes I am a quiet person and sometimes I am too loud. My Mum says that I find it a bit hard to talk at the right volume and sometimes tells me I am shouting. I am quiet when I am settled and know what I am doing, and I am too loud when I am angry, frustrated and bored.

Because the adults who work with me know that my behaviour gets worse if they raise their voice they don't and will let me calm down so we can discuss it calmly.

Mum's views:

A SAMPLE is able to express his views clearly if he is calm. When he becomes agitated or stressed his speech has a tendency to become unclear. It is usually very obvious when A SAMPLE's emotions or behaviour are affecting his speech and in these instances it is best to give him time to calm down and collect his thoughts.

A SAMPLE can interact with his peers but this is not always appropriate. He might start a conversation with someone and they would find it very difficult to follow what he is talking about. He also really struggles with sarcasm or jokes and can get annoyed if he doesn't understand what people mean. These things affect A SAMPLE's ability to make friends.

Other things about my world and my life

(Important people in my life, my family and friends, my community the social side of my life)

A SAMPLE's views:

My whole family are really important to me and I like spending time with them. We have moved home recently and I am really glad. I have a bigger bedroom and that makes me happy.

Going to my church is also really important. They are all really nice to me there.

Mum's views:

A SAMPLE plays football after school on a Thursday and plays for his church team on the first Saturday of every month. A SAMPLE says that he enjoys ice skating, roller skating, swimming and going to the cinema as well as riding his bike. He is able to do these activities in his free time.

A SAMPLE is starting to travel to some of these activities independently and we have worked really hard on this. I hope in the future he will be able to use public transport by himself and with confidence so he can be independent.

My conditions and how they impact on my day to day life

(Brief description of needs and impact)

A SAMPLE's views:

I need to be given time and space to calm down when I am cross. In the past I have used a time out card, but I don't feel I need it so much now.

Mum's views:

A SAMPLE's memory is poor and he forgets things easily so I have to remind him of things and jog his memory. This affects his education as he struggles to remember instructions and what he is expected to do for homework.

A SAMPLE has difficulties processing information so if he is asked a question or given an instruction he needs time to process the information before he can reply or act upon the instruction.

A SAMPLE finds it difficult to maintain good eye contact, especially if he doesn't know you. Once A SAMPLE is comfortable with someone it becomes easier.

A SAMPLE does not always understand figures of speech or metaphors and may take what someone is saying literally.

A SAMPLE has low-confidence because of his learning difficulties. He benefits from being praised for his efforts and reacts very positively to praise because it boosts his confidence.

Thinking ahead

**My
World**

What do I hope for one day (perhaps next year, in 5 years' time and long term)?

(Such as the job I will have, being part of my community, my lifestyle, where I live, my independence and my relationships)

I don't know what job I will have but I do want to work.

I'm not sure if I would have role in my community but I think I would like to play Sunday league football.

I really would like to live independently in the future. My Mum says that I need a bit of help first to learn how to look after myself properly.

One day I would like to have children, but only when I have a good job so that I know that I can look after them properly.

History

My World

My journey so far/ important events

A SAMPLE was born at full term by normal delivery. A SAMPLE reached his developmental milestones on time and there were no concerns regarding his development or behaviour at an early age.

A SAMPLE started pre-school at the age of 3 and it was soon noticed that he was hyperactive and had difficulties with sharing. At age 4 A SAMPLE moved to a school nursery where more severe concerns were raised including A SAMPLE's limited pretend play. A SAMPLE was assessed and diagnosed with ADHD and ASD in ****.

Previously, A SAMPLE attended ***** School from Year 7 before an exclusion. A SAMPLE transferred to ***** School in September ****.

Important things to consider relating to the rest of my world

(Such as housing, transition to adult services, leaving home, hospital admissions, my family set up)

A SAMPLE lives at home with his mother and younger brother.

Chronology of significant events

Date	Event	Comments
..****	ADHD and ASD Assessment	A SAMPLE is diagnosed with ADHD and ASD.
..****	Seen at Kaleidoscope's communication clinic	A SAMPLE is referred to Speech and Language (see attached reports)
..****	A SAMPLE first issued with a Statement of Special Educational Needs	
..****	A SAMPLE is excluded from *****	School move to ***** takes place. A SAMPLE starts at new placement on **.**.****

How I took part in developing this plan

I contributed to the development of my Plan

*(Mark all that apply)***My
World**

Without parental input	✓
With support from parents / carers	
Jointly with parents / carers	✓
Through the interpretation of people who know me well	

How was my view obtained?

A SAMPLE was able to express his views for himself and his mother helped to write these down.

His mother then added her views.

Services working with me (in the last 12 months and about to start)

Named worker	Team	Location
*****	Specialist SpLD Teacher	Kaleidoscope, Lewisham
*****	Speech and Language Therapist	Kaleidoscope, Lewisham
*****	Communication Clinic	Kaleidoscope, Lewisham
*****	Lewisham Housing Department	Laurence House, Lewisham
*****	Medical	***** GP practice

Appendix 4 - Transfer Review Timeline

- Week 1:** School/post 16 institution:
- Arrange transfer review meeting.
 - Invite professionals.
 - Notify family.
- Conversion Officer:
- Notify parents/YP of the transfer from SEN to an EHCP.
 - Send pre populated EHCP.
 - Answer any questions/provide relevant information and support.
- Week 2:** Transfer Review meeting:
- Review pre populated EHCP.
 - Agree if additional information is needed.
 - Focus on outcomes for the CYP.
 - Consider progress made by CYP since last review.
 - Discuss personal budgets.
 - (For young people Year 9 or above) consider preparation for adulthood.
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- Week 3 - 9:** Following Transfer Review meeting:
- Additional advice required: Conversion Officer requests from the relevant services. Professionals have 5 weeks to provide reports.
 - Additional information not required: Conversion Officer drafts the EHCP.
- Week 10:** If required, Conversion Officer takes request to panel:
- Discuss new recommendations highlighted by professionals.
 - To present personal budget.
- Week 13:** Conversion Officer sends copy draft EHCP including Section K to family/YP.
- Week 14:** Parents or YP have 15 calendar days to:
- Make representations to the content;
 - Request school, college or institution to be named in EHCP.
 - Meet with Conversion Officer to discuss content of draft EHCP.
- Week 16:** Conversion Officer amends EHCP, if required, taking into consideration the parents/young person's suggested changes.
- Week 17:** Conversion Officer consults with CYP current educational setting and/or parent/YP placement preference. The school, college or institution will respond within 15 days.
- Week 20:** Conversion Officer:
- Issues final EHCP.
 - Provides information on right to appeal and mediation.