

# RIASS

Redbridge Information, Advice & Support Service  
for Special Educational Needs & Disability



## **Refusal to issue an EHC Plan**

EHC Plans are education lead. This means that there needs to be a Special Education Need (SEN). An EHC Plan is given to support the education setting (school) provided support to the child or young person within that setting.

Education settings must provide an element of support from within their notional budget (SEN delegated budget). If the education setting needs more support than they can provide within this, then there may be a need for an EHC Plan to be given to the child or young person. Education settings will need to evidence this and a provision map of support that is in place can be provided.

Education settings also must provide evidence of the use of outside professionals such as specialised outreach teachers, SALT, OT and EP. 2 cycles of Assess, Plan, Do, Review from the advice reports of these outside professional should be available to support the EHC Plan need.

Do not forget that they are applying the decision and the advice reports that were gathered during the assessment. There may be cases where additional information has been gathered since the decision was made. This additional information can be presented during mediation or direct to the SEN Team afterward it has been gathered.

LBR have concluded their decision based on the information (advice reports) gathered during the Needs Assessment. As with any completion of an EHC Plan, the information that is contained within this would be from the professional's advice report gathered at the Needs Assessment.

**4 areas are:**

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and Physical

| <b>Communication and Interaction</b> |                      |  |                                       |  |
|--------------------------------------|----------------------|--|---------------------------------------|--|
| <b>Advice</b>                        | <b>Support Needs</b> | <b>Identified provision</b>  | <b>By whom</b>                        | <b>Notes</b>   |
| EP                                   |                      | Child A will have sessions with a trusted adult that will support his understanding of complex social dynamics | <b>Mentor (or similar)<br/>Weekly</b> | This can be provided for within school each week. There would not need to be an EHC Plan in place to meet this provision |
|                                      |                      | Child A will develop strategies with a trusted adult to support his speech confidence and volume and tone      | <b>Mentor (or similar)<br/>Weekly</b> |  |

|        |   |   |  |  |
|--------|---|---|--|--|
|        |   |   |  | This can be provided for within school each week. There would not need to be an EHC Plan in place to meet this provision   |
| School | <p>Calm himself to prepare for learning and manage any feelings of anxiety/agitation throughout the day by using strategies he has learned (e.g. deep breathing).</p> <p>Take part in conversations and topic discussions, taking turns, listening to, understanding and responding appropriately with unfamiliar people.</p> | <p>Needs self-calming strategies for use when he feels anxious, frustrated or angry with others.</p> <p>Opportunity to talk to a trusted adult about his feelings. He will need a key adult or a number of adults he can seek out if he needs support.</p> <p>A "checking in" approach to ensure supported whilst promoting his independence.</p> <p>Access to social skills groups during unstructured times.</p> <p>Use of a "buddy" system to support initially upon transition into a school setting.</p> <p>Opportunities to work/mix with good social and learning role models.</p> <p>Support from trusted adults to explore and resolve any social difficulties arising</p> | <p><b>Key worker, form tutor and YCT</b></p> <p><b>ATL, YCT, Form tutor and Key worker</b></p> | <p>How often would the engagement with the key worker be required.</p> <p>Once a week then this can be provided within school but daily then a case can be put forward</p> <p>Did Child A engage in these sessions in the past within his education? If so, how often did they take place and did they work?</p> <p>How often do you feel that Child A needs this? Would this be a daily provision required?</p> |

| Cognition and Learning |   |   |   |  |
|------------------------|---|---|---|--|
| Advice                 | Support Needs   | Identified Provision  |   | Notes  |
| EP                     | Child A has a diagnosis of ADHD and struggles with his focus and motivation in a classroom setting<br>Child A can struggle with understanding consequences of his actions | Child A to be offered frequent movement breaks, subtle 'check ins' to support his understanding, have a chance to rehearse what task he should be completing with an adult verbally. High level of differentiation and visual supports as well as the use of technology when appropriate to support his learning<br><br>Child A to be supported to understand the dynamics of these situations with a trusted adult | <b>Teacher / LSA in class, daily</b><br><br><b>Mentor (or similar) weekly</b> | The first part of this provision can be delivered without the need for an EHC Plan being awarded however the level of deafferentation of the work can be an argument to put forward<br><br>Can be provided by the school without the need for an EHC Plan. |
| School                 | Complete sustained pieces of written and mathematical work independently.   | A writing frame with which to plan his work.<br><br>Maths tasks divided into small steps, to include turning word problems into calculations.<br><br>Provided with a variety of additional ways to record ideas and sentences, e.g. mind mapping to organise thoughts.<br><br>Pre-teaching of topic vocabulary. Good use of online learning programmes such as the BBC Bitesize website to reinforce learning.      | <b>Teachers</b>   | This can be provided by the class teacher however would there be a need for an LSA to provide further support with this?   |

|   |   |   |                        |   |
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|   | <p>Additional time in lessons and when completing homework, without the need for prompting/ refocusing.</p> | <p>Learning tasks will need to be broken down into small parts initially, with the amount of time he is expected to attend and engage gradually increased over time.</p> <p>A writing frame with which to plan his work.</p> <p>Maths tasks divided into small steps, to include turning word problems into calculations.</p> <p>Provided with a variety of additional ways to record ideas and sentences, e.g. mind mapping to organise thoughts.</p> <p>Pre-teaching of topic vocabulary. Good use of online learning programmes such as the BBC Bitesize website to reinforce learning.</p> <p>Learning tasks will need to be broken down into small parts initially, with the amount of time he is expected to attend and engage gradually increased over time.</p> | <p><b>Teachers</b></p> | <p>This can be provided by the class teacher however would there be a need for an LSA to provide further support with this?</p> |
| <p><b>Social, Emotional and Mental Health</b></p> |   |   |                        |   |
| <p><b>Advice</b></p>                              | <p><b>Support Needs</b></p>   | <p><b>Identified Provision</b></p>  |                        | <p><b>Notes</b></p>   |

|        |  |  |                            |   |
|--------|--|--|----------------------------|---|
| EP     | Child A can struggle with recognising his own emotions                             | Child A to develop his skills in this area through the adults around him practicing 'Emotion Coaching' and using visual supports to clarify complex facial expressions if needed or social stories around complex social situations. Child A to be supported to develop alternative ways to express his emotions if helpful, eg Emotion Cards  | Mentor (or similar) weekly | Can be met within the school  |
| School | Be able to manage his anxieties, feelings of frustration and anger towards others. | <p>Need to be taught strategies to manage his anxieties and feelings of frustration. He will need to talk to a trusted adult about his feelings and any issues he is having with peer interactions.</p> <p>Access to lunchtime clubs etc. so that Child A can opt to spend unstructured times in a smaller environment.</p> <p>Reminders to use the strategies Child A has found to be beneficial in managing feelings of anxiety/agitation.</p> | Key worker                 | How often do you feel this engagement would take place for Child A? |

|                      |   | Emotional support to focus on identifying any particular triggers for feelings of anxiety/agitation; how to notice when these feelings are arising; and appropriate ways of managing them.                          |   |  |
|----------------------|---|---|---|--|
| Sensory and Physical |   |   |   |  |
| Advice               | Support Needs   | Identified Provision  |   | Notes  |
| EP                   | <p>Child A has a number of sensory sensitivities that may impact on his daily life at school, such as noise and smells</p> <p>Child A has hypertonia which affects his ability to write</p> | <p>Specific trigger to be discussed with key adult so that these situations can be avoided</p> <p>Child A to be supported to explore benefits and his anxiety around using alternative methods such as a laptop</p> | <p><b>Mentor (or similar) weekly</b></p> <p><b>Mentor (or similar) and / or teacher/ LSA weekly</b></p> | <p>This can be delivered within school</p> <p>Under reasonable adjustments the school can provide this to students without an EHC Plan</p> |

