

*There's no I in  
EHCP, there  
should be, it  
should be me!*



**Involving Children  
& Young People in  
their Education,  
Health and Care  
Plans**

[#MyPlanMySay](#)



# Involving Children & Young People in their Education, Health and Care Plans

We will:

- Explore the importance of getting children and young people involved with their EHC plans, and ‘training’ them to understand their rights and how their EHC plan can get them to where they want to be
- Look at activities and ideas to help children and young people make the most of their EHC plan
- **Duration:** 60 minutes



*How to get to where I want to be?*

1. High aspirations
2. Expressing views
3. Making decisions
4. Understanding rights



**What does  
the law  
say?**

**Do children and young people's  
views count?**

**YES**

**The Local Authority must have regard to:**

the views, wishes and feelings of the child and their parent, or the young person;

the importance of them participating as fully as possible in decisions

the importance of them being provided with the information and support necessary to enable participation in those decisions;

the need to support them, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes



## Compulsory school age

A child is of compulsory school age the first term after their 5<sup>th</sup> birthday:

A child remains of compulsory school age until the last Friday in June in the school year that they turn 16.

[Section 8, Education Act 1996](#)

Can't parents just go on making decisions for their young person as they have done since they were a child?  
What does the law say?



No.

The Mental Capacity Act 2005 is a law which affects us all. Every adult whatever their disability has the right to make their own decisions wherever possible.

Most of the Act applies to people from the age of 16 upwards. Young people should be trained and encouraged to make decisions about matters which affect them – this can start from the earliest age.

[Mencap mental capacity resource pack](#)

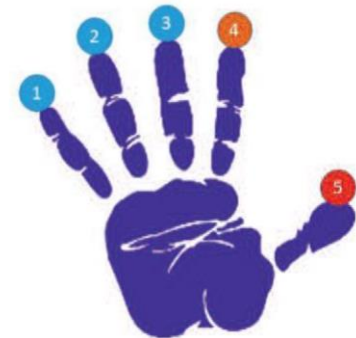
[What is The Mental Capacity Act? | Mencap](#)

[FACT Bucks SENDIAS Renaissance Legal mental capacity and decision making recorded webinar](#)

[Mencap Events | Eventbrite](#)

## Mental Capacity Act 2005 – 5 principles

- 1. A presumption of capacity**
  - Start by thinking I can make a decision
- 2. Individuals supported to make their own decisions**
  - Do all you can to help me make a decision
- 3. Unwise decisions**
  - You must **not** say I lack capacity just because my decision seems unwise
- 4. Best interests**
  - Use a **best interest checklist** for me if I can't make a decision
- 5. Less restrictive option**
  - Check the decision made **does not** stop my freedom more than needed





# Decision-making

*“The more young people get involved they will learn gradually to make decisions. Young people need to be encouraged or it will be scary when they turn 16.”*

Young person, EPIC

What can be done to help the child or young person

- understand what decision they need to make and why they need to make it
- understand what is likely to happen if they do or don't make this decision
- understand, retain, use and weigh up the information relevant to this decision
- communicate their decision in some way, with help if necessary.

# Learning about decision-making, thinking ahead and having a plan

## Show them their decisions matter...

- Through games/ mazes where they to make choices
- Daily choices (what to eat, which task to do first)
- Opportunities to think about what went wrong when a decision doesn't turn out well
- Practise, practise, practise

## ...and that thinking ahead to where they want to end up and having a plan helps

### 4 Planning – Discuss

- E.g. school bag
- arranging and going to a football match with friends

What are consequences of NOT planning? 5

Class Activity: In groups of 4 - scenario - arranging and going to a football match with friends 20

*Excerpt from session plan we used at a special school -- “Decision Making and Planning for Future”.*





# General tips

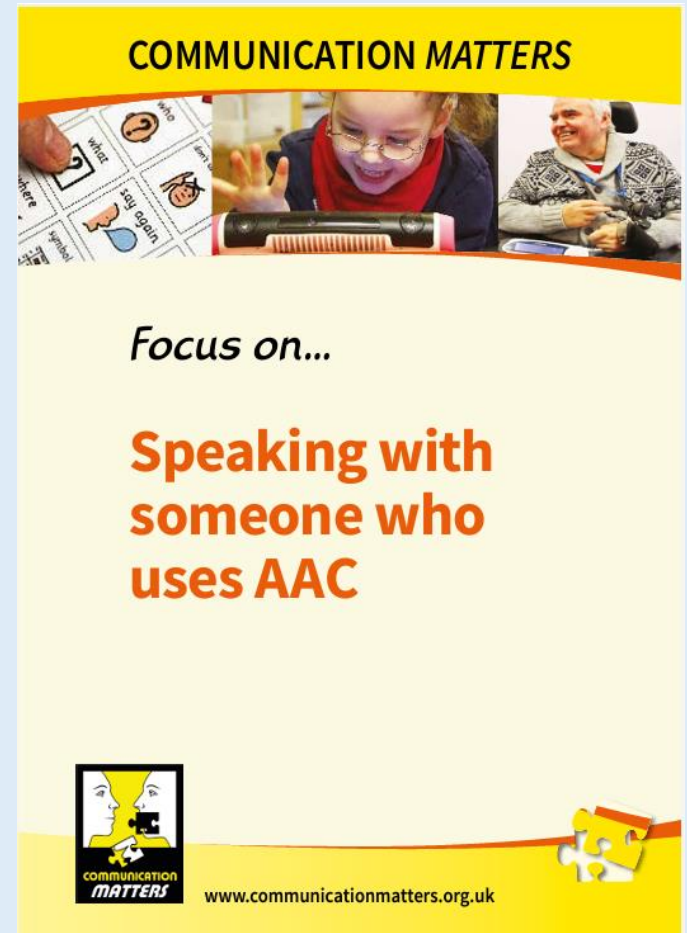
## **Be creative and flexible when gathering views**

- Written word (with you acting as scribe if necessary)
- Drawing/artwork
- Using tech/ AAC:
  - To answer specific questions (e.g., feelings about an activity)
  - To share their views (e.g., in a Powerpoint presentation)
- Observation (actions, facial expressions, body language)
- Listening (words, vocalisations)
- Questioning
  - Open questions (How are things going at school?)
  - Closed questions (Do you like maths or PE more?)
  - Asking direct questions (How much help do you need at school?)
  - Asking more indirect questions/ asking your child to describe experiences (Describe what Mrs Smith does with you in class)

# General tips – AAC (1)

Be alert to how each individual communicates. If necessary, brush up on speaking with someone who uses AAC (Augmentative and Alternative Communication)


<https://www.communicationmatters.org.uk/what-is-aac/>





**COMMUNICATION MATTERS**

*Focus on...*

**Speaking with someone who uses AAC**



 [www.communicationmatters.org.uk](http://www.communicationmatters.org.uk)



# General tips – AAC (2)

## Augmentative and Alternative Communication (AAC)

Communication Matters website:

<https://www.communicationmatters.org.uk/>

Information about types of AAC; Resources/ publications

### No tech

Nothing required except for you! (includes gestures, signing, vocalisations)

### Low tech

No batteries required (e.g., communication books, alphabet charts)

<https://acecentre.org.uk/resources/all?category=alphabet-charts&page=1&subcategory=qwerty-alphabet-charts>

See also information about Symbols above

### High tech

Electronic device (e.g., GoTalk, Proloquo2Go)

# General tips


**Use visuals/ visual supports (e.g., objects, photos, videos, symbols, written words)**

- To help convey information
- To aid communication
- To spark discussion


<https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports>

# Using visuals to convey information


**How independent are you at home?**

Can you cook meals?  
 Yes  No  With help  


---

Can you do housework and laundry?  
 Yes  No  With help  


---

Can you do food shopping?  
 Yes  No  With help  

---

Can you do the recycling and put it out?  
 Yes  No  With help  






---

Can you use the phone?  
 Yes  No  With help  

**Special equipment or help you need at work**

Please tell us about any special equipment or help you may need at work,

For example:

- A special chair 
- Equipment to help you see your computer screen 
- A special phone 
- Sign language interpreter 
- A special desk 
- A Job Coach (Someone who can help you learn the tasks you need to do in a job)

InPrint 3: <https://www.widgit.com/products/inprint/index.htm>




<https://widgitonline.com/en/home>

Twinkl: <https://www.twinkl.co.uk/resources/inclusion-teaching-resources/twinkl-symbols-communication-and-interaction-areas-of-need-send-inclusion>

# Using visuals to aid communication

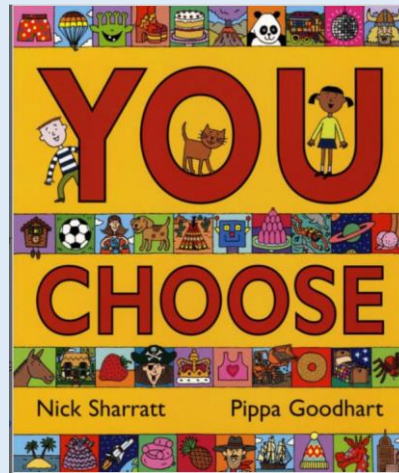
 bedroom	 mum
 dad	 brother
 sister	 garden
 trampoline	 swimming
 friends	 work
 maths	 playground



 Swimmer
 Saying hi mum running
 friends children people

# Using visuals to spark discussion

Invite CYP to choose an object / picture they're interested in...



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### Communication & Interaction

**Words that professionals use:** Social communication skills.

**What does this mean?** Children who have difficulties in this area, often:

- Interrupt and "butt into" other's conversations.
- Have difficulties understanding when it's their turn to speak and listen.
- Understanding social rules and manners and what is and isn't appropriate to say and when.
- They often "talk at" rather than "with" other children.

**What is the impact?**

- Difficulties making and keeping friendships.
- Risk of becoming isolated.
- Reputation for being "annoying" or "odd".
- Appearing "rude" without meaning to and getting into trouble for this.



# Helping CYP make the most of their EHC plans


- **Resources to help:**
  - identify/ express where they are now
  - with planning for the future

These are 'flexible' groups, not rigid.

# Resources to help CYP identify/ express where they are now

## One page profile



 *Barbie*

**What people like and admire about me...**

- I am very fun
- I am good at pop quizzes
- I have a good sense of humour
- I work hard at school
- I am very kind
- I am a good friend

**Photo**

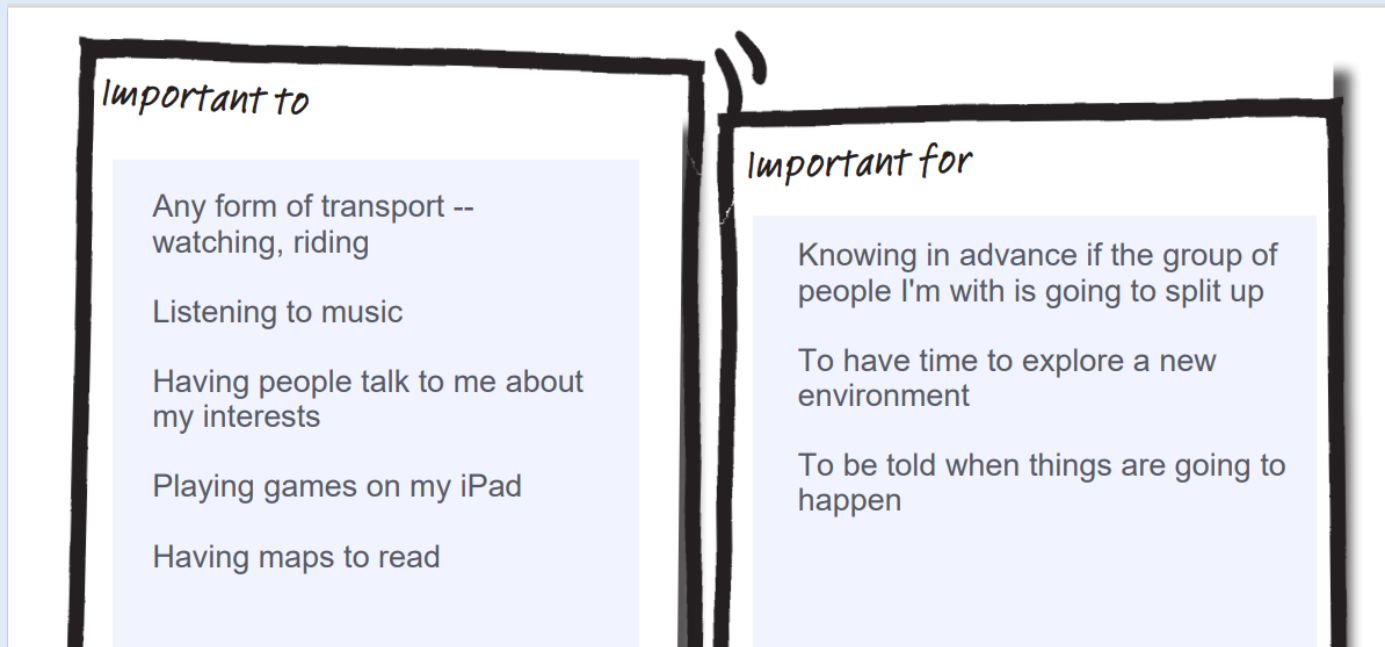
**What makes me happy**

- Pink things
- Justin Bieber
- Watching pop videos and music

<https://sheffkids.co.uk/resources/>

# Resources to help CYP identify/ express where they are now

## Important to/ for

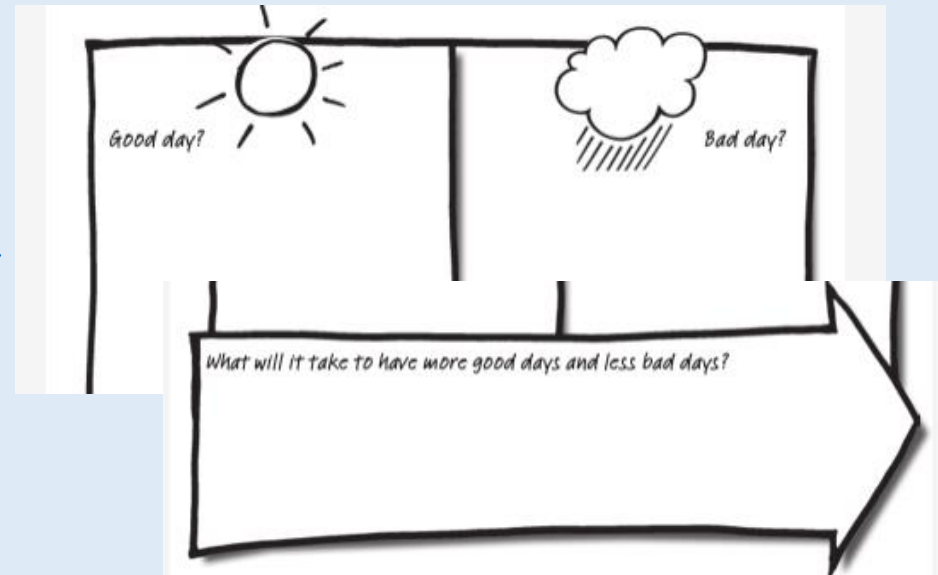


[Sorting important to/for - Helen Sanderson Associates](#)


# Resources to help CYP identify/ express where they are now

## Good day/ bad day

<https://helensandersonassociates.com/good-day-bad-day/>



What's working?	What's not working?
WHAT ARE YOU GOING TO KEEP, DEVELOP OR GROW?	WHAT ARE YOU GOING TO CHANGE OR LET GO OF?



## What's working/ not working

<https://www.ndti.org.uk/resources/publication/working-not-working>

# Resources to help CYP identify/ express where they are now

- Talking mats
  - a specific approach
  - “Thinking tool as well as an expressive tool”



# Talking Mats - an interview with co-creator, Lois





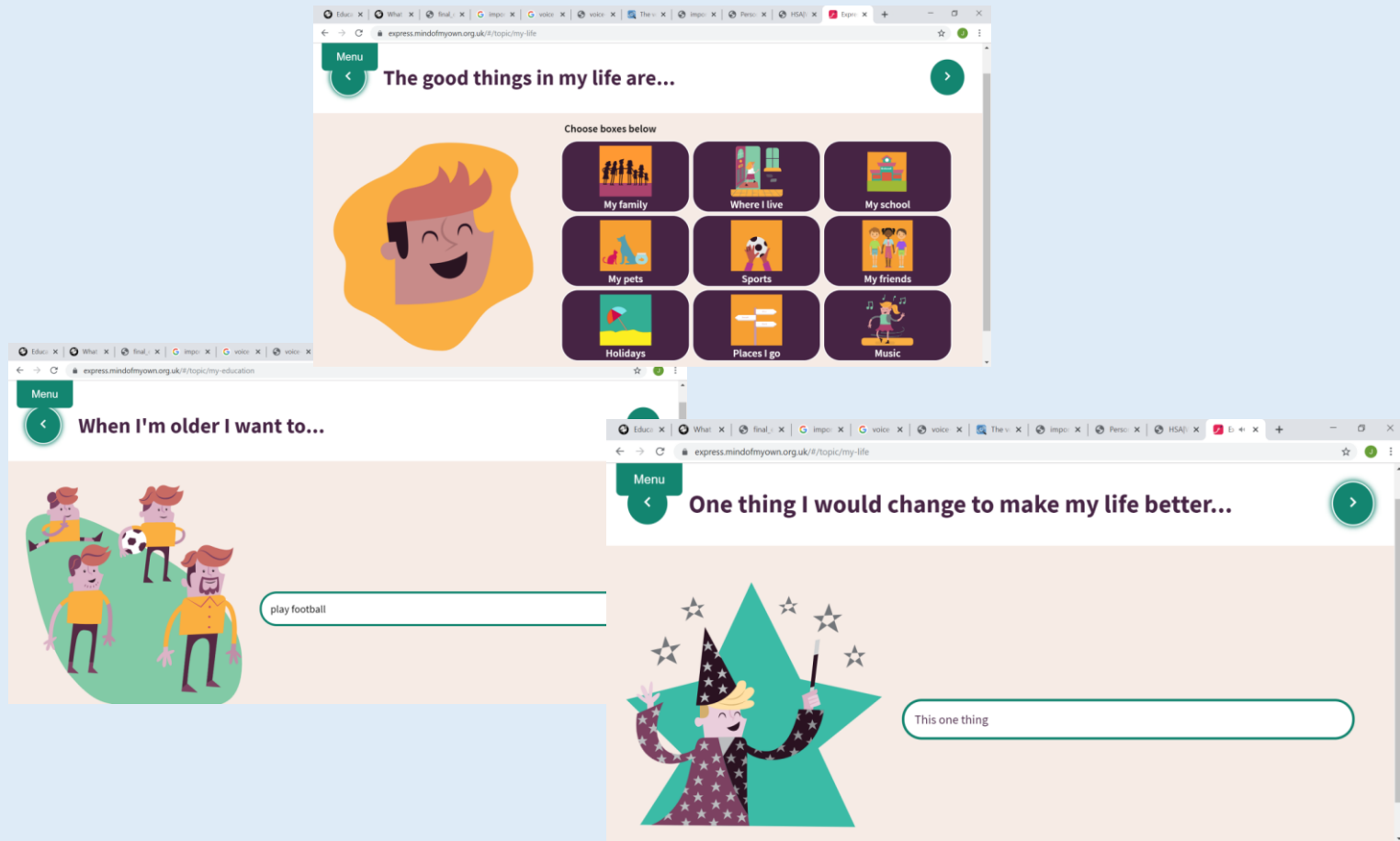
# A day in the Life

Using technology – and working together with your child





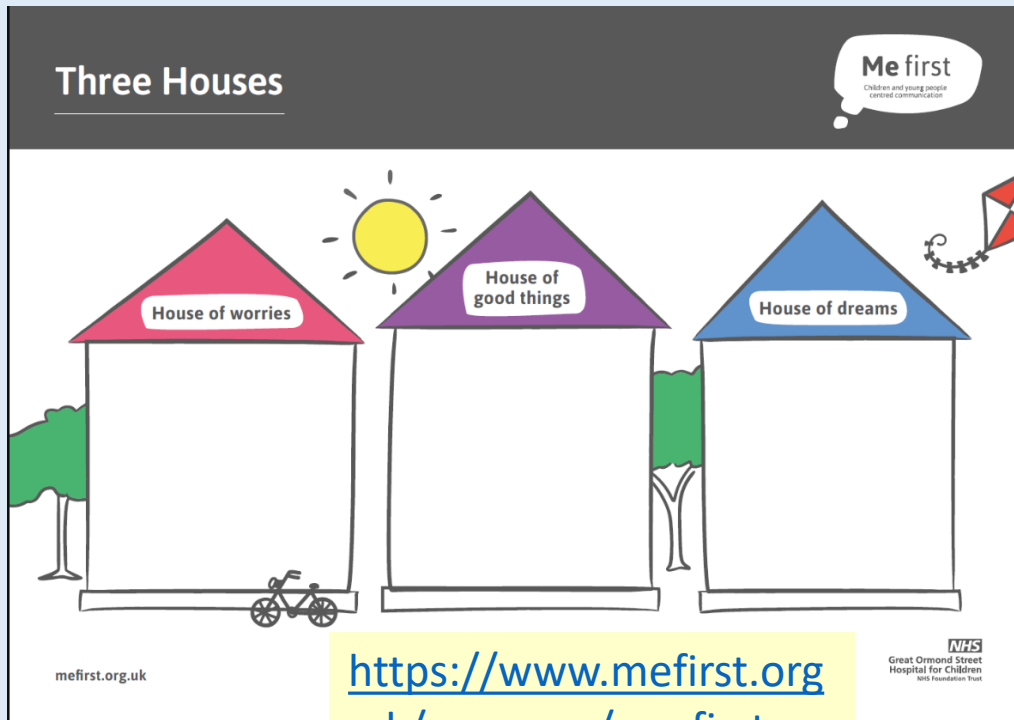
# Resources to help CYP identify/express where they are now



<https://mindofmyown.org.uk/express/>

# Resources to help CYP identify/ express where they are now

**Three houses tool** – traditionally for social care but could be useful

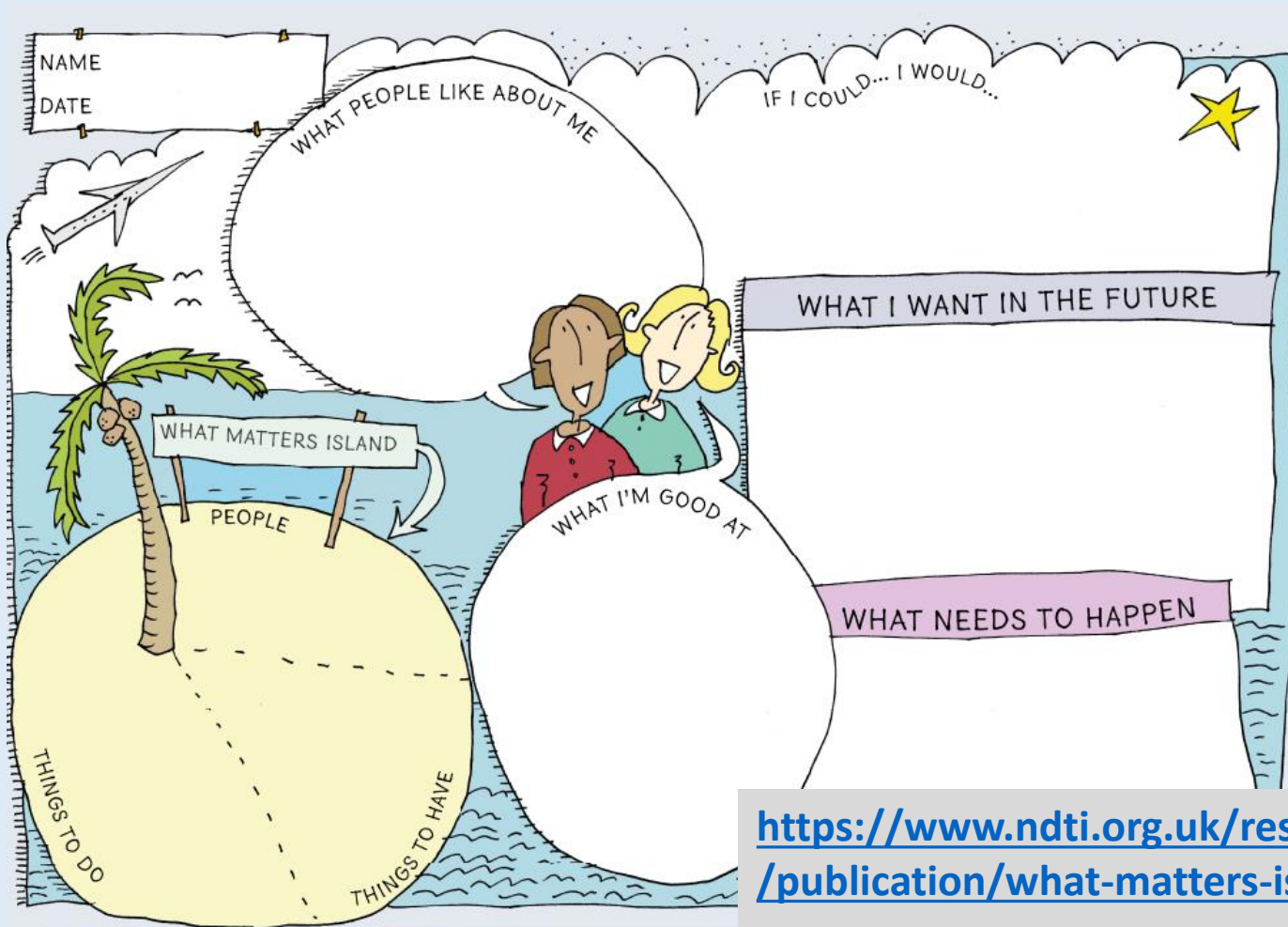


[https://www.partneringforafety.com/uploads/2/2/3/9/22399958/three\\_houses\\_booklet\\_updated.pdf](https://www.partneringforafety.com/uploads/2/2/3/9/22399958/three_houses_booklet_updated.pdf)

<https://www.mefirst.org.uk/resource/me-first-three-houses-tool/>

<https://devonias.org.uk/documents/2019/12/three-houses-tool-for-helping-a-child-to-give-their-views.pdf/>




# Resources to help CYP with planning for the future



<https://www.ndti.org.uk/resources/publication/what-matters-island>

# Resources to help CYP with planning for the future

## Perfect week

	Mornings 	Afternoons 	Evenings 
<b>Mon</b>	Photography on the moors (with John and Terry) (All day, once a week)	Photography on the moors (with John and Terry) (All day, once a week)	Evening in with Lizzy (watching TV and downloading photos)
<b>Tues</b>	Shopping at Sainsbury's (with Jackie)	Check job adverts (paper/internet/job centre) (with Jackie)	Go to the pub with Lizzy (every two weeks with Lloyd)
<b>Wed</b>	Creating/building photography web-site (with John)	Meet Lizzy for lunch in town (every week) Teach photography at the day centre, and see friends	Book club (Every week with Nicky, David and Finley)
<b>Thurs</b>	Volunteering with RSPCA (with Jackie)	Volunteering with RSPCA (with Jackie)	Evening in with Lizzy - TV, DVD, listen to music
			Night out with Lizzy and friends. Meal or the pub (every other week)

[Perfect week - Helen Sanderson Associates](#)

See also:

<https://www.ndti.org.uk/resources/publication/perfect-week>

# Resources to help CYP with planning for the future

My Vision Board




[https://buckinghamshire-gov-uk.s3.amazonaws.com/documents/My\\_Vision\\_Board\\_.pdf](https://buckinghamshire-gov-uk.s3.amazonaws.com/documents/My_Vision_Board_.pdf)

MY DREAM JOB



THINGS I WANT TO LEARN




THINGS TO TRY:

- 1
- 2
- 3
- 4


HEALTHY GOALS

- 1.
- 2.
- 3.




RELATIONSHIPS

MY FRIENDS AND FAMILY



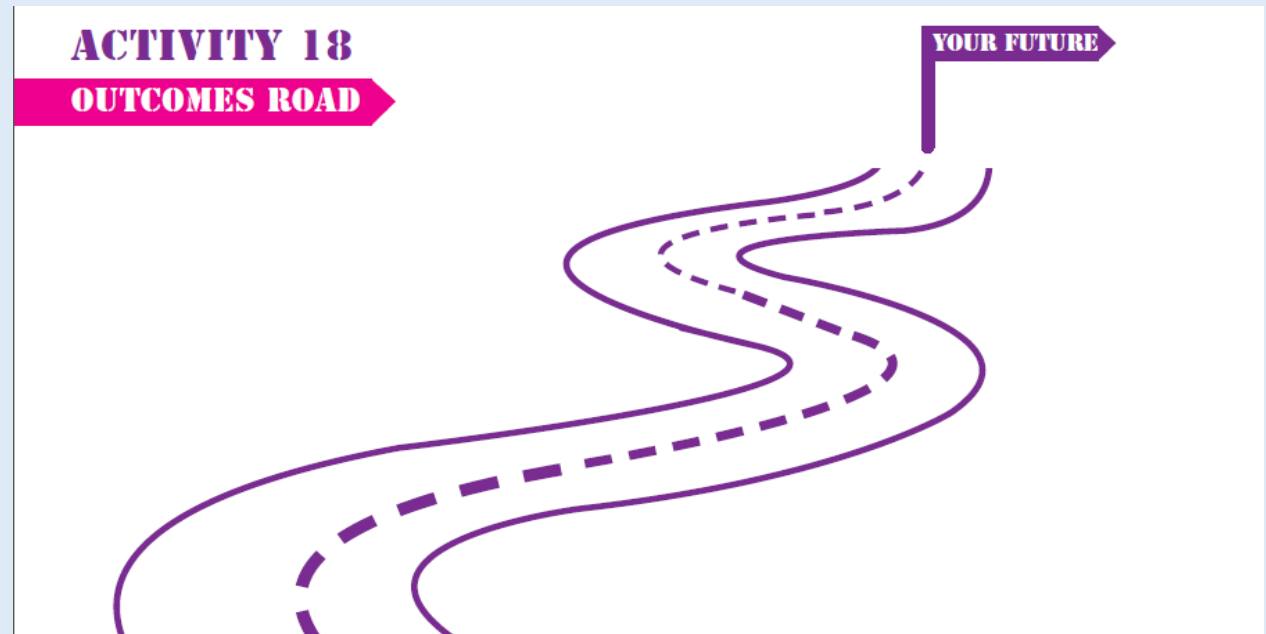
WHERE DO I WANT TO LIVE?

WHO WILL I LIVE WITH?



# Resources to help CYP with planning for the future

<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/participation/your-rights-your-future-toolkit-post-16>



For instructions on use: Download the Introduction from here:  
<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/participation/your-rights-your-future-toolkit-introduction>  
Open the Training pack -- Activity 18.

# Resources to help CYP with planning for the future

## Activity 5: Hopes and dreams for the future

Level: Medium 😊😊

Activity type: Planning/ Creative

What you need: Activity 5 template, pens, paper etc

- Work individually or in small groups
- Write a list or make a poster to describe 5 things that would make your life better
- This could take the form of the front page of a newspaper describing 'headlines' from your life, or a poster describing what your life will be like in 1 year
- Focus on thinking about the future/ how young people would like things to be. Encourage young people to think about how to overcome barriers
- Facilitator to capture themes/ common issues from young people's aspirations and use this to have a discussion on how the reforms are intended to help young people have more choice and control about the support they receive

### TOP TIP

If young people have difficulty thinking about their future, use a shorter

<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/information-and-advocacy-families/your-rights-your-future-toolkit-8>

BUCKINGHAMSHIRE SENDIAS SERVICE

## ACTIVITY 5

### The Times



The image above shows you .....

For the 1st time ever, I have been able to write my own Xmas list so I can ask Father Christmas for what **!** want. I can now:

write my own name  
type a list using Clicker  
tell Father Christmas my name

IN OTHER NEWS

FOR MORE AMAZING STORIES TURN TO P5

# General points about gathering CYP views

- Choose a good time for you and the child or young person, particularly if you are trying to do something structured
- Give the child or young person time and space (try not to interrupt or fill silences)
- “Dynamic activities support engagement”\*
- Adapt to the child or young person’s interests and abilities
- Don’t put pressure on yourself or the child/young person - Anything that adds to the picture of their views “is like gold dust”

*\* From Executive Summary: Exploring the involvement of children and young people with speech, language and communication needs and their families in decision making - a research project*



# Let's talk about EHC plans...

*A decision by a young person in respect of an EHC plan will typically involve discussion with their family and others, but the final decision rests with the young person.*

From SEND Code of Practice 2015, 8.15

Including **children and young people's aspirations and outcomes** within their Education, Health and Care plan has been identified by the Department for Education as being **crucial to supporting the development of the whole child** and **ensuring that disabled children and young people achieve their fullest potential**.

- Does the child know what their EHC plan is for?
- Do they know that they should be involved?
- Do they know what the key decisions are?
- How can they be helped to find out?
- Can they say what they think, or do they need help with this?

# What is an Education, Health and Care plan?

- Here's the catch... you can't use any of these words:
  - Special Educational Needs or SEN or SEND
  - Education, Health and Care plan/ Statement
  - IEP/ IPM/ SEN Support Plan
  - Needs
  - Provision
  - Objectives/ Outcomes
  - Transition
  - Assessment
  - Review
  - Process

# Let's talk about EHC plans...

## What do they need to know?

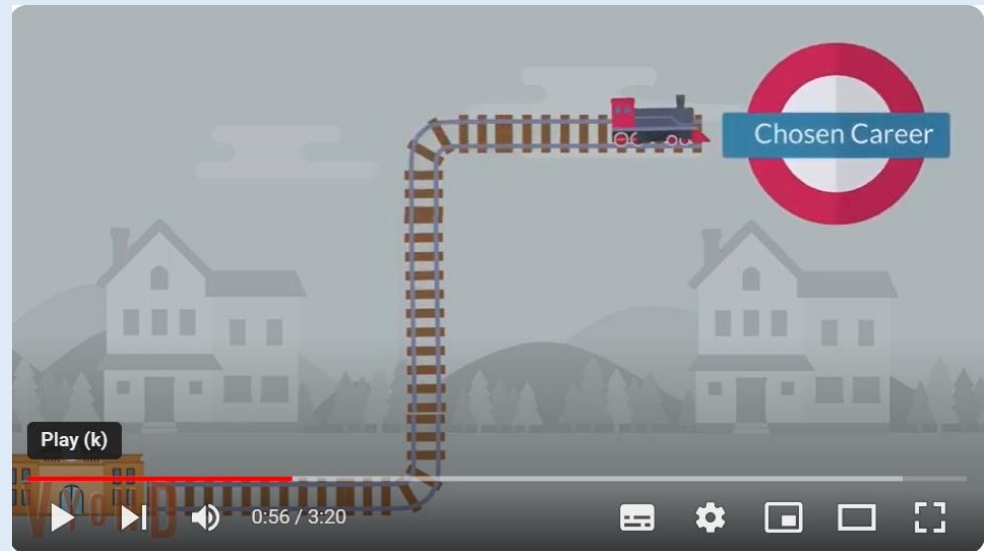
- What they are
- What's in them
- Why they are useful/ important
- Why they are not all the same
- Their views/ aspirations are key and their choices matter; their aspirations/ goals will affect the outcomes planned
- Reviewed annually

# What is an EHC plan?

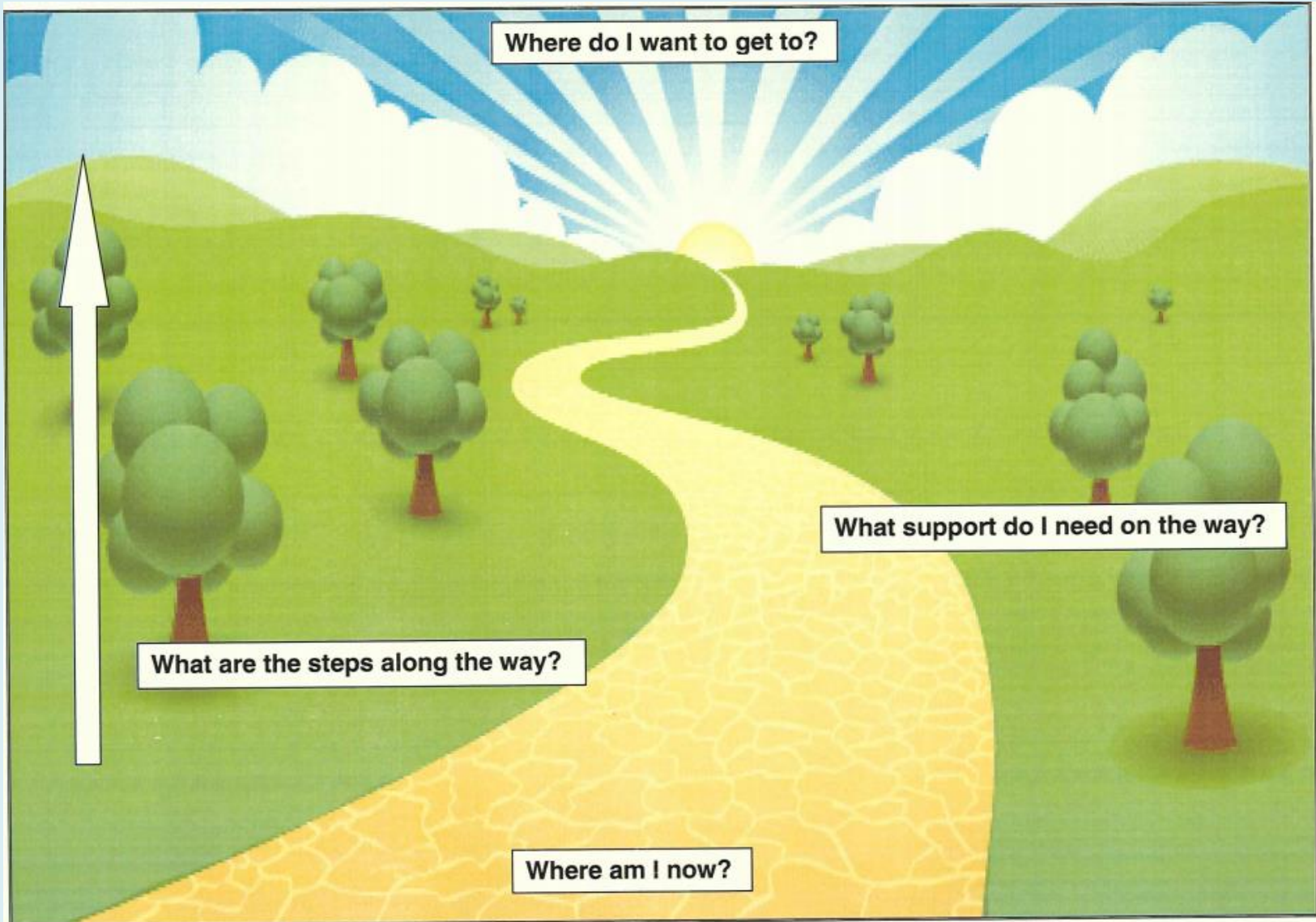
## An analogy!

For example:

- You're on a train track moving towards the destination to which you aspire.
- The EHC plan is like the route map to help get you to that destination.
- You need to start by knowing where you want to end up – the destination to which you aspire.
- Then the route and the steps along the way, including any help you may need, can be planned.



# What is an EHC plan?



# What is an EHC plan?

## Videos

<https://www.youtube.com/watch?v=cO4P1udvwX4>

<https://youtu.be/axMjmY1-7WU>

## Rotherham video:

<https://www.youtube.com/watch?v=9iUC2AMb0y0>

## Redbridge (they have 2 – male and female):

[https://www.youtube.com/watch?v=9OdAwQ\\_q-QE](https://www.youtube.com/watch?v=9OdAwQ_q-QE)

TikTok??



# What happens at an annual review meeting?

THE EDUCATION HEALTH  
AND SOCIAL CARE PLAN  
ANNUAL REVIEW

Play (k)



<https://www.youtube.com/watch?v=D9n5EzYlwKA>

Education, Health and Care Plan Annual Review Animation

<https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations>

# Helping a child or young person understand their EHC plan

Look at reports together.

Go through the EHC plan with them and help them to consider:

- Does it sound like them?
- Is everything still up-to-date and reflective of them? (things change!)
  - Key sections for CYP to consider:
    - Section A (including aspirations)
    - Section B/C/D (needs)
    - Section E (outcomes)
- Does it tell people about their **hopes for the future?** (with the train analogy, what would they like the final destination to be?)



# Helping a child or young person understand their EHC plan

- Help them to think about the **outcomes**:
  - Are the **outcomes** (still) relevant to them? Will they help them get closer to reaching their final destination?
  - Ask CYP to rate each outcome in terms of being relevant and meaningful for them (1 = not at all relevant to me; 5 = extremely relevant)
  - Ask CYP to rate each outcome in terms of progress towards achieving them (1 = not yet close to achieving; 3 = about halfway there; 5 = achieved this outcome)
- Help them to think about their “**needs**” (i.e., what they find difficult, what makes learning harder for them)
  - Are needs described accurately? Anything missing?
  - Accurate description of needs to ensure the right support (“provision”) can be put in place
  - [EHC needs assessments | Buckinghamshire Council](#)
- Changes in needs and outcomes may require changes in provision

# Children & Young people's rights

- Right to information, advice and support to enable their participation in discussions and decisions
  - Bucks SEND IAS Service can help
    - E.g., by working with individual YP to get their thoughts down on paper
    - By attending meetings with YP
    - By informing YP of their rights

- **Regarding IAS:**  
<https://cyp.iassnetwork.org.uk/your-rights/>

- **Generally:**  
<https://lawstuff.org.uk/at-what-age-can-i/at-what-age-timeline/>

**“What you need to know about the SEND reforms”** video has information about Young People's EHCP decision making rights

<https://youtu.be/yFICILeE8KU>

- from 3:08 - re making decisions

# Advice to you from young people

- Do...Focus on what I can do
- Do...Use language I can understand. (Children and young people need to know what is in their EHC plan.)
- Do...Let me know who is going to help me
- Do...Make sure information and facts about me are correct
- Do...Review what is discussed in the meeting and agree actions
- Do... Use constructive goals that will help me develop. Make me aware of when I achieve my goals.
- Don't...Put words in my mouth
- Don't...Pressure me
- Don't...Dismiss my support needs, talk to me
- [Top Tips for developing child-centred EHC plans \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

# Bucks SENDIAS Service

- If you require further information to help you please first refer to the SENDIAS webpages: [Bucks SENDIAS service | Buckinghamshire Council](#) and if necessary contact SENDIAS using the [clickable Bucks SENDIAS Contact Form](#)

- Sign up for our email updates:

## Important information

In this news update you will find information about:

- New to SEND? - Free FACT Bucks/Bucks SENDIAS Service Webinar - 10-11am on Friday 27 January 2023
- Shout out for SEND - Youth Voice Bucks
- The Prince's Trust Team Programme
- Family Support Service - three exciting projects online and in person for young people in school years 7 and upwards starting in February 2023
- Contact - Welcome to What's new
- Bucks SENDIAS Service Live Web Chat

- Live webchat:

Mondays 1-3pm and Fridays 10am- 12 noon



**Any Questions?**

# Your feedback please

Please let us know whether you found this webinar useful:

Message us in the chat or use our [\*\*Bucks SENDIAS Contact Form\*\*](#)

**Thank you**