

Writing outcomes for Education, Health and Care Plans

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Overview

- Key points about the legislative changes
- Sections required within the Education, Health and Care Plans
- Quiz! What is an aspiration, need, outcome and provision?
- Importance of a person centred approach
- Where to start
 - Writing aspirations
 - Writing needs
 - Writing outcomes
 - Writing provision
- Timeframes for Education, Health and Care Plan advice
- Additional resources
- Questions



Key points about the legislative changes

Involvement of children, young people and parents

All relevant duties apply to **all** state-funded **schools and colleges**

Coordinated assessment; 0-25 **Education, Health and Care Plan**

Local authorities, health and social care to **commission services jointly**

Clear, transparent **local offer** of services

Statutory protections for **16-25s**; focus on preparing for adulthood

Offer of a **personal budget**; more choice and control

Applies to CYP detained in **youth custody**



Education, Health & Care Plan outline

Section A

- Views, interests and aspirations of the child or young person, and their parents

Section B

- The child or young person's special educational needs (SEN)

Section C

- The child or young person's health needs which relate to their SEN

Section D

- The child or young person's social care needs which relate to SEN

Section E

- The outcomes sought for the child or young person

Section F

- The special educational provision required by the child or young person

Section G

- Any health provision required by the child or young person

Section H

- Social care provision

Section I

- Placement

Section J

- Personal budget (including arrangements for direct payments)

Section K

- Advice and information



SORTING THROUGH THE LANGUAGE OF EDUCATION, HEALTH AND CARE PLANS

A QUIZ!



What is an aspiration?

- A. An ambition or hope
- B. A dream
- C. Breathing in a foreign object
- D. The same as an outcome
- E. All of the above
- F. None of the above



What is an aspiration?

- A. An ambition or hope**
- B. A dream
- C. Breathing in a foreign object
- D. The same as an outcome
- E. All of the above
- F. None of the above



What is a need?

- A. Cerebral palsy
- B. An adapted chair
- C. A step in making bread
- D. Self care: unable to get dressed independently
- E. All of the above
- F. None of the above



What is a need?

- A. Cerebral palsy
- B. An adapted chair
- C. A step in making bread
- D. Self care: unable to get dressed independently**
- E. All of the above
- F. None of the above



What is an outcome?

- A. A task an occupational therapist will do such as supplying equipment
- B. A task an individual will do such as attending a handwriting group
- C. The benefit or difference made to an individual as a result of a change
- D. All of the above
- E. None of the above



What is an outcome?

- A. A task an occupational therapist will do such as supplying equipment
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- C. The benefit or difference made to an individual as a result of a change**
- D. All of the above
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What is provision?

The action of providing or supplying a service or resource.

True or false?



What is provision?

The action of providing or supplying a service or resource.

True or false?



Which is which??

Aspiration

Need

Outcome

Provision

- To independently move around the school by the time I will transition to secondary school

- Four visits from an occupational therapist in the next 9 months to develop organisational and navigation skills

- I want to live independently and get a good job designing computer games

- Moving around the school: Unable to organise belongings and get to classes on time



Which is which??

Aspiration

- I want to live independently and get a good job designing computer games

Need

- Moving around the school: Unable to organise belongings and get to classes on time

Outcome

- To independently move around the school by the time I will transition to secondary school

Provision

- Four visits from an occupational therapist in the next 9 months to develop organisational and navigation skills



A PERSON CENTRED APPROACH



The child/young person and family's views

- Should be at the heart of the EHCP process.
- Balancing what is important **to** a child/young person (to lead a fulfilling life) with what is important **for** the child/young person (become or stay healthy, happy and safe).



WHERE TO START



Aspirations

- Information about the views and aspirations of a child or young person should be **available from the local authority** requesting the occupational therapy advice.
- Children/young people and parents should **not have to re-tell** their story to each professional.
- These “aspirations” need not be realistic.
- Unlike outcomes, aspirations have no legal “teeth” but do need to be detailed on the plan.
- Can be whatever the child/young person wants.
- Helps everyone better understand **what motivates them.**



Aspirations

I want to go to
university

I want to get a job

I want to live
independently

I want to be a
marine biologist

I want to be in a
relationship



Needs

- For occupational therapists, these should be written as occupational needs.
- Focus on information about the **priority occupations only.**



Needs

- Consideration for how these are written.
 - For example:



- Milla is unable to walk and she has extremely poor fine motor skills which means impacts on all areas of her schooling.

OR



- Moving around the classroom: As Milla is unable to propel her own wheelchair, she required assistance from the teaching assistant to move her wheelchair and position her at her desk.
- Writing and drawing in class: As Milla is unable to open the clip on her clipboard and slide her paper, she needed assistance from the teaching assistant to perform these task actions.



Educational occupations

Education setting	For example:
In the classroom	<ul style="list-style-type: none">• Completing written work for various subjects (including using the computer)• Completing craft or maths projects including the use of tools and equipment• Playing sport and participating in physical education• Following directions for an activity• Packing up and tidying a desk
In the playground	<ul style="list-style-type: none">• Playing/socialising in the playground at break time
Arriving & leaving school	<ul style="list-style-type: none">• Arriving at school and carrying out the morning school routine• Leaving school and getting home
Self-care including toileting activities	<ul style="list-style-type: none">• Going to the toilet• Getting changed for sport
Moving around the educational setting	<ul style="list-style-type: none">• Finding the way around the school• Lining up to go back into the classroom
Mealtime or snack time	<ul style="list-style-type: none">• Participating in breakfast club• Eating lunch / school dinner
Other school/college participation:	<ul style="list-style-type: none">• Participating in assembly / school concerts/ clubs• Going on school trips



Home occupations

At home	For example:
Personal activities of daily living	<ul style="list-style-type: none">• Waking up and getting out of bed/ going to bed and sleeping• Accessing and moving around the house and garden• Brushing teeth• Using the toilet (including managing menstruation)• Having a bath or shower• Getting dressed• Sexual awareness and sexual activity as appropriate• Eating breakfast / lunch / dinner / snack• Organising yourself to go out
Doing homework	<ul style="list-style-type: none">• Planning what to do and completing homework tasks
Household chores	<ul style="list-style-type: none">• Washing the dishes• Tidying a bedroom• Watering the plants• Feeding / grooming / walking pets
Play & leisure	<ul style="list-style-type: none">• Playing a game or socialising with a sibling / friend• Playing outside / doing sport• Reading a book / listening to music



Community occupations

In the community	For example:
Moving around the community	<ul style="list-style-type: none">• Using the bus or train• Walking or cycling in the community
Play & leisure	<ul style="list-style-type: none">• Going to the cinema/shopping with friends• Playing sport, going swimming or going to the gym• Going on holiday• Going on a date• Attending Scouts / Guides / Brownies or other structured groups
Work, appointments & errands	<ul style="list-style-type: none">• Going to appointments or meetings• Going to the supermarket / bank / post office• Doing a part time job / volunteering



Needs continued...

- Some services may require needs to be written under the following headings:
 - Communication and interaction
 - Cognition and learning
 - Sensory and/or physical
 - Social, emotional and mental health
 - Behaviour

These do **not promote occupation-centred practice**. If they are, however, required then the occupations could be described under these headings based on the *primary reason* for the performance issue.



Needs continued...

For example....

With Milla, her needs were related primarily to sensory and/or physical for this occupation, so in the report it may look like this:

Sensory and/or physical

Moving around the classroom: As Milla is unable to propel her own wheelchair, she required assistance from the teaching assistant to move her wheelchair and position her at her desk.

Writing and drawing in class: As Milla is unable to open the clip on her clipboard and slide her paper, she needed assistance from the teaching assistant to perform these task actions.



Needs continued...

However....

If Milla's needs were primarily related to cognition and learning this occupation, the report it may look like this:

Cognition and learning

Writing and drawing in class: Milla looked away from her writing frequently which interrupted her completion of the task. Several times Milla needed help from the teaching assistant to keep focused on the task.



Outcomes

“The **benefit or difference** made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective” (SEND definition)

These will relate **directly to the needs**

Some key phrases to get you started:

- By the time I’m.....
- I am able to do/maintain.....

Consider:

- What would success look like?
- How will you know when it has been achieved?



Example outcomes

(end of key stage or 2-3 years)

By the end of Year 11, I can read and understand Harry Potter and similar stories (similar to a 9 or 10 year old).

I am chatting to other children in my class by the end of Year 8.

By the end of the autumn term of Year 7 at secondary mainstream school, I am holding simple conversations with my friends, in the playground.



Example outcomes and steps towards outcomes

E. Outcomes: what this means for the child/young person	Steps towards outcomes
For Tom to manage his school routine of finding his way around the school and managing his self care independently by the end of year 10.	Finding the way around the school: Tom will find his own way to his classrooms, by October 2014.
	Changing for sport: Tom will keep belongings in one place when changing for sport, by November 2014.



Provision

E. Outcomes: what this means for the child/young person	Steps towards outcomes	Indicative actions: What will be done and who will do it?	Resources (including frequency)
For Tom to manage his school routine of finding his way around the school and managing his self care independently by the end of year 10.	Finding the way around the school: Tom will find his own way to his classrooms, by October 2014.	<ul style="list-style-type: none"> The occupational therapist in collaboration with the SENCO and Tom will develop a timetable and map which he can access on his mobile phone to support his navigation around the school. 	The occupational therapist will visit the school up to four times during the Autumn term to develop the resources in collaboration with the SENCO and Tom.
	Changing for sport: Tom will keep belongings in one place when changing for sport, by November 2014.	<ul style="list-style-type: none"> The occupational therapist, class teacher and learning support assistant will work together to establish a routine for Tom and designate a space for him to use when changing. 	The occupational therapist will collaborate with, and offer advice to the school during the scheduled visits during Autumn term.



Timeframes

- Ideally advice or reports used should not be more than 12 months old. If a report is available which is under 12 months old, local authorities should not seek new assessment (providing it is acceptable to the parents/carers, child/young person and school).
- If a request has been made for a child who is known to an occupational therapy service then the advice needs to be provided **within 6 weeks** (legislative requirement).
- If all occupational therapy reports are written with a focus on occupations and outcomes, then responding to EHCP advice requests will be straightforward.



Further information

<https://www.cot.co.uk/briefings/children-and-young-people>

- Education, health and care plan occupational therapy advice template
- Examples of aspirations, needs, outcomes and provision

<http://www.councilfordisabledchildren.org.uk/anewlandscape15>

- Clip from Edward Timpson
- Ofstead / Care Quality Commission inspections
- Legal Issues
- Support for children without EHCPs
- Integration with the Care Act 2014

<https://www.gov.uk/schools-colleges-childrens-services/special-educational-needs-disabilities>

- SEND code of practice
- Government guides for implementation



References

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- Department for Education, Department of Health (2015). *Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities*. Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

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