

Case Study Two

“EHCP was turned down, now what do we do?”

Reasons for contacting the service

Jenny’s Dad contacted the service after an application for an Education, Health and Care Plan (EHCP) had been turned down. Jenny was in Year 6 and he was really concerned that Jenny would not be able to cope within a mainstream secondary school and without an Education, Health and Care Plan (EHCP) she could not access anything more specialist.

What we did

When Jenny’s Dad contacted the service, we listened to his concerns about what would happen without an Education, Health and Care Plan. We talked through the processes and explained what his options were for the next steps. We recommended that he ask school to have a meeting with the professionals who were involved with the application to discuss the local authority’s decision, and to invite us to attend that meeting.

School arranged a meeting and invited the educational psychologist and the Special Educational Needs Coordinator (SENCO) from the secondary school. In the meeting we were able to discuss the decision and what everyone thought about it. We explained that following the decision there were 3 choices; either they agree with the decision and continue as they are, they could appeal the decision formally via the tribunal or they could look at the reasons it has been declined, collect the evidence needed and reapply. We explained that given the time of year even if it was agreed that a statutory assessment was needed, there would not be time to complete the process before Jenny would transition to secondary school. We also explained that it would be difficult to gather evidence to prove that an Education, Health and Care Plan is needed as Jenny has successfully completed her time in the primary school without one. It was really important to ensure that there was a plan for the immediate short term, as well as medium and long term.

The Special Educational Needs Coordinator (SENCO) from the secondary school was able to reassure the parents that she had a good understanding of Jenny’s needs and would ensure that she had appropriate support. She was able to discuss various points of the day and adaptations that could be made. The educational psychologist suggested writing a transition plan and one page profile for Jenny to help ensure that the most relevant information was passed on along with successful strategies.

Everyone agreed that the best course of action would be to have a successful transition to secondary school, and then if needed the secondary school would be able to gather the evidence and apply for an Education, Health and Care Plan when Jenny is in situ. Jenny's parents were incredibly anxious but were reassured that Jenny would not be left to fail before she could get help. They understood the processes and the options and were able to make an informed decision.

Parent Feedback

Jenny's parents were reassured that Jenny would have the appropriate support even without the Education, Health and Care Plan (EHCP). They explained that they felt much more confident about the transition to secondary school and were really happy to already have developed a relationship with the Special Educational Needs Coordinator (SENCO). They felt that they had been listened to, and now understood the processes and what the next steps would be.