

## **Script for Video: Education, Health and Care (EHC) Needs Assessment Webinar Recording**

### **Title slide**

This is a recording of our webinar explaining the purpose and process of Education, Health and Care (or EHC) needs assessments. The webinar was coproduced with parents and practitioners in Suffolk and is divided into sections which match the main questions which they wanted answered. We have a series of short videos to match most of these questions - this webinar brings all the information together.

We have created timestamps in the description under this video on YouTube so that if you want to watch just part of this webinar again, you can click on a particular section and the video will start at that point.

### **Slide 2**

This recording will explore:

- ▶ the purpose and threshold of an EHC needs assessment and when it might be requested from slide 9
- ▶ We'll look at who can request an EHC needs assessment and how, from slide 19
- ▶ We'll explain why the LA might refuse to do an EHC needs assessment and what options families have if they receive a refusal, from slide 39
- ▶ We'll go through what happens if an EHC needs assessment **is** agreed, and how you and your child are involved from slide 46
- ▶ And we'll finish with explaining what happens at the end of the process, from slide 73

### **Slide 3**

This recording will refer frequently to the Special Educational Needs and Disability Code of Practice 2015. You can download this statutory guidance for free if you would like to - chapter 9 is all about EHC needs assessments, EHC plans and annual reviews.



## Slide 4

We'll start this recording with looking at some key points of law which underpin the education, health and care process.

The Children and Families Act of 2014 brought in wide-ranging legislation with some of the most important reforms being about special educational needs and disabilities or SEND.

This act puts a duty on education, health and social care to work together to support children and young people with SEND. So local authorities must 'have arrangements in place to plan and commission education, health and social care services jointly for children and young people with SEN or disabilities.'

And they must promote, encourage, the integration of education and training with health and social care.

If agreed, an EHC needs assessment now involves a duty for information and advice to be sought from health and social care, as well as education, to unpick what all the factors might be which are making it difficult for a child or young person to learn.


(Children and Families Act 2014, Sections 25 & 26)

## Slide 5

Section 19 of the Children and Families Act states that local authorities must have regard to:

- the views, wishes and feelings of the child, young person or adult and their parents or those with parental responsibility
- and they must have regard to the importance of them participating as fully as possible in decisions around the child or young person;
- and the importance of them having the information and support they need in order to participate
- and to support them so that the pupil can achieve the best possible educational and other outcomes.

(Children and Families Act 2014, Section 19)



An outcome is what everyone wants your child to be able to do with agreed support in a set period of time.

### **Slide 6**

Most children and young people with special educational needs will have their needs met in a learning setting through SEN support.

This involves a 4-stage cycle where parents and pupils work with the learning setting to explore, agree and review the plan for SEN support together.

### **Slide 7**

Schools can also access additional advice and help from specialist education services which support schools, to support pupils with different categories of special educational need. Their services cover 0 -25 years, and a child or young person does not need a diagnosis or an EHC plan for schools to access their help.

### **Slide 8**

If you would like to understand more about SEN support and how you and your child can be involved, we have lots of information on our SENDIASS website, including separate videos for parents and young people explaining the process.

We also offer information sessions each term for parents and carers explaining the graduated cycle of support.

### **Slide 9**


There will be some children and young people who may need more help, which goes beyond the resources available to learning settings, to provide SEN support.

So, what is the purpose of an EHC needs assessment?

### **Slide 10**

An EHC needs assessment helps identify the education, health and care needs which are making it difficult for a child or young person to learn

This information gathering process will also make clear the support required to meet these needs and to help the child or young person reach their goals and aspirations.



It is the first step in the process of getting an education, health and care or EHC plan.

### **Slide 11**

The law says that:

A local authority or LA **must** secure or do an EHC needs assessment if it considers that the child or young person has or **may** have SEN and it **may** be necessary for special education provision to be made in accordance with an EHC Plan.

(Section 36 (8) Children and Families Act 2014)

In other words, if there is a possibility that a child has special educational needs which may need support which goes beyond the resources available to learning settings, to provide SEN support.

### **Slide 12**

When the local authority receives a request for an EHC needs assessment, how will they know:

- if your child has, or may have SEN
- which may need support which goes beyond the resources available to the setting for SEN support?

### **Slide 13**

The SEND Code of Practice states that when a local authority receives a request for an EHC needs assessment, they should consider:

Whether there is evidence that the child or young person has not made expected progress despite the learning setting taking relevant and purposeful action to identify, assess and meet their special educational needs.

(SEND Code of Practice, paragraph 9.14)


### **Slide 14**

The SEND Code recommends that the local authority pay attention to evidence and information of:

Your child or young person's progress and attainment

The nature, extent and context of their special educational needs

The action already being taken by the learning setting



That where progress has been made it has been as a result of a lot of help, which is in addition to what is usually provided

Your child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from health professionals and what they may have done to meet the child or young person's needs.

## **Slide 15**

Parents often ask our service when they should request an EHC needs assessment.

The legal threshold asks just two questions:

- Do you believe your child or young person has, or may have, a special educational need?
- and do you believe that they will need a lot of help which goes beyond the resources available to the learning setting to provide SEN support?

A parent or a young person, over 16 and under 25 years, can make a request **at any time**.

## **Slide 16**

Your child or young person does not need to have a diagnosed condition or have a disability for an EHC needs assessment to be requested.

It will depend solely on whether there is evidence that your child may have SEN which may need support which goes beyond the resources available to the learning setting for SEN support.

## **Slide 17**

If a child or young person has health or social care needs but no special educational needs, an EHC needs assessment will not be appropriate and will not be agreed because these assessments are concerned with difficulties with learning.

However, a child or young person with medical needs can have an Individual Healthcare Plan (or IHP) which will set out how their medical needs can be supported in their learning setting. And in this slide we have included a picture of one of the pages in an IHP template to give you an idea of the information they might include.

## Slide 18

EHC needs assessments do **not** bring more funding in themselves, however, they may identify new, previously unrecognised needs.

These new **needs** may provide the evidence for more SEN funding. In our county of Suffolk funding is always driven by the needs of the individual child.

## Slide 19

So, who can request an EHC needs assessment?

## Slide 20

The following people have a specific right in law to request an EHC needs assessment:

- The child's parent or someone with parental responsibility. And this includes making a request for a child aged 0 – 5 years if they believe that their child will need extra help at nursery or when they start school.
- Also, a young person over the age of 16 but under 25 years can make a request or
- Or the educational setting

(SEND Code of Practice, section 9.8)

## Slide 21


In addition, the SEND Code says that anyone else can bring a child or young person who has (or may have) special educational needs to the attention of the local authority, **particularly where they think an EHC needs assessment may be necessary.**

So for example, a GP or a Family Support Practitioner or a physiotherapist can contact the Family Services team in Suffolk and say why they think an EHC needs assessment would be helpful.

In our county the Family Services team are responsible for EHC processes.

## Slide 22

If your child is past the end of the academic year in which they turn 16, then the right to request an EHC needs assessment switches to them.



The SEND code says that local authorities and practitioners should normally communicate directly with the young person at this point.

But the SEND Code is also clear that the young person's family and parents should continue to be involved in discussions. The young person may also ask for the help of their parents throughout the process.

(SEND Code of Practice sections 8.15 and 8.16)

### **Slide 23**

Sometimes parents contact our service and share situations like this, where their child has missed a lot of schooling perhaps due to health needs and will need a lot of support to go back to learning, but they are past compulsory school age.

A young person up to the age of 25 years can request an EHC needs assessment, if they want to continue, or re-enter education or training and they may have special educational needs which they believe need a lot of extra support.

This learning does not have to be in a formal learning environment like a further education college. The young person might want to do a traineeship, an apprenticeship or a supported internship.

### **Slide 24**

Parents are often unsure if they should speak to the learning setting before making a request.

It is helpful to speak to the nursery, school or college about your worries before contacting the local authority.

You can speak to the relevant class or subject teacher or the nursery or school SENCo (which means special educational needs coordinator) or the person at the college responsible for SEN support.

### **Slide 25**

In Suffolk you or a young person can make a request for an EHC needs assessment by contacting the Family Services Team by email or phone.

These are the contact details of the Family Services teams across the county. These details are on our SENDIASS website and on the Suffolk local offer but you may just like to pause the recording and take a quick photo of this slide.



## **Slide 26**

Once a request for an EHC needs assessment has been made, what happens next, what can you expect?

## **Slide 27**

This chart shows the 20-week timeframe for the whole EHC needs assessment process as set out by the Children and Families Act 2014.

And we will be looking at each section of this chart in this webinar.

## **Slide 28**

This slide shows the timeframe for this first stage in the process.

So, week one starts when the local authority receives the request for an EHC needs assessment.

There then follows a 6-week period when the LA ensures that they have the views of you, your child or young person and the educational setting views, to help them decide whether a needs assessment is appropriate.

So, what does this involve for families?

## **Slide 29**

To gather the views of you and your child or young person, the Family Services team in Suffolk will send you a Family Views Form. In this slide, we're showing you a couple of pages of the form to give you a bit of an idea of what you'll receive. All EHC forms can be found on Suffolk's local offer and on our SENDIASS EHC webpages.

## **Slide 30**

Our EHC needs assessment webpages include a section which goes through the questions on the Family Views form. If you click on each of the blue bars, it opens a drop down with information about the kind of things to think about, to help you with filling in the form.

You don't have to use the Family Views form if you find it difficult. You can email in your own document, or you could record your views, for example using a mobile phone.



## Slide 31

Providing your views is an opportunity to describe your child in as much detail as you would like the Local Authority (LA) to know about them.

Do include:

Copies of any information which you feel is relevant for your child like school reports, behaviour support plans or copies of exclusion letters.

Also, you could send copies of any additional reports or documents you believe might support your case for example:

- any letters of diagnosis;
- professional reports or recommendations;
- or a statement from a person who has helped your child to learn a skill

Remember an EHC needs assessment is about clarifying the difficulties your child has with learning and there may be other people outside of school who have been helping your child to learn a skill like a scout's leader.

They may be happy to email you a paragraph explaining what difficulties they have noticed and what kind of adjustments they have had to make to help your child to learn and follow instructions.

Or maybe a sports coach has agreed for your child to wear different protective clothing because of their sensory needs. They may be happy to send you a paragraph to include in your information.


## Slide 32

It's really important to include your child or young person's views as this process is all about them. We would encourage you to go through some of the questions on the form with your child and think about these points:

What they have been enjoying and what are their dreams and aspirations for the future?

What kind of support has helped them most? And don't just think about school support here. Most parents have been making adjustments for their child in the home environment for years, so what has your child found most helpful? For example, maybe before a trip out or to go to a party, they really like you to explain what will happen and help them prepare.

Maybe they like to have a bath rather than a shower because they find the feel of the bath water easier to tolerate on a sensory level.



Think about what they are struggling with and what also might make it better. Sometimes it can help to ask your child or young person if they woke up tomorrow and it was the best day what would be different?

Remember your child can contact our SENDIAS service for support and advice in sharing their views too.

### **Slide 33**

Person-centred resources like the one-page profile templates you can see on this screen can often help a child or young person to focus on a few key areas and to share their thoughts and feelings. The Sheffkids website and the Helen Sanderson Associates website have a variety of free one-page profile templates to download.

### **Slide 34**

If you want to find out more about one-page profiles, the Suffolk Psychology and Therapeutic services YouTube channel includes a short video which explains how to create a one-page profile and how they help people of any age.

### **Slide 35**

The Preparing for Adulthood organisation has lots of useful resources to help young people think about and share their views. This leaflet, 'Planning my Future Life', has a number of templates which you or practitioners working with your child or young person may find helpful.

### **Slide 36**

You can request this PowerPoint via our SENDIASS website along with notes for how to use it. Each box is a slide, and we know that some children and young people have used it in our county have used it to email in or even present their views to schools or the local authority.

### **Slide 37**

Some children have just chosen to send in two of the slides and often they upload their own photos of what helps them or what they like doing or photos of their animals or important people.

In this example, you can see photos and resources which have helped the child to calm down or regulate themselves on a sensory level. Photos could simply be uploaded to an email and sent forwards instead

## Slide 38

The organisation Mind of My Own has developed an app which a young person can download for free, regardless of whether an organisation is registered with them.

This app was coproduced with young people, for young people, to help them share their views, particularly if they struggle to talk to someone about their thoughts and feelings. We know that many young people use apps all the time on their phones so they may find this easier than sharing their thoughts verbally with someone.

## Slide 39

When the local authority considers all the information they receive, they need to make a decision – either to agree to do an EHC needs assessment or to refuse.

So, let's just pause for a moment and think about why a local authority might refuse to do an EHC needs assessment.

## Slide 40

A local authority (or LA) might refuse if:

They have not been given enough information to judge whether or not your child has or may have SEN and what their progress has been like. The practitioners receiving your request most likely do not know your child and are entirely reliant on the information they receive.


Remember the SEND Code recommendation that a LA consider whether there is evidence that the child or young person is not making expected progress despite the learning setting taking relevant and purposeful action to identify, assess and meet their SEN. The LA might refuse if they feel a nursery, school or college could do more.

A local authority might refuse if a support strategy or the involvement of one of the specialist education services is just beginning and they may feel it is reasonable to allow time to assess the impact of this intervention.

Or they might refuse if they feel that your child or young person's needs **can** be reasonably met within the resources and advice available to the setting

## Slide 41

The SEND Code says:



That the local authority 'must give its reasons for their decision where it decides not to proceed with an EHC needs assessment'. (SEND Code 9.17)

The local authority should also provide feedback collected during the process of considering whether an EHC needs assessment is necessary, including evidence from professionals. (SEND Code 9.19)

## **Slide 42**

So, what if you receive a letter from the local authority saying that they are not going to do an EHC needs assessment – what options do you have?

## **Slide 43**

Firstly, you or your young person can send in more information and ask the local authority to reconsider their decision at their next EHC needs assessment panel meeting.

If the local authority refused because they wanted to give an intervention more time, you might choose to wait and make a fresh request in the future if needed.

Or you or your young person could meet with the local authority informally at a meeting with a member of the Family Services team or through formal mediation to give more context, explain things in a bit more detail and to help you understand more about the local authority decision.

Or you or a young person over 16 years could register an appeal with the SEND Tribunal.

## **Slide 44**

Only a parent, carer, or someone with parental responsibility, or a young person has the right to appeal to the SEND Tribunal.

If you were considering an appeal, we have lots of information on our Suffolk SENDIASS website and YouTube channel which you might find helpful, including videos which explain mediation and also walk you through filling in the different sections of an appeal form.

Depending on availability, a member of our SENDIAS service may also be able to help you prepare your case.



## Slide 45

Practitioners who may be working with your child may be able to help you. Although a school or other practitioner does not have the legal right to challenge a local authority refusal to do an EHC needs assessment, they might be involved in supporting you or your child to gather more information to be sent to the LA.

Or a practitioner may be happy to attend a meeting with the local authority or formal mediation to add more information or context. And these meetings could be held virtually.

Or a practitioner may agree to provide a witness statement as part of a SEND Tribunal appeal.

## Slide 46

So far, we've talked about what happens if the LA refuse to do an EHC needs assessment. Now we're going to look at what happens when they agree.

## Slide 47

This shows the 10-week time period for the next stage in the whole 20-week process. This is from week 7 to week 17 where information and evidence is gathered. So, who does the LA gather this information from?

## Slide 48


There are two slides for this. The law says that the local authority must seek advice and information from:

The child's parent or whoever has parental responsibility or from the young person or adult.

Also, from the educational setting or, if this is not available, the SEND Code says they must seek advice from a person with experience of teaching children and young people with special educational needs or from a person responsible for educational provision for the child or young person

They must also seek advice and information from an Educational Psychologist and the SEND code says this psychologist should consult any other psychologists known to be involved with the child or young person. For example, some families may have paid for a private assessment in the past.

If a child or young person is vision or hearing impaired the LA will consult with a person who is qualified to teach pupils or students with these impairments. And if a young person is detained then advice will be sought from the youth offending team.



(SEND Code section 9.49)

## **Slide 49**

The LA must also seek advice and information from health care professionals with a role in relation to your child or young person's health.

And also, from social care. If appropriate, this might include seeking information from Children in Need or child protection assessments or information from a looked after child's care plan, or perhaps adult social care assessments.

They must also seek advice and information from any person requested by the child's parent or young person where the LA considers it reasonable. For example, a parent could suggest that the LA seek information from a GP or another health professional. So, this is your chance to tell the Family Services team if you feel there is a person who would be able to give useful information about your child's learning issues or any health or social care needs which you think are impacting on your child's ability to learn or to access learning.

The local authority must also seek any other advice and information considered appropriate for a satisfactory assessment. For example, Early Help assessments or information from the Virtual School Head for children looked after. Or, for children of members of the armed forces, this might include seeking information from the Children's Education Advisory Service.

(SEND Code section 9.49)

## **Slide 50**


Note that the legal duty is to seek 'advice and information' not to necessarily do an assessment.

I know this is confusing given the fact that it is called an EHC needs assessment. It's probably helpful to think of this as an information gathering process, in order to assess your child's needs.

It's important to note that the SEND Code says:

'The LA must not seek further advice if such advice has already been provided and the person providing the advice, and the LA and the child's parents or the young person are all satisfied that it is sufficient for the assessment process.. (and) remains current'. (SEND Code section 9.47)

So, for example, if an educational psychologist has done a full assessment in the last 6 months, then they may only need to do an observation or a focussed



assessment around a particular area of concern as part of this information gathering process.

At the end of the day, the SEND Code says that everyone needs to be satisfied that the information and advice is sufficient, it is enough. So, if you are not happy then tell the local authority why you feel they need to gather more advice.

### **Slide 51**

When it comes to health and social care, if your child is not yet known to these services, then they may contact you and possibly the educational setting, to seek advice and information.

They will want to find out if you or staff feel there are health or social care needs which are affecting your child's learning or your child or young person's ability to access learning.

### **Slide 52**

You can tell the LA in your family views form if you feel your child has health or social care needs. Health and social care should then consider whether an assessment is needed.

However, if you feel that your child will need a health or a social care assessment, we would recommend that you request this independently to the EHC needs assessment process.

### **Slide 53**


You can find more information about this on our health webpage and social care webpage of our SENDIASS website in Suffolk.

### **Slide 54**

Remember we explained earlier that weeks 1 – 6 were for deciding whether to do an EHC needs assessment, and then, if an EHC needs assessment is agreed there is a 10-week period (from week 7 to week 17) when advice and information is gathered.

Before week 17 the local authority has a good idea of whether your child will need an EHC plan.

And this slide shows you the latest time under normal circumstances when the LA can issue a draft EHC plan.



The LA will write to you to tell you their decision and if they don't issue an EHC plan then you or your young person has a right to appeal.

### **Slide 55**

So, just to be clear...

Not all EHC needs assessments will lead to an EHC Plan.

If the assessment identifies special educational needs which the local authority feel can be reasonably met by the nursery, school or college then they won't issue an EHC Plan.

You or the young person will have the right to challenge if you don't agree with the local authority's decision. (SEND Code 9.57)

### **Slide 56**

So how are you and your child involved in this process?

### **Slide 57**

The SEND Code of Practice says:

Local authorities must consult the child and the child's parent or the young person or adult **throughout the process of assessment and production** of an EHC plan.

Furthermore, the SEND Code recommends a person-centred approach ensuring 'children, young people and their parents are involved in all aspects of planning and decision-making.'

(SEND Code of Practice 9.21 and 9.23)

### **Slide 58**

Suffolk local authority has different forms which they send out to different services to seek advice and information as part of the EHC needs assessment process. All the practitioner forms have a section for the views of the child or young person and the views of the parent.

This slide shows a page from the form for therapists like speech and language therapists to show you how they consider the child or young person and parent/carer views and aspirations.





## **Slide 59**

This slide shows the form sent to schools for gaining the views of a child in year 8 or below, to help them share their worries, express what is working well in school, what their best hopes are and what needs to happen next to help them to reach their goals in the future.

## **Slide 60**

The form is different for a child in year 9 or above. This shows a section of the form to demonstrate that it has a greater focus on moving into adulthood.

## **Slide 61**

All the local authority forms which are used in an EHC needs assessment can be found on the Suffolk local offer.

## **Slide 62**

The SEND Code says:

‘It should be clear how the child, young person or adult has contributed to the plan and how their views are reflected in it.’

But we know that many young people find it hard to participate and to share their views.

The SEND code recognises this and says that local authorities need to make sure that young people have access to support.

## **Slide 63**

Your child or young person may like to speak to our SENDIASS service for impartial and confidential advice and support, perhaps in helping them think about and share what kind of support helps them most or in supporting them to communicate with the Family Services team.

Or a young person might like the help of an advocate. Total Voice Suffolk is a partnership of organisations working together to provide free, independent, and confidential advocacy in Suffolk. This includes young people with communication difficulties.



## Slide 64

Remember what is important **to** your child, in other words what they enjoy and what makes life worth living to them, might be very different from what you or practitioners might feel is important **for** them, for example what good support might look like. It's really important that the EHC needs assessment captures both.

## Slide 65

When it comes to bringing the EHC plan together, you can request a meeting with a representative of the Family Services team.

You can invite the school and other practitioners to attend when you will have the opportunity to:

- look at an initial draft plan
- share your views
- ask questions to make sure you understand
- and explore and agree possible amendments.

Usually this would be a face-to-face meeting, often in the learning setting, but the Family Services team may be able to offer a virtual meeting which your child or young person may find easier.

If a meeting is not possible, you still have the right to give your views about the draft EHC plan when you receive it.

## Slide 66

This slide gives you an idea of the kind of questions that parents or young people may have. Remember no question is a silly question!

An EHC plan is a tool for you and your child to use and refer to regularly so the SEND Code says that what is written in the EHC plan must be in clear straightforward language that you and your child can understand. So, this is an ideal opportunity to speak out if something is unclear or where there is jargon.

The SEND Code is also clear that an EHC plan needs to be very specific. For example, the recommended support should state exactly what the support is, who will be offering it, when your child will have that help and for how long.

## **Slide 67**

Watch out for weasley words in the plan like 'access to' or 'opportunities for' or 'as required' which are not clear and specific enough.

## **Slide 68**

The SEND Code says that the assessment and planning process should be easy for children, young people and their parents or carers to understand, and should use clear ordinary language and images.

The SEND Code also says that decisions about the content of EHC Plans should be made openly and collaboratively with parents, children, or the young person or adult.

(SEND Code section 9.22 and 9.61)

## **Slide 69**

The SEND Code is clear that:

Local authorities should support and encourage the involvement of children, young people and parents or carers by:

- giving them time to prepare for discussions and meetings
- and giving time in those discussions and meetings to hear the views of children, young people and their parents.

(SEND Code section 9.24)

## **Slide 70**


You may find it helpful to watch our SENDIASS video 'Drafting and Finalising an EHC plan.' It explains the key sections in the plan and what to look for and what a good EHC plan should look like. We also offer a virtual session exploring this final stage in the process.

## **Slide 71**

So, just to be clear...

An EHC plan can only be issued after a child, young person or adult has gone through the process of an EHC needs assessment.

At the end of that process, the local authority has to decide either to issue an EHC Plan or not.



It will issue an EHC Plan if there is evidence that the child, young person or adult has, or may have, a **special educational need** which may need support which goes beyond the resources available to the learning setting for SEN support.

## Slide 72

If the local authority decides that your child's needs **can** be met within the resources and specialist advice available to the learning setting through SEN support, it will not issue an EHC plan.

Instead, they can suggest a 'resource agreement' which is sometimes called 'My Plan'.

Although this is not enforceable under the law, it can still be very useful for clarifying your child's needs and the recommended support which is needed to address them.

## Slide 73

If an EHC plan is agreed it's important to spend a few minutes thinking about how it is finalised.

## Slide 74

Earlier in the recording we explained the whole EHC needs assessment process should take 20 weeks and this slide shows you the last few weeks of the 20 week needs assessment process.

If the LA decides that your child needs an EHC plan, then you will receive the draft plan by week 17. You may already have been working on the draft in a working together meeting.

When you receive the draft plan, you have 15 days to go through it and decide if you are happy with it. You can contact our service if you'd like help with this.

In the draft plan, section I is left blank. This section is for the name or type of educational setting. It must be left blank so that a parent or someone with parental responsibility or the young person can say what setting they would like.

Then in weeks 19 and 20, the LA must consult with the educational setting that you or your young person has named. That setting has 15 days to go through the information about your child and decide whether their setting is suitable for your child's needs, abilities and age and whether giving your child a place would be compatible (that means it would work) with the teaching of the children already on their roll and with the use of resources for all their pupils.



## **Slide 75**

Our online session and video which I referred to earlier looks at finalising the EHC plan in more detail, including the process of naming a school and consulting with it.

## **Slide 76**

Parents and young people can suggest changes to the draft EHC Plan in weeks 17 - 18.

However, sometimes changes are not all agreed. The local authority can still issue the final EHC plan in order to keep within the legal timeframe of 20 weeks.

## **Slide 77**

Only the parent, carer, person with parental responsibility or a young person has the right to appeal to the SEND Tribunal.

An appeal needs to be made within 2 months of the local authority letter which gave their decision.

For most appeals, you must first consider mediation.

## **Slide 78**

Remember there is a lot more information about appeals on our SENDIASS website in Suffolk. And we can offer advice to help you build your case and we might be able to support you at a Tribunal hearing.

## **Slide 79**

You may find it helpful to watch our video which explains what mediation is, how it can help, what it involves, what decisions can be made and what happens afterwards.

## **Slide 80**

This video was made by Suffolk SENDIASS, but every county has an impartial and confidential SEND Information, Advice and Support Service.