



Guidance for completing Social Care Advice:

Statutory Education Health and Care (EHC) Needs Assessments

Before completing Social Care Advice: Please ensure you have sought consent to share this information and have sought the views of the parents/carers, as well as the child or young person where appropriate.

Please ensure that Social Care Advice is returned to the SEND Team **within 6 weeks** of the original request in order to meet statutory timescales.

SOCIAL CARE INVOLVEMENT

Is the child/young person known to statutory Social Care or Early Help?

- Please indicate if there is current or historical involvement of statutory Children’s Social Care, Adult’s Social Care and/or Early Help services in the child/young person’s life. Please include dates where possible.

Has there been an assessment of the child/young person and their family within the last 12 months?

- Please detail assessments conducted in respect of the child/young person and their family. Please include dates where possible.

Does the child/young person have a current plan?

- Please detail any social care plans that are currently in place in respect of the child/young person. Please indicate the start date of the plan and the scheduled review date, or timescale for reviewing the plan.

SECTION D: IDENTIFIED SOCIAL CARE NEEDS

It is important to note that everyone has social care needs. For some children and young people, these needs are fully met with support provided by family, friends, universal services and the Local Offer. For other children and young people, their social care needs require particular support provided through social care services, such as statutory Social Care and/or non-statutory Early Help and other social care services.



In identifying the child/young person's social care needs, the following questions could be explored with the child/young person and their family:

- What is important to the child/young person?
- What does the child/young person do outside of school/college?
- Do they see friends, attend groups, clubs or activities? What are their hobbies or interests? Where do they go to do these things? Do they face any challenges or barriers accessing these activities?
- In their day-to-day lives, what is going well for the child/young person and their family?
- What support do they receive from family, friends, community members and other professionals?
- What do the child/young person and family find difficult, challenging or stressful? What is not working well?
- Is the child/young person safe at home and in the community? Do they feel safe?
- Does the family know how to access Local Offer?

1. Social care needs related to the child/young person's SEND

Following identification of the child/young person's social care needs and what is important to them, please detail how the identified social care needs may arise from the child/young person's special educational needs and disabilities (SEND).

Children/young people's SEND broadly manifest in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

It may also be useful to comment on:

- How social care needs impact on the child/young person's capacity to access education?
- What impact the child/young person's SEND has on the family and the family's needs?
- Does family life have any impact on the child/young person's learning and education needs?

Examples:

- Ralph's communication and interaction needs mean that he cannot easily recognise social cues. This can impact on Ralph's capacity to make and maintain friendships outside of school, resulting in him being socially isolated outside the structure of the school day.*
- Daphne's cognition and learning needs mean that she has difficulty adapting to changes in routine and environment. This often prevents Daphne and her family from going on family outings, as she can become easily distressed by unfamiliar surroundings. The family are limited in activities outside of the home that they are able to enjoy together.*
- Eric's social, emotional and mental health needs mean that he experiences high levels of anxiety that increase throughout the school day. This often results in intense emotional outbursts when he gets home and in him having poor sleep during week nights. This impacts on his parents' sleep patterns, and Eric's mother has had difficulties maintaining employment due to stress exacerbated by lack of sleep.*



2. Social care needs that are not related to the child/young person's SEND but may be relevant

Please summarise the main reasons for statutory Social Care, Early Help or other relevant social care service involvement.

Please do not include a chronology or disclose any third party information – such as names, addresses, identifying details of parents/carers, siblings, extended family members or friends. The Social Care advice document will be appended to the final EHC Plan if issued, and then distributed to several agencies and professionals. In order to meet General Data Protection Regulations, personal details regarding third parties cannot be included.

Relevant information taken from Early Help assessments/plans, Children's Social Care assessments, Child in Need plans, Child Protection plans, Child Looked After plans and Care and Support plans can be usefully included, however please ensure consent to share this information has been obtained from the parent and/or young person.

It is recognised that social care documents often contain highly sensitive information about a child/young person and their family's history and current situation. Please ensure that the information provided about a child/young person is relevant and proportionate to enhancing an understanding of their social care needs. It would be useful to specify which social care needs were identified as a result of a formal assessment.

Examples:

- a) *Hilary's Child Protection plan identifies that her parents have struggled to provide food for Hilary and her siblings on several occasions. This has impacted on Hilary's behaviour at school due to her being hungry. Parents have agreed to liaise with school if they encounter difficulties in providing meals, and seek support in obtaining a food parcel.*
- b) *Barry's Early Help assessment identifies that his parents would benefit from parenting support to help manage Barry's behaviours that they find challenging in the home.*
- c) *Norma's Child in Need plan identifies that Norma needs regular opportunities to discuss her anxieties and worries with a trusted person in a one-to-one setting.*
- d) *Daryl's Care and Support plan identifies that Daryl needs support in developing independent living skills in budgeting money and paying bills.*



SECTION E: OUTCOMES SOUGHT FOR CHILD/YOUNG PERSON

In considering what is important for the child/young person, please specify outcomes sought for the child/young person by your service. An outcome is the goal of the social care intervention, it is not the social care intervention or provision in itself. Outcomes should make reference to the views and aspirations of the child/young person, and should specify the difference an intervention or provision will make to them. Outcomes should be SMART (Specific, Measureable, Achievable, Realistic, Time bound).

Examples:

- a) *By the end of Key Stage 3, Ralph will initiate a conversation with a peer at least once per week during afterschool club without any adult prompts.*
- b) *By the end of Key Stage 4, Eric will recognise when he is becoming very anxious and effectively use breathing techniques to calm himself down in a safe space.*
- c) *By the end of Daryl's college course she will have learned how to successfully budget her allowance to last her the full month.*

SECTIONS H1 & H2: SOCIAL CARE PROVISION

The key legislation governing social care provision for disabled children is:

- The Children Act (CA) 1989 (in particular Part III, 'Local authority support for children and families')
- The Chronically Sick and Disabled Persons Act (CSDPA) 1970

The Chronically Sick and Disabled Persons Act 1970 establishes the duty to provide most of the services disabled children are likely to need.

The Children Act 1989 establishes the assessment duty held by Children's Social Care. It also requires the provision of certain specific services, particularly residential and foster care short breaks. Assessments made under CA 1989 should determine whether a child is eligible for support under CSDPA 1970.

Section H1: Social care provision made under Section 2 of the Chronically Sick and Disabled Persons Act (CSDPA) 1970. This must include provision identified as a result of a statutory Children's Social Care assessment, which demonstrates that the provision is necessary to meet the child's needs and therefore must be made under Section 2 of the CSDPA 1970. Please see the 'service list' below for the specific types of provision made under Section 2 of the CSDPA.



Section H2: This must include 'Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN'. Section H2 must only include services which are not provided under Section 2 of the CSDPA. Section H2 can also detail other social care provision reasonably required by the child or young person, which is not linked to their learning difficulties or disabilities. This can include social care provision set out in Child In Need or Child Protection plans, or any other provision meeting eligible needs.

SECTION H1: SOCIAL CARE PROVISION MADE UNDER SECTION 2 OF THE CHRONICALLY SICK AND DISABLED PERSONS ACT 1970

ONLY Social Care provision for a child or young person (under 18) which must be made under section 2 of the Chronically Sick and Disabled Persons Act (CSDPA) 1970 should be detailed in this section.

This only includes:

- *Practical assistance in the home;*
- *Provision or assistance in obtaining recreational and educational facilities at home and outside the home;*
- *Assistance in travelling to facilities;*
- *Adaptations to the home;*
- *Facilitating the taking of holidays;*
- *Provision of meals at home or elsewhere;*
- *Provision or assistance in obtaining a telephone and any special equipment necessary;*
- ***Non-residential short breaks – i.e. home-based respite care, sitting service, community-based daytime short breaks.***

This section covers children/young people aged 0-18 years old **only**. Provision to be detailed in this section is solely the provision included in the 'service list' above. For example, daytime short breaks and respite care should be included in this section, but not overnight short breaks away from the home. Other examples could include providing a PA to assist in accessing leisure facilities or physical adaptations to the home.

Services to be provided for parent carers of disabled children following an assessment of their needs under Sections 17ZD-17ZF of the Children Act 1989 (Parent Carers' Needs Assessment) may be included within this section, only if the provisions are to be made under Section 2 of the CSDPA and are amongst those listed above.

Please detail the type and frequency of provision and who is responsible; this should be the social care team or provider. Please do not detail the names of individual professionals, carers or parents. Provision should be in place to meet the child/young person's social care needs, both related and unrelated to SEND, which have been identified in section D.

If there is no provision in place or recommended under Section 2 of the CSDPA then this section should be left blank.



SECTION H2: ALL OTHER SOCIAL CARE PROVISION RECOMMENDED TO MEET NEED

This section covers all social care provision that is not provided under Section 2 of the CSDPA, and applies to all children and young people aged 0-25 years old.

Examples of social care provision may include:

- Services available as part of the Local Offer;
- Provision offered within an Early Help plan;
- Provision offered under the Children Act 1989, including provision offered under Section 17 CA 1989, provision offered within a Child Protection plan or Child Looked After plan;
- Provision offered within a Care and Support Plan under the Care Act 2014;
- Support arising from a parent carer's needs assessment;
- Residential and/or foster care short breaks (Section 17 and Section 20 CA 1989);
- Family support interventions;
- Parenting support;

Please detail the type and frequency of provision and who is responsible; this should be the social care team or provider.

If provision in place is as a result of a direct payment that the child/young person or family receive, this should be indicated in this section.

SECTION J: PERSONAL BUDGET AND DIRECT PAYMENTS

Is the child/young person/family in receipt of a personal budget or direct payment?

- What does the personal budget or direct payment provide for the child/young person/family? Please include specific details about what direct payments are in place to provide, such as the type and quantity (in hours) of support that this funding provides.



Appendix 1

Social Needs Questions for use by professionals during a review or transition meeting to generate a conversation about the social care needs of a family.

A. To ask parent/carer:

1. What social activities does your child/young person do outside of school?
 - a. During the week
 - b. At weekends
 - c. During school holidays
2. Does your child/young person have opportunities to meet with family and friends during the week?
 - a. Yes – give details
 - b. No – why
3. What sort of activities would you like your child/young person to do outside of school?
4. What sort of leisure activities do you do as a family?
5. Apart from when your child/young person is at school, do you ever have the opportunity to have a break from your caring role?
 - a. Never
 - b. Seldom
 - c. Sometimes
 - d. Often
6. Do you have a family and friends living close by that can help out?
7. Do you have access to a car or live near to good transport links?
8. If there are any other children/young people in the family, do you feel their social needs are affected by your child's disability?

B. To ask child/young person

9. What do you like to do to have fun?
10. Is there something new you would like to try/find out about?
11. Is there anything you would be worried about trying?
12. How can we help you to try these things?