

Appendix D

Resource 1

Identifying the Social Care Needs of Disabled Children and Young People

Council for Disabled Children www.councilfordisabledchildren.org.uk

Identifying the social care needs of disabled children and young people and those with special educational needs as part of Education, Health and Care Needs Assessments

Drawing from our work with local authorities and their partners, we have developed this briefing to help those coordinating EHC assessments to have the confidence to gather information which will provide accurate social care advice, particularly where a young person is not known to a social work team

<https://councilfordisabledchildren.org.uk/help-resources/resources/identifying-social-care-needs-disabled-children-and-young-people>

Resource 2

Role of social care in implementing the Children & Families Act

Council for Disabled Children www.councilfordisabledchildren.org.uk

This guide is for strategic leaders in children's and adult services, frontline managers, social workers and staff working in social care assessment teams.

Part 1 gives an overview of the legal framework for social care for children and young people who are disabled or have special educational needs (SEN) and their families, including changes introduced by the Children and Families Act 2014 and the Care Act 2014. It provides information for strategic leaders and managers to support effective planning and decision making.

Part 2 provides information specifically for frontline managers and social workers to help them put the legal framework into practice. It includes resources that can be used locally for training and development.

<https://councilfordisabledchildren.org.uk/help-resources/resources/role-social-care-implementing-children-families-act>

Resource 3

Identifying the Social Care Needs of Disabled Children and Young People

Council for Disabled Children www.councilfordisabledchildren.org.uk

Identifying the social care needs of disabled children and young people and those with special educational needs as part of Education, Health and Care Needs Assessments

Drawing from our work with local authorities and their partners, we have developed this briefing to help those coordinating EHC assessments to have the confidence to gather information which will provide accurate social care advice, particularly where a young person is not known to a social work team.

<https://councilfordisabledchildren.org.uk/help-resources/resources/identifying-social-care-needs-disabled-children-and-young-people>

Resource 4

Social care: guide to the 0 to 25 SEND code of practice: Advice for social care practitioners and commissioners

www.gov.uk

This guide is for - social care practitioners and social care commissioners. It explains the duties and responsibilities of social care professionals who deal with children and young people with special educational needs and disability (SEND) and their families.

<https://www.gov.uk/government/publications/send-guide-for-social-care-professionals>

This guide should be read alongside the [‘Special education needs and disability code of practice: 0 to 25’](#)

Checklist for Team Managers authorising EHC social care advice forms

Team Manager Details:	
Social care Manager: Signed: Date completed: Was advice form completed in required timescales:	 Yes/No
Checklist	Completed
Child/Young person's details: If details differ have they been highlighted?	
Determination of involvement from social care:	
Assessment of Family and Current plan:	
Children looked After who are placed out of borough: Has the CLA health assessment been attached if applicable?	
Lead Professional: Are current details of LP provided if applicable?	
Advice Giver details: Has advice been signed by Team manager?	
Section 1: Have brief details of current involvement been provided? Including when social care/Early help became involved, the nature of the involvement, How often contact with service is taking place? Has the social worker followed information sharing protocols?	
Section 2: Are the strengths /interests and aspirations of the child and parent/carer clearly noted?	

<p>Is there evidence as to how parent/carer views have been gathered?</p> <p>Is there evidence of child/YP voice and is it age appropriate?</p>	
<p>Section 3:</p> <p>Are the child's needs/difficulties related to their SEND evidenced?</p> <p>Are these needs/difficulties clear & unambiguous?</p> <p>If social care needs are not linked to the child's SEND has it been evidenced why they are relevant?</p>	
<p>Section 4:</p> <p>Are social care goals/outcomes matched appropriately to each need?</p> <p>Is each outcome SMART?</p> <p>Is it identified how often the outcome will be reviewed and by whom?</p>	
<p>Section 5:</p> <p>Is social care provision clearly defined and matched to need and outcome?</p> <p>Is provision specific and quantifiable?</p> <p>Is the provision legally in the correct section (H1 and H2)</p>	
<p>Section 6:</p> <p>Is social care provision clearly defined and matched to need and outcome?</p> <p>Is provision specific and quantifiable?</p> <p>Is the provision legally in the correct section (H1 and H2)</p>	
<p>Personal Budget (Including Direct payments):</p> <p>Have details of start date, review date and cost been provided?</p> <p>Has reference been made to outcomes that will be achieved through the package?</p>	
<p>Section 7:</p> <p>If historical information has been provided has evidence been provided as to the relevance of this information to the child or young person's current education, health or care needs?</p>	
<p>Section 8:</p> <p>Have social care needs been identified clearly?</p> <p>Is there evidence as to whether a CAF/Single assessment is required?</p> <p>Is there evidence of signposting if applicable?</p> <p>Has the Early Help script been used?</p> <p>Has the local offer been promoted?</p>	
<p>Appendices:</p>	

Consent: Has consent been gained from parent/carer?	

Process for Social Worker/Early Help professional discussions with parents in regards to requests for educational health and care assessments

Background information

Throughout the year the local authority receive applications from parents requesting that their child is considered for an educational, health and care plan (EHCP) which previously was known as a statement of special educational needs.

The Children and families Act 2014 is very clear that to make a decision on either to undertake an assessment or to actually have such a plan there needs to be input from education, health and social care. Education and health have always been able to provide information due to the fact that there will always be information available related to a child's education or health. However in regards to social care, including level two; three and four support a child may not be currently involved in any such services and even if there was such information there has not been a process to ensure it is included in decisions around a child having an education health care plan.

With the above in mind it has been agreed that if there is either social care or team around the family involvement then any relevant information will be passed onto the EHCP team. If there is no such involvement it has been agreed that a parent or carer will be contacted to ascertain whether they require additional support in terms of their educational attainment. (See attached flowchart)

It is important to note that you will be contacting parents/ carers who may have or have not had experience of or involvement with early help or social care and may not want assistance from such services. However it is important that the local authority is fully considering the social care needs of children who are either applying for or undergoing an EHC needs assessment.

The following sentences may be useful for social workers to use if unfamiliar with the process around looking at a child's special educational needs and disability in relation to education, health and care plans.

'I am a social worker for Wirral's children's services and I understand that you have applied for an Education, Health and Care needs assessment for your child or are in the process of being assessed. I am ringing to explore with you whether there are any support services we could consider to assist your child in terms of their education.

'Is your child having any specific difficulties outside of school which then affect their education and or time in school? For example behavioural issues; anxiety, low mood; poor school attendance; peer relationships etc.

Having gained an answer to this question it then leads onto the usual social work responses of offering varying levels of support in terms of universal services; level two interventions or team around the family process.

It is important to note that having gained information on the child's needs and possibly offered various interventions that only pertinent information is forwarded to the EHCP team. The guidance from the Children and families act 2014 is very clear in that only information in relation to services offered by social care type services which are pertinent to supporting the child's education should be forwarded to EHCP team. Clearly this does not override safeguarding concerns.