

This document is to support the Social Care Advice on Education and Health Care Plans and provide guidance to those completing the responses.

Do

- Check if the child is known to Children's Social Care. The person who knows the child is always the best person to respond. This does not have to be a qualified social worker and could be a family support worker, early help worker, targeted youth worker, a children's centre's worker. If the child is not known someone else who has been involved may be in a better position to comment on the social needs eg teacher, occupational therapist; commentary must be in addition to the social care response.
- Read the relevant information provided in the pack
- Provide commentary that is relevant (be very careful not to overshare copious amounts of sensitive social care history and involvements)
- Provide commentary that links social needs to the impact on learning
- Contact the family if the child is not known and state that a request for information has come through. Ask if they would like an assessment of need and establish who is best placed to undertake the assessment linked to the threshold document; the information captured within the assessment that links to the EHC process will need to be shared. (EHAT to be used if assessment required)
- Identify your sources of information and attribute comments in your advice accordingly (ie state if your comment is fact or opinion, and if it is a result of e.g. a direct observation or discussion with the child/ young person, or information from parent, or reported by xx teacher at school, or from a written report by xx professional etc)
- Remember the key aspects of sharing information with consent - understanding purpose of sharing information; information is accurate; information is relevant and **not excessive**; information is shared on a need to know basis
- Be child focused and in their shoes; if they have social care needs what issues could they face in a classroom, in the playground or on their way to school.
- Once a need has been identified e.g. X is unable to manage transitions safely, be clear around how this will IMPACT on their LEARNING. E.g. X will find it very difficult to navigate between daily transitions and display challenging behaviour, therefore impacting on his ability to engage with new tasks and learning opportunities.
- Be clear about the child/young person's and parent/carers voice - what is it that they say works well for them or what they need / want / don't want etc? Sufficiently reflect the views and wishes of the child and the parent/carer see Guidance notes for the [Completing the All about Me drafted the the SPCF](#) and [NDTi person centered tools](#).
- Identify what social care provision is currently being provided (if a Plan is agreed, this will be included in it), and what is additionally required to achieve desired outcomes



- Remember we all have a duty to prepare CYP for adulthood. If you are involved, what is a realistic joint up outcome in 3 and 5 years' time? How are we helping families think ahead?
- Ensure any necessary complex terminology is supported by explanations. Limit use of abbreviated terms and acronyms such as PECS and EHAT. Professionals should use 'parent friendly' language.
- Remember that this document will be read by the child so remain sensitive

Do not

- Make a comment on the assessment if you have not received the paperwork
- Provide someone's life story; remember the information has to link to impact on learning
- Provide confidential sensitive information and do not list individual issues linked to the chronology of someone's life; **If there have been safeguarding issues in the past then it is best to summarise** rather than provide the details. For example, if a child has experienced domestic violence it would be best to comment at a high level indicating the child has or may have experienced trauma - evidenced by the implementation of a CiN or CP Plan. Link this to the impact / potential impact on learning and link to research if appropriate
- State "not known". If you have been unable to contact the family then state the attempts made in this instance (and do provide a social care commentary on the information provided).
- Identify what a child 'might' need - be clear about what is *required* from a social care perspective
- Confuse 'need' - ie the difficulties a child is experiencing - with 'provision' - ie what is required to address those difficulties
- Recommend a plan, education provision or an educational setting ie, do not stray into other areas of professional's advice - that is for the panel to do
- Include generic statements e.g. 'must attend school, health appointments', 'meet developmental milestones' – these are universal expectations, not individual needs.
- Include statements e.g. 'referral needed to' or 'assessment needed by' – these are embedded solutions, not specific needs.
- Leave Section J blank; if a personal budget is not required this should be noted, not left blank.

Writing Outcomes

Outcomes are defined by the COP as 'the benefit or difference made to an individual as a result of an intervention'. They need to be SMART particularly about how the outcomes would be achieved and normally related to a key stage in education. If you are involved with the family, you will be invited to the planning meeting at the educational setting where

outcomes will be co-produced. We will jointly be looking at the CYP holistically and determining the benefit or difference all our resources and efforts should enable the CYP to achieve.



Response Prompts

Below are questions that may be useful to guide to consider and formulate the social care advice as part of your response. The questions will help to have supportive conversations with families and ascertain how their social care needs are currently being met and where there might be a need for additional support. The questions will also help social workers and practitioners to filter through the evidence provided with a focus on what areas they need to be looking for. *Note that these are suggestions and responses should not be restricted to these areas.*

- What is important to the child?
- What does the child do outside of school? 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 and their family?
- What support do they receive from family, friends, community members and other professionals?
- What does the child and family find difficult, challenging or stressful? What is not working well?
- Is the child safe at home and in the community? Do they feel safe?
- Has the family had any previous social care assessments or involvements?
- Does the family know how to access Local Offer and Family Information Services?

Lastly, **accuracy** - re-read your report and check for errors before submitting.