

Children and Young People with Special Educational Needs or Disabilities



One Children's Service – Consistently Good Everyday and Onwards to Outstanding

Practice Standards for Children's Early Help and Social Care Services

September 2022

Purpose:

This guidance is provided to Children's Services Early Help and Social Care staff in Swindon to ensure adherence to the Children and Families Act 2014 part 3: <https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

Please also see:

The Department for Education's SEND Code of Practice: 0-25 years:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Department for Education's guide to the 0-25 SEND Code of Practice for social care:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/348928/Social_care_guide_to_the_0_to_25_SEND_code_of_practice.pdf

Section 2 of the Chronically Sick and Disabled Person's Act 1970:

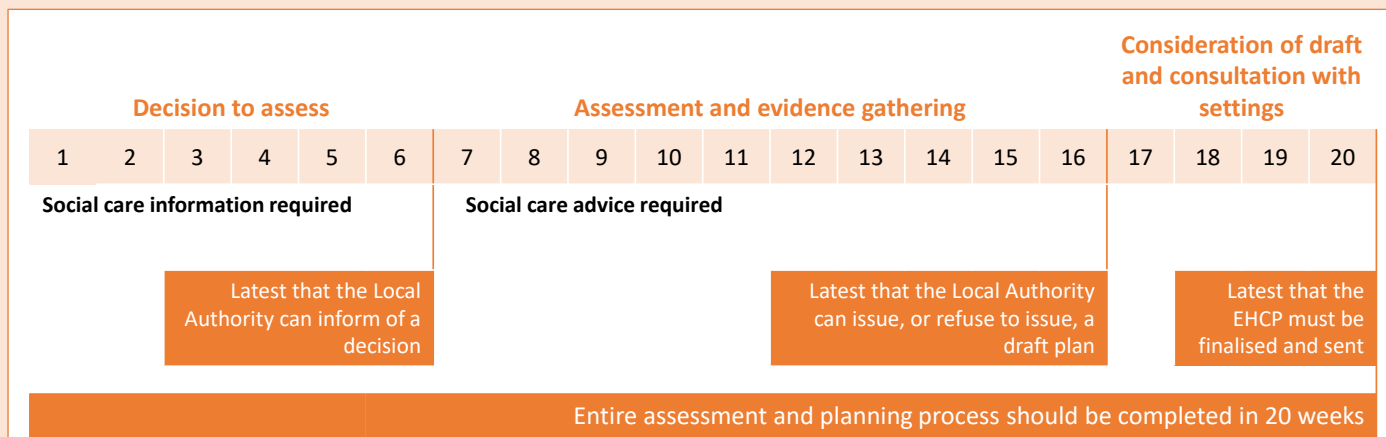
<https://www.legislation.gov.uk/ukpga/1970/44/section/2>

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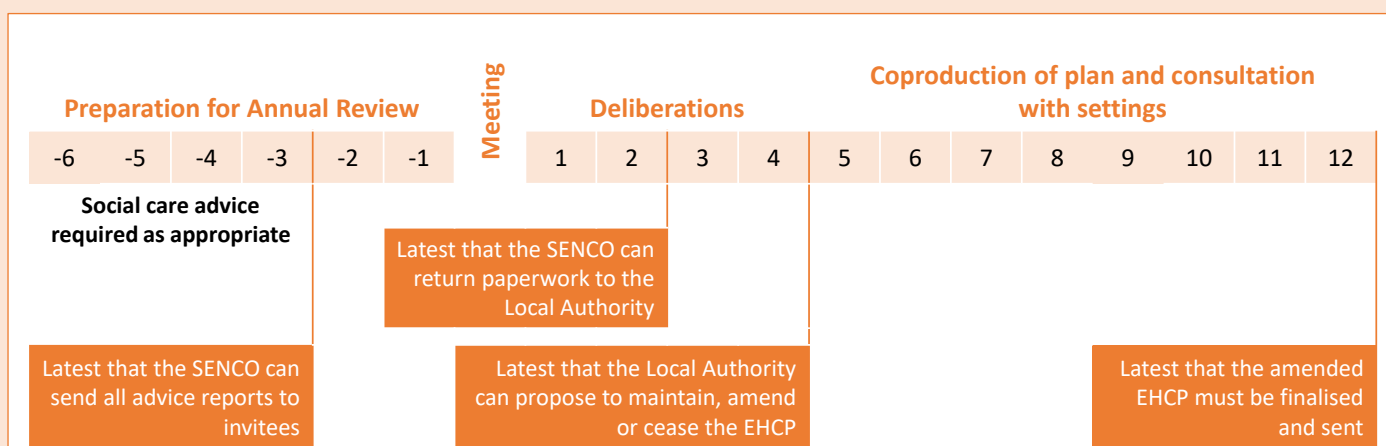
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Glossary and definition of key terms

- Education Health Care Needs Assessment (EHCNA):** An assessment of a child or young person’s education, health and care needs, which may or may not result in an Education Health Care Plan (EHCP). Please see diagram below for further detail on the different phases of work undertaken as part of an EHCNA and the related statutory timeframes:



- Annual Review:** An Annual Review is the statutory process of looking at the needs, provision and outcomes specified in an EHCP, and deciding whether these need to change and whether an EHCP remains appropriate. Please see diagram below for further detail on the different phases of work undertaken as part of the Annual Review process and the related statutory timeframes:



- Social care information:** As part of the first phase of an EHCNA, the Local Authority gathers evidence to inform a decision to assess. A request for social care information during this first phase is non-statutory. Social care information should evidence the graduated response to the child or young person’s social and care needs, together with a brief overview of the impact and effectiveness of any involvement. The Local Authority will use this information to consider whether 1) the child or young person may have special educational needs; and 2) whether the child or young person may need special educational provision to be made through an EHCP.
- Social care advice:** Social care advice can be requested as part of an EHCNA (should the Local Authority decide to assess), re-assessment, Annual Review, or SEND Tribunal. A request for social care advice is statutory and written social care advice must be provided within statutory timeframes. Social care advice details the child or young person’s social and care needs, the provision required to meet those needs, and the outcomes expected to be achieved by the child or young person.
- Social and care needs:** The needs of the child or young person within their home environment or community; including, but not limited to, needs that arise from impact of the child or young person’s disability. For the purposes of providing social care advice, “social and care needs” do not include the needs of the child or young person within their education setting.

Social care information and advice pathways

An overview of who is responsible for providing social care information and advice on behalf of Children’s Services for EHC Needs Assessments (including re-assessments) and Annual Reviews.

Education Health Care Needs Assessment (including re-assessment)

Standard	Description	Responsible
As part of a child or young person’s EHCNA, the SEND Service must seek information and advice in relation to their social and care needs and provision required	<ul style="list-style-type: none"> Social care information and advice must be requested from Children’s Services for every child or young person under 18 years of age, or aged 18 – 25 years and open to the Positive Futures Care Leaving Service Social care information and advice must be requested from Adult Services for every young person aged 18 years and above, or aged 14 – 17 years and open to the Transitions Service Social care information and, if open, advice must be requested from Adopt Thames Valley for every child or young person under a Special Guardianship Order or adopted Social care information and advice should be requested from any other service that the parent or young person identifies to the SEND Service, if reasonable 	SEND Service
	<p>The pathway for requesting social care information and advice from Children’s Services for an EHCNA is determined as follows:</p> <ul style="list-style-type: none"> Where the child or young person is open to Children’s Services under a Local Authority-led Social Care or Early Help assessment or plan, social care information and advice should be requested from the allocated Social Worker or Lead Professional. Where the child or young person is not open to Children’s Services under a Local Authority-led Social Care or Early Help assessment or plan, social care information and advice should be requested from the Early Help Hub <p>Please see flowchart below to support the identification of appropriate social care advice pathways within Children’s Services. If necessary, contact socialcareEHCPadvice@swindon.gov.uk to identify Children’s Services’ involvement</p>	SEND Service

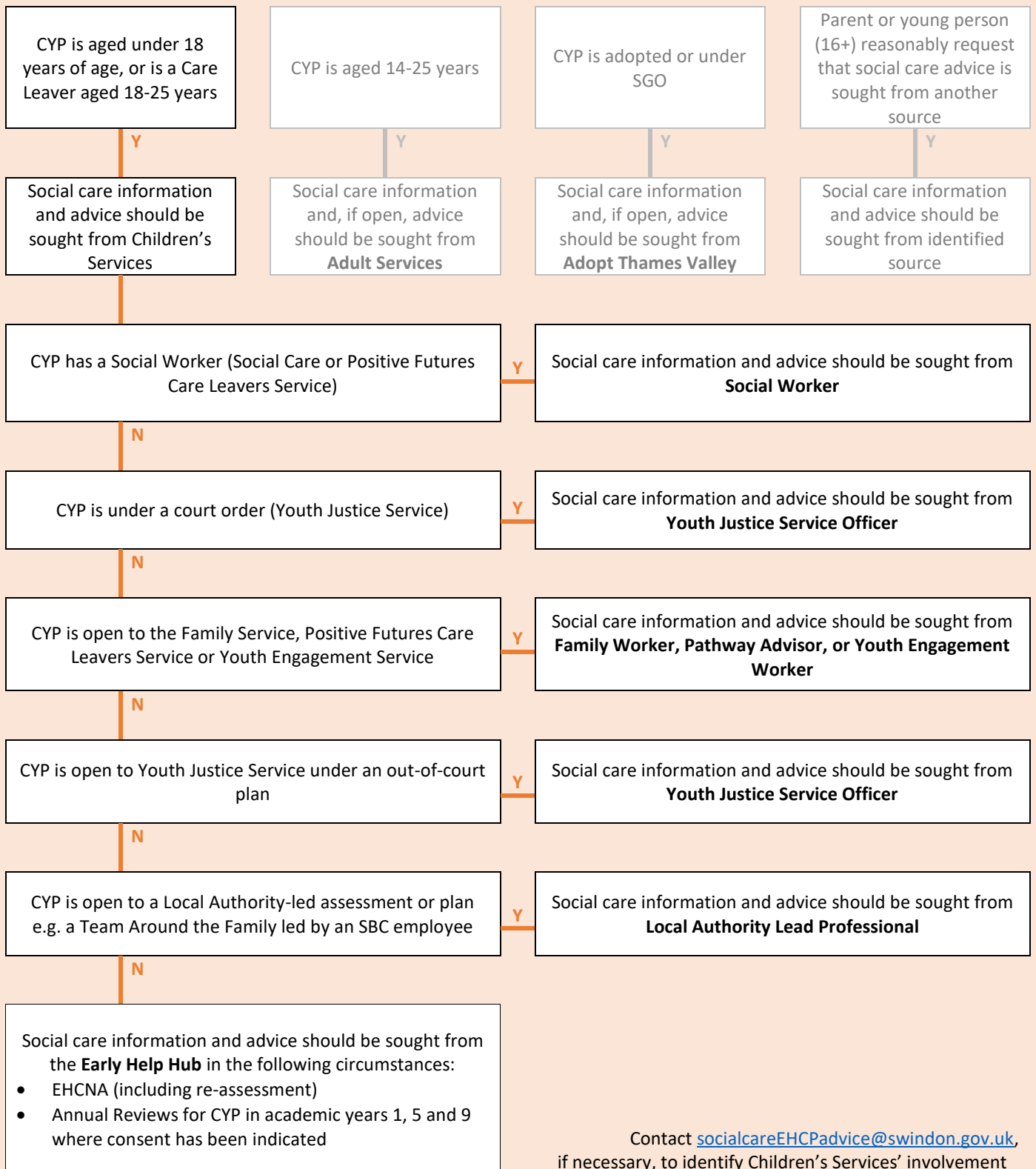
Annual Review

Standard	Description	Responsible
Social care advice must be sought as part of a child or young person’s Annual Review where there is identified social and care need	<p>The pathway for requesting social care advice from Children’s Services for an Annual Review is determined as follows:</p> <ul style="list-style-type: none"> Where a child or young person is open to Children’s Services under a Local Authority-led Social Care or Early Help assessment or plan at the time of their Annual Review, social care advice should be sought from the allocated Social Worker or Lead Professional Where the child or young person is in academic years 1, 5 or 9 and not open to Children’s Services under a Local Authority-led Social Care or Early Help assessment or plan, social care advice should be requested, with consent, from the Early Help Hub. This process enables the Local Authority to review whether provision is required to meet any social and care need <p>Please see flowchart below to support the identification of appropriate social care advice pathways within Children’s Services. Please note, social care information and advice may also be sought from Adult Services, Adopt Thames Valley or other sources according to the child or young person’s circumstances</p>	SENCO
Children’s Services should support SENCOs to identify the appropriate pathway for	<p>The social care advice process for Annual Reviews is coordinated as follows:</p> <ul style="list-style-type: none"> SENCOs should notify Children’s Services of all Annual Review dates with as much notice as possible by submitting Annual Review schedules to annualreviews@swindon.gov.uk 	SENCO

<p>social care advice to an Annual Review</p>	<ul style="list-style-type: none"> • Annual Review schedules should be recorded on Capita in a timely manner • Children’s Services should contact SENCOs 6-12 weeks in advance of any scheduled or anticipated Annual Review meeting to: <ul style="list-style-type: none"> ○ Identify where a child or young person is open to Children’s Services under a Local Authority-led assessment or plan ○ Identify where there is consent to provide social care advice to any other child or young person in years 1, 5 and 9 ○ Confirm the exact date/time and location of the meeting ○ Clarify the social care advice pathway, providing contact details for the allocated Social Worker or Lead Professional or the Early Help Hub • Any information on the forthcoming Annual Review meeting should be communicated to the allocated Social Worker or Lead Professional and their manager, whilst opening the relevant Case/Person Form (“Social Care Contribution to a statutory assessment for an EHCP”) on Care Director <p>Where Annual Review meetings are arranged outside the above process, SENCOs should contact socialcareEHCPadvice@swindon.gov.uk to screen Children’s Services’ involvement with as much notice as possible (ideally, at least 6 weeks) prior to an Annual Review meeting.</p>	<p>SEND Service</p> <p>Designated Social Care Office</p> <p>SENCO</p>
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Please note, Children’s Services must work together to provide information and advice as necessary to any **SEND Tribunal**. The source of any social care information and advice ordered by court will be determined using the same pathways as for EHCNA or Annual Review.

Flowchart to identify appropriate pathway for social care information and advice



Social care information and advice processes

An overview of the methodology behind the advice itself to ensure that any assessment of a disabled child or young person considers whether it is necessary to provide support under section 2 of the CSPDA 1970; all social and care needs are met in a timely manner; and consent is applied appropriately.

Social care information

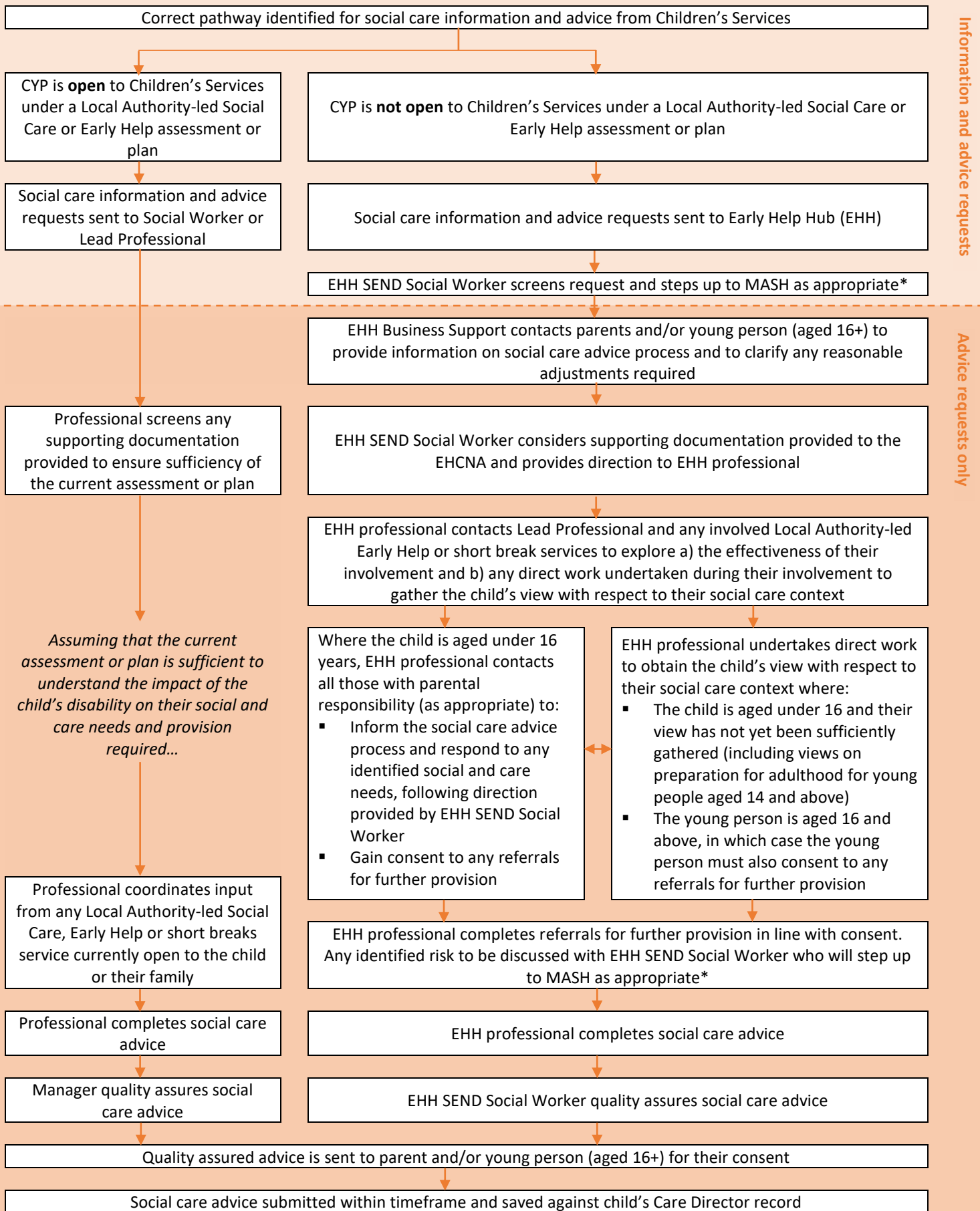
Standard	Description	Responsible
Social care information should be provided by Children's Services in a timely manner	<ul style="list-style-type: none"> Social care information should be provided by Children's Services within 10 working days of receiving a notification from the SEND Service that the Local Authority are making a decision on whether to undertake an EHCNA 	Social Worker or Lead Professional, or the Early Help Hub
Information provided on Children's Services' graduated response to the child or young person's needs should be comprehensive, whilst any detail provided must be proportionate and relevant	<ul style="list-style-type: none"> Social care information should evidence the graduated response to the child or young person's social and care needs: a brief chronology of all Local Authority Social Care or Early Help involvements from birth to present, together with a brief overview of the impact and effectiveness of any involvement. Detail as to the rationale for any involvement must be relevant to the child's current needs (i.e. still has an impact upon the child today) and proportionate (i.e. the benefit of including the information outweighs any negative consequences for the child). Any reports provided (e.g. Early Help Assessments, Family Service closing reports) must also be relevant to the child's current needs and proportionate. Other children's names are never relevant and rarely will submitting a full Child In Need or Child Protection report be proportionate. In order to inform any EHCNA going forward, the following information should be shared with the EHCP Coordinator within the SEND Service: <ul style="list-style-type: none"> All professionals currently, or intending to be, involved with the child or young person, including contact details if possible Any restrictions that must be applied to information sharing in order to reduce risk of harm to the child or young person <p>Please note, consent to sharing information at this stage in an EHCNA is achieved through the SEND Privacy Notice</p>	Social Worker or Lead Professional, or the Early Help Hub

Social care advice

Standard	Description	Responsible
Social care advice must be provided by Children's Services in a timely manner	<ul style="list-style-type: none"> Social care advice must be provided within 6 weeks of receiving a request from the SEND Service as part of an EHCNA or re-assessment Social care advice requested for an Annual Review should be provided within four weeks of the date of request or eleven working days prior to the Annual Review meeting (whichever is latest) Social care advice should be provided at the point of closure to Social Care, Family Service or Youth Engagement Service provision Social care advice requested for a SEND Tribunal must be provided within the timeframes determined by the SEND Service so that court deadlines are met 	Social Worker or Lead Professional, or the Early Help Hub (EHCNA only)
Social care advice should be recorded against the child or young person's Care Director record	<ul style="list-style-type: none"> Social care advice should be written into the relevant Case/Person Form ("Social Care Contribution to a statutory assessment for an EHCP") on the child or young person's Care Director record The Case/Person Form must be opened and allocated as soon as reasonably possible after a request for social care advice or an invitation to an Annual Review has been received (please use timeframes above to determine due date) Any copies required of the Case/Person Form (for example, for submission to the SEND Service) can be downloaded from Care Director 	Social Worker or Lead Professional, or the Early Help Hub

	<ul style="list-style-type: none"> • Please note the timeliness and completion of the Case/Person Form will be reported within service summary scorecards • Social care advice should only be provided as an MSWord document where services do not have access to the Case/Person Form on Care Director. In this case, social care advice should be saved as an attachment to the child or young person's Care Director record (by sending a copy to socialcareEHCPadvice@swindon.gov.uk if necessary). 	
The methodology behind the social care advice process should be sufficient to gain a comprehensive understanding of the child's social and care needs and provision required	<p>Where a child is open to Children's Services under a Local Authority-led Social Care or Early Help assessment or plan, it is expected that:</p> <ul style="list-style-type: none"> • Any supporting documentation provided should be screened to explore sufficiency of the current assessment or plan • The current assessment or plan considers social and care needs that arise from the child's disability; including any needs that may require provision under section 2 of the Chronically Sick and Disabled Persons Act 1970 • Input should be coordinated from any Local Authority-led Social Care, Early Help or short breaks services currently open to the child / family 	Social Worker or Lead Professional
	<p>Where a child is not open to Children's Services under a Local Authority-led Social Care or Early Help assessment or plan, it is expected that:</p> <ul style="list-style-type: none"> • All supporting documentation provided to the EHCNA and any existing information held on Care Director should be considered by the EHH SEND Social Worker in order to screen for risk, stepping up to MASH as appropriate • Where threshold is not met for statutory intervention, the EHH SEND Social Worker should provide direction to the social care advice process, ensuring that any social and care needs that arise from the child's disability are considered; including any needs that may require provision under section 2 of the Chronically Sick and Disabled Persons Act 1970 • Advice should be sought from the child's Lead Professional as to the effectiveness of any current Team Around the Family led by a universal service and any direct work undertaken to gather child's view with respect to their social care context. • Advice should be sought as to the effectiveness of any Early Help or short breaks service currently open to the child / family • Where a child is aged under 16 years, only / all those with parental responsibility (where appropriate) should be given the opportunity to inform the assessment and respond to any areas of social and care need highlighted within existing or new information. • Direct work should be undertaken (either through the Lead Professional or the advice-writing service) to sufficiently gather the child's view with respect to their social care context. This includes views on preparation for adulthood for young people aged 14 and above. • Young people aged 16 and above should directly inform the assessment and be supported to do so as necessary 	Early Help Hub
Social care advice must be provided with consent	<ul style="list-style-type: none"> • Information shared within social care advice must be agreed by those with parental responsibility (where the child is younger than 16 years) or the young person themselves (where 16 years or over and capable of making their own decisions about their care) • The process through which the advice-writer has gained either explicit or implied consent should be clearly evidenced on the child's Care Director record 	Social Worker or Lead Professional, or the Early Help Hub
Oversight and authorisation must be provided to the advice prior to submission	<ul style="list-style-type: none"> • Social care advice must be reviewed and signed-off by the advice-writer's manager (when open to Children's Services) or a Social Worker within the Early Help Hub (when not open to Children's Services) • Comment should be provided on the analysis (i.e. provision required) and plan (i.e. uptake of provision required) • Management oversight should be clearly visible within the advice and the child's Care Director record 	Children's Service' management or SEND Social Worker in the Early Help Hub

Overview of processes for contributing social care information and advice



* Should it be identified that a Social Care Statutory Assessment is required, the Early Help Hub will return holding social care advice within timeframe. Further updated advice will be provided by the allocated Social Worker upon completion of the Social Care Statutory Assessment.

Practice standards for social care advice

An overview on how to complete and quality assure social care advice. Please note: all responsibilities for the provision of quality social care advice lie with the advice-writing service.

Involvement

Standard	Description
Social care chronology is comprehensive, with detail proportionate and relevant to the child's current needs	<ul style="list-style-type: none"> The child's record of previous involvement should demonstrate the Local Authority's response to the child's social and care needs since birth i.e. all Social Care or Early Help services provided to date, as evidenced against the child's Care Director record. Detail as to the rationale for any involvement should be relevant to the child's current needs (i.e. still has an impact upon the child today) and proportionate (i.e. the benefit of including the information outweighs any negative consequences for the child). Should consent not be provided to share information within the child's record of previous involvement then this should be clearly stated.
Reason for advice and methodology used to inform professional judgement is clearly stated	<ul style="list-style-type: none"> Reason for advice should be clearly stated within the reason for involvement section i.e. advice provided as part of an Education Health and Care Needs Assessment, re-assessment, for an Annual Review, at point of closure to a service, or for a SEND Tribunal. Rationale should be provided as to the source of the advice where a child is not open to Children's Services i.e. where advice is provided through the Early Help Hub. Methodology used to inform professional judgement should be clearly stated e.g. a description of any direct work with child / family (including details of assessments undertaken, tools used, dates of conversations, reasonable adjustments made, observations undertaken within the home / school environment) and a description of any evidence-gathering (including dates and authors of relevant reports, dates of conversations with named professionals). Methodology should be clearly stated where those with parental responsibility or the young person themselves (16 years or over) have not engaged with the social care advice process.
Record of current involvement captures the effectiveness of any services in place to meet the child's social and care needs	<ul style="list-style-type: none"> Where a child is currently open to a Team Around the Family led by a universal service, the record of involvement section clearly captures the Lead Professional's report on the effectiveness of any graduated response to the child's social and care needs. Where a child is currently open or has recently closed to a Local Authority delivered or commissioned Social Care, Early Help or short breaks service, the record of involvement section clearly captures the service's report on the effectiveness of any provision.

Views, interests and aspirations

Standard	Description
Child / young person's views and interests are stated clearly	<ul style="list-style-type: none"> Child's views and interests, assimilated through existing evidence or direct work, are stated clearly. Clear distinction is needed between child's view and parental representation of child's view, with direct speech used where possible to capture the child's voice. The child's views, interests and aspirations section should not be populated with parents' or professional's views. The child's views and interests sections should correspond and comprehensively cover the views of the child, as evidenced against the child's Care Director record.
Family views are stated clearly where appropriate	<p>Where a child is aged under 16 years:</p> <ul style="list-style-type: none"> Parental views, assimilated through existing evidence or direct work, are stated clearly. Parental views are attributed to each / both parents accordingly. The family views section should not be populated with professionals' views. The family views section should correspond and comprehensively cover parental views for the child, as evidenced against the child's Care Director record.
Social- and care- related aspirations are stated clearly	<p>Consent to any ongoing Local Authority intervention should be considered and aspirations should be differentiated as follows:</p> <ul style="list-style-type: none"> Areas within which the child / parents either do <u>not</u> aspire for change or consent to ongoing support at this time Areas within which child / parents <u>do</u> aspire for change and consent to ongoing support
Preparation for adulthood is considered	<ul style="list-style-type: none"> Any views, interests and aspirations should consider preparation for adulthood (i.e. long-term aspirations around work-related activity, health and wellbeing, independent

	<p>living, and community participation), as evidenced against the child’s Care Director record.</p> <ul style="list-style-type: none"> • Where a young person is aged 14 and above, further consideration should be given to any barriers that would hinder the young person achieving these aspirations and how the young person wants to be supported.
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Assessment of need

Standard	Description
Assessment of need is comprehensive	<ul style="list-style-type: none"> • The social care strengths and needs sections should comprehensively cover relevant information highlighted in the record of current involvement and child and parent views and aspirations sections i.e. there should be no missing thread.
Social and care needs are clearly described with frequency of need and significance of impact included for all needs identified	<ul style="list-style-type: none"> • Social and care needs should be stated clearly with a new paragraph to describe each need. • Each social or care need should be backed up by evidence of what this need looks like at home and / or in the community (including detail on frequency) and the impact of this need on the child / family (including, where appropriate, how parents are able to meet the need). • The source of any evidence should be transparent. Social or care needs that arise from parental view alone should be reported i.e. “Parents report that child is...”, rather than “Child is....”
Clear rationale is provided for any social and care needs that are met other than through Local Authority-led Social Care or Early Help Services	<p>Social and care needs that are met other than by the Local Authority-led Social Care or Early Help services should be clearly recorded in the relevant section, together with clear rationale as to where any identified need will be met. This includes:</p> <ul style="list-style-type: none"> • Provision through health or education services to meet any social and care needs, for example a referral to the Cygnet parenting programme delivered through the Educational Psychology Service. • Where parents have declined support and there is no evidence that the threshold has been met for statutory intervention. In this case, parents hold responsibility for meeting any social and care needs.
Social and care needs are identified to justify any current or planned Local Authority-led Social Care or Early Help Service involvement	<ul style="list-style-type: none"> • A social and care need must be identified to justify any current or planned Local Authority-led Social Care or Early Help provision, whether that be directly-delivered or commissioned. • Social and care needs that require ongoing involvement must be clearly recorded in section D.
Assessment of need is limited to the child’s social and care needs at home and in the community	<ul style="list-style-type: none"> • The assessment of need section must be limited to describing the child’s social and care needs at home and in the community. It is not appropriate to specify any health and learning needs, but it is appropriate to explore the impact of these needs on the child and their family at home and in the community. • Should the advice writer consider provision that is made through health or education services within their analysis, care must be taken not to make requirements of those services. For example, it is not appropriate for social care advice to state that a child <i>requires</i> speech and language therapy, but it is appropriate to report that a referral has been made to the speech and language therapy service to explore the child’s needs further.

Outcomes related to social care provision

Standard	Description
Outcomes describe what needs to change and the difference this change is going to make to the child	<ul style="list-style-type: none"> • An outcome should be identified against any current or planned Local Authority-led Social Care or Early Help provision. • Outcomes should describe what needs to change and the difference made to the child or family as a result of any current or planned provision. • Outcomes should be specific, measurable, achievable, realistic and time-bound.
Outcomes enable the child to move towards any long-term aspirations	<ul style="list-style-type: none"> • As an integral part of the ‘golden thread,’ outcomes should relate to aspirations which, for young people aged 14 and above, should consider preparation for adulthood.

Ongoing social care provision

Standard	Description
Social care provision reflects any current Local Authority-led Social Care or Early Help involvement	<ul style="list-style-type: none"> Any current Local Authority-led Social Care or Early Help provisions (as evidenced against the child's Care Director record) must be clearly recorded in sections H1 or H2.
Social care provision relates, and is proportionate, to identified social care needs and outcomes	<ul style="list-style-type: none"> Appropriate social care provision must be identified to address every social and care need described in section D and work towards any related outcome. Referrals must be made to address any identified social and care needs, as evidenced against the child's Care Director record.
Social care provisions are limited to Local Authority-led Social Care or Early Help provisions that meet a child's social and care needs at home and in the community	<ul style="list-style-type: none"> Sections H1 and H2 should not describe any provision made through health or education services and must be limited to Local Authority-led Social Care or Early Help provisions. These include: <ul style="list-style-type: none"> Any intervention delivered by Local Authority-led Social Care or Early Help services; including Aiming High, Edge of Care Service, Family Service, Family Group Conference Service, Parenting Hub, Therapeutic Social Workers, U-Turn, Youth Engagement Service, Youth Justice Service. Any provisions commissioned through the Local Authority; for example Lighthouse, Safe Families, SMASH Wellbeing, STEP, Carers Assessments through Swindon Carers, young carer group activities through Swindon Carers, SWIFT
Social care provisions are accurately specified	<ul style="list-style-type: none"> Social care provisions should be specified with anticipated start / end / review dates, using wording agreed with the service provider. Social care provisions should be appropriately recorded within sections H1 or H2 as follows: <ul style="list-style-type: none"> Section H1: provision for a child aged under 18 years resulting from section 2 of the Chronically Sick & Disabled Person's Act 1970. These services include: <ul style="list-style-type: none"> 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 Section H2: any other social care provision reasonably required by the learning difficulties or disabilities which result in the child / young person having SEN Please see appendix for suggested specification around Early Help and short break services

General

Standard	Description
Advice is current	<ul style="list-style-type: none"> Social care advice should capture the child's social care context as per the date of completion. This should be evidenced against the child's Care Director record.
Advice is clear and easy to read	<ul style="list-style-type: none"> Grammar and spellings should be accurate. The advice should contain no track changes or management comment. Jargon and acronyms should be avoided, with a clear description provided for any services named in the advice. Social care advice should be written using lowercase s and c. The phrase "social <i>and</i> care needs" may be used where appropriate.

Use and consideration of EHCPs

An overview of the expectations around the use and consideration of EHCPs in informing assessments and plans

Standard	Description	Responsible
Children's Services must consider a child or young person's EHCP and allow it to inform any assessment or plan	<ul style="list-style-type: none"> • Upon allocation of an assessment or plan, the Social Worker or Lead Professional must identify whether any child or young person is under an EHCP. Please note, each Social Care and Early Help team will receive a weekly report that identifies children and young people allocated to the team with an EHCP, including name of EHCP Case Officer and date of Annual Review • Should it be identified that a child or young person is under an EHCP, the allocated Social Worker or Lead Professional must secure a copy of the current EHCP. Please contact the child or young person's EHCP Case Officer in the SEND Service if necessary. • The child or young person's EHCP must be considered and inform the assessment or plan • The EHCP must be integrated as a set agenda item for any Early Help, CIN, CP, or CLA review meetings 	Social Worker or Lead Professional
Children's Services must store final copies of a child or young person's EHCP against their Care Director record	<ul style="list-style-type: none"> • All final copies of EHCPs and any appendices must be saved against the child's Care Director record upon receipt • Draft copies of EHCPs should be reviewed but <u>not</u> saved on Care Director 	Social Worker or Lead Professional, or the Early Help Hub
Children's Services must liaise with the SEND Service when a child or young person with an EHCP is likely to, or has, become a Child In Care	<ul style="list-style-type: none"> • Every effort must be made to involve the child or young person's EHCP Case Officer in joint decision-making when a child or young person with an EHCP is going to be accommodated by the Local Authority or come into their care. • The child or young person's EHCP Case Officer must be notified of any emergency care placement as soon as possible. • Placement searches must be coordinated. 	Social Worker
Children's Services must consider a child or young person's EHCP as cases are closed	<ul style="list-style-type: none"> • Where a child or young person has provision stated within sections H1 or H2 of their EHCP at point of closure to Children's Services, closing social care advice should be provided to the child's SENCO and EHCP Case Officer. This will ensure that any provision in sections H1 and H2 can be removed from the EHCP as part of the next Annual Review. • Closing social care advice should be written into the relevant Case/Person Form ("Social Care Contribution to a statutory assessment for an EHCP") on the child or young person's Care Director record or saved as an attachment where services do not have access to Care Director (by sending a copy to socialcareEHCPadvice@swindon.gov.uk if necessary). 	Social Worker or Lead Professional

Quality assurance framework

An overview of the auditing requirements for social care advice-writing services.

Standard	Description	Responsible
Social care advice-writing services are regularly audited to support the improvement of practice, consistency and quality of social care advice	<ul style="list-style-type: none"> 6 randomly-selected social care advices provided by Social Care and Early Help services should be audited on a termly basis, using Swindon's quality assurance framework for social care advice. These audits should be undertaken in November, March and July each year 	Designated Social Care Office
	<ul style="list-style-type: none"> The use and consideration of EHCPs within Children's Service's assessments and plans should be audited on a monthly basis alongside core practice standards 	Quality Assurance and Review Team
	<ul style="list-style-type: none"> Swindon's quality assurance framework for social care advice is available to social care advice-writing services should they wish to undertake internal audits. Please submit any quality assurance reports to socialcareEHCPadvice@swindon.gov.uk in order to inform service-wide learning 	Children's Services' Managers
	<ul style="list-style-type: none"> Learning gathered through audits will be collated on a termly basis to provide checks and balances An annual summary report that combines learning gathered through audits and feedback from service-users and stakeholders will be presented to relevant QAPIBs in September each year 	Designated Social Care Office

Appendix: suggested specifications for ongoing social care provisions

Please note, this list is not exhaustive but aims to cover the most frequently-referred to Early Help and short breaks services available through the Local Authority, for the purposes of clarity.

Section H1: Provision for a child aged under 18 years resulting from section 2 of the Chronically Sick & Disabled Person's Act 1970.

On waiting list for triage through Aiming High:

[Child's name]'s social care needs that require provision under section 2 of the Chronically Sick and Disabled Persons Act 1970 will be met through Aiming High, the Local Authority's provider of short breaks available within the Local Offer.	Aiming High's Outreach and Inclusion Officer will contact the family by [date] to determine an appropriate package of short breaks provision.
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Triaged through Aiming High and deemed eligible, but specific provision yet to be determined:

[Child's name]'s social care needs that require provision under section 2 of the Chronically Sick and Disabled Persons Act 1970 will be met through Aiming High, the Local Authority's provider of short breaks available within the Local Offer. [Child's name]'s parents have recently discussed the support available with Aiming High's Inclusion and Outreach Officer and are currently considering which package of support is most appropriate.	Aiming High will identify and agree the most appropriate package of support in collaboration with [child's name]'s parents.
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Direct payments:

78 hours of direct payments per year, pro-rata'd until end of March [year]), for [child's name]'s parent to employ a support worker/agency to meet [child's name]'s social care needs. Parents will cover the cost of any activities.	Aiming High Direct payments will commence once [child's name]'s parents have recruited a support worker/agency. [Remove wording if not applicable] This provision is reviewed annually.
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Inclusion funding:

72 hours of inclusion funding per year, (pro-rata'd until end of March [year]) to contribute towards a place on the weekly time-time ARC Liberty/Sparkle group.	Aiming High This provision is reviewed annually.
80 hours of inclusion funding per year, (pro-rata'd until end of March [year]) to subsidise a place at UET Short Breaks with parents contributing £2.50 per hour. [The following wording around transport may need to be added if agreed] Transport is funded to enable [child's name] to attend UET Short Breaks.	Aiming High This provision is reviewed annually.
80 hours of inclusion funding per year, (pro-rata'd until end of March [year]) to contribute towards the cost of one-to-one support to enable [child's name] to attend a mainstream social or leisure activity. Parents will cover the cost of the activity.	Aiming High This provision is reviewed annually.

Specialist activity groups:

A place on a monthly Saturday group for children with additional needs (4 hours per 11 sessions per year). A place on a holiday group (4 hours per session for 8 sessions). Availability of sessions is pro-rata'd until end of March [year]. Parents will contribute £2.50 per hour [this is standard wording but should be removed if exemption is applied]. [The following wording around transport may need to be added if agreed] Transport is provided to and from Aiming High activities each session.	Aiming High [Child's name] is likely to be offered a place in [date]. [Remove wording if not applicable] This provision is reviewed annually.
A place on a fortnightly term-time evening group for children with additional needs (2.5 hours per 18 sessions per year). A place on a holiday group (4 hours per session for 8 sessions). Availability of sessions is pro-rata'd until end of March [year].	Aiming High

Parents will contribute £2.50 per hour [this is standard wording but should be removed if exemption is applied]. [The following wording around transport may need to be added if agreed] Transport is provided to and from Aiming High activities each session.	[Child's name] is likely to be offered a place in [date]. [Remove wording if not applicable] This provision is reviewed annually.
A place on a monthly Saturday group for children with additional needs (4 hours per 11 sessions per year). A place on a monthly term-time evening group (2.5 hours per 11 sessions per year). Availability of sessions is pro-rata'd until end of March [year]. Parents will contribute £2.50 per hour [this is standard wording but should be removed if exemption is applied]. [The following wording around transport may need to be added if agreed] Transport is provided to and from Aiming High activities each session.	Aiming High [Child's name] is likely to be offered a place in [date]. [Remove wording if not applicable] This provision is reviewed annually.

STEP Saturday Club:

[Child's name] will be offered a place in STEP's Saturday Club which provides short breaks for children and young people with disabilities. The session is delivered between 11am and 1.30pm every fourth Saturday for a minimum of twelve months with two review points. Minibus transport is provided. STEP Saturday Club provides a combination of centre-based structured group-work sessions and activities such as visits to parks, leisure and community facilities. During group-work sessions, young people are given the opportunity to participate using a mixture of discussion, role-play, activities and games, focusing on the development of identified personal targets. Sport, games, art, drama, music, and cooking are used as a framework for delivery.	STEP, commissioned by the Local Authority This provision will commence/complete on [dates].
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Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child / young person having SEN.

Anger Blanket programme:

A place for [child's name] to attend a six week Anger Blanket programme, delivered weekly between 4pm and 5pm on [day], with an optional session at beginning or the end of the course for parents. The Anger Blanket programme will support [child's name] to understand and manage their feelings in an appropriate way.	Family Service This provision is likely to commence in [season year].
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Baby, Bump and Me:

[Child's name]'s parent will be offered a place at the Baby, Bump and Me group during which informal support will be provided to address any parenting needs.	Parenting Hub [Child's name]'s parent will be offered a place commencing in [season year].
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Honeybees:

A place at Honeybees group using portage principles by specifically trained, skilled practitioners who work to support children's developmental needs.	Parenting Hub [Child's name]'s parent will be offered a place commencing in [season year] which will be continued until [child's name] starts school.
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Family Group Conference:

A Family Group Conference for [child's name]'s family in [month/year] to discuss things that matter to them and agree a support plan with their wider support network. A follow up meeting will be offered three months after the initial conference.	Family Group Conference Service
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Family Links Nurturing Course:

The Family Links Nurturing Course, an evidence-based ten week programme, delivered during daytime or in the evenings, to build skills around empathy, self-awareness, appropriate expectations, self-esteem and positive discipline.	Parenting Hub [Child's name]'s parent will be offered a place on the Family Links Nurturing Course commencing in [season year].
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Family Service:

Visits on a weekly basis by a Family Worker for a period of six months to provide targeted support to meet [child's name]'s social care needs [expand as necessary]. This may include one-to-one work with individual family members, intensive outreach working with the whole family, and community-based group work.	Family Service This provision will commence/complete on [date].
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Father's Worker:

Advocacy, parenting advice, and guidance by a Father's Worker to provide [child's name]'s father with coping strategies, support to build resilience, and positive role modelling. The length of this intervention will be determined by need.	Parenting Hub This provision will commence in [season year].
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Girls Group:

A place for [child's name] to attend a weekly Girls Group to discuss, explore and learn about topics including sexual health, bullying, friendships, staying safe online, healthy relationships, drugs and alcohol, healthy living, and hygiene. Each session starts with a small amount of sports / games to promote fun and sessions often include arts, crafts and cooking activities.	Youth Engagement Service This provision will commence/complete on [date].
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Lighthouse:

Visits on a weekly basis by a Lighthouse worker for a period of six months to provide targeted support to meet [child's name]'s social care needs [expand as necessary]. This may include one-to-one work with individual family members, the whole family, and community-based group work.	Lighthouse, commissioned by the Local Authority This provision will commence/complete on [date].
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Managing Challenging Behaviour Programme:

[Child's name]'s parent has a place on The Managing Challenging Behaviour Programme, a twelve week programme consisting of: <ul style="list-style-type: none"> Ten weekly group sessions, delivered during daytimes or in the evenings, founded on the principles of empathy, self-awareness, appropriate expectations, self-esteem, and positive discipline. Two additional sessions to visit the family and observe [child's name] in the home and school environment. An end of programme summary report will be provided.	Parenting Hub [Child's name]'s parent will be offered a place on the Managing Challenging Behaviour Programme commencing in [season year].
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Managing Challenging Behaviour Programme (teens):

The Managing Challenging Behaviour (Teens) Programme, a six week programme consisting of: <ul style="list-style-type: none"> Six weekly group sessions, delivered during daytimes or in the evenings, including sessions on being a parent of a teenager, understanding and communicating with teenagers, and managing conflict Two additional sessions to visit the family and observe [child's name] in the home environment. An end of programme summary report will be provided.	Parenting Hub [Child's name]'s parent will be offered a place on the Managing Challenging Behaviour Programme (teens) commencing in [season year].
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One-to-one targeted parenting support:

Targeted parenting support delivered on a one-to-one basis. This provision will be tailored to meet [child's name]'s parents' needs and can be delivered in, or local, to the family home or school [continue as necessary to include other reasonable adjustments].	Parenting Hub This provision is likely to commence in [season year].
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PEEP One-to-One:

PEEP One-to-One in the home to support early language development through stories, songs and play; promote positive home learning environment; and to encourage positive interactions in order that the attainment gap is narrowed and school readiness is improved.	Parenting Hub This provision is likely to commence in [season year].
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PEEP targeted groups:

Baby/Toddler PEEP group programme to support early language development through stories, songs and play; promote positive home learning environment; and to encourage positive interactions in order that the attainment gap is narrowed, school readiness is improved and social isolation reduced.	Parenting Hub [Child's name]'s parent will be offered a place on the PEEP targeted group commencing in [season year].
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RESPECT:

One-to-one support through the RESPECT programme to reduce [child's name]'s aggression towards their family members. The length of this intervention will be determined by need.	Parenting Hub This provision is likely to commence in [season year].
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Restorative Conference:

A Restorative Conference in [month/year] to bring [child's name]'s parents together to discuss difficulties in their relationships, which are affecting them and the children. A Plan for Change will be agreed which focuses on the future and support healthier relationships.	Family Group Conference Service
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SAFE Boys:

A place for [child's name] to attend the SAFE (S- Sexual Health, A- Adolescent Awareness, F- Friendships and Relationships and E- Exploitation) Boys programme which consists of seven sessions delivered between 1pm and 3pm each week on [day]. As part of the programme, [child's name] will have the opportunity to visit cells, the Youth Offending Team (re. knife crime), and complete work around sexual health and healthy relationships.	Family Service This provision will commence/complete on [date].
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Safe Families:

[Child's name]'s family will receive individually tailored support, including overnight care of the child where this is beneficial, from a Safe Families approved and trained volunteer for a period of [xx] months.	Safe Families, commissioned by the Local Authority This provision will commence/complete on [date].
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SAFE Girls:

A place for [child's name] to attend the SAFE (S- Sexual Health, A- Adolescent Awareness, F- Friendships and Relationships and E- Exploitation) Girls programme which consists of seven sessions delivered between 1pm and 3pm each week on [day]. As part of the programme, [child's name] will have the opportunity to visit cells, the Youth Offending Team (re. knife crime), and complete work around sexual health and healthy relationships.	Family Service This provision will commence/complete on [date].
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Smash Wellbeing:

[Child's name] will receive one-to-one support, from [date] for 14 weeks, through the Smash Wellbeing programme. Support will be offered within school hours or immediately after school on the school premises. The programme will focus on sustainable subjective wellbeing in order to improve [child's name]'s self-esteem and confidence. [Child's name] will receive a tailored, functional wellbeing plan that will enable them to be more independent in achieving their goals.	SMASH Wellbeing, commissioned by the Local Authority
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SPECTRA:

A place for [child's name] to attend SPECTRA, a two week development programme, delivered at Swindon Fire Station, that uses firefighting activities and the mentoring role of DWFRS staff to encourage, support and develop self-confidence and	Dorset and Wiltshire Fire and Rescue Service, delivered in partnership with the Local Authority
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teamwork skills. [Child's name] will have the opportunity to gain an AQA Award in Fire Service Training.	This provision will commence/complete on [date].
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STEP therapeutic evening groups:

[Child's name] will be offered a place in weekly therapeutic group work sessions, delivered by STEP, during an evening for one term (between 13 and 14 weeks).	STEP, commissioned by the Local Authority
Sessions are tailor-made to meet the identified needs of the group, with each child or young person setting their own targets to work on. Key therapeutic aims may include managing anger, stress management skills, managing risk, dealing with difficult situations, communication skills, working with others, friendships, peer pressures, keeping safe (home, school, community), healthy lifestyles, positive view of self.	This provision will commence/complete on [dates].

SWIFT programme:

[Child's name] will receive one-to-one support through the SWIFT programme which aims to reduce children coming to police notice and prevent them becoming part of the criminal justice system.	Wiltshire Police Service, delivered in partnership with the Local Authority
	The programme will commence on [date] and will run for no longer than six months.

Swindon Carers assessment, advice, support and activities for parent carers:

[Child's name]'s parent will receive a contact from the Parent Carer Support Team by [season/year] to complete an assessment. A Carer's Assessment will be offered. Upon registration with Swindon Carers, [child's name]'s parent will have access to ongoing one-to-one advice and support, and access to breaks and activities to support their caring needs.	Swindon Carers, commissioned by the Local Authority
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Swindon Carers young carer group activities:

Term-time group activities to support [child's name]'s caring needs.	Swindon Carers, commissioned by the Local Authority
	This provision is reviewed annually.

Talking Teens:

Talking Teens programme, an evidence-based four week programme, delivered during daytime or in the evenings, including sessions on being a parent of a teenager, understanding and communicating with teenagers, managing conflict.	Parenting Hub
	[Child's name]'s parent will be offered a place on the Talking Teens programme commencing in [season year].

Therapeutic Social Workers:

Individual therapeutic support on a weekly basis to provide the opportunity for [child's name] to 'play out' and explore feelings and experiences in a way that is meaningful to them. The length of this intervention will be determined by need.	Therapeutic Social Workers, Parenting Hub
	This provision is likely to commence in [season year].

Triple P Online:

Triple P Positive Parenting Programme consisting of eight online modules which focus on positive parenting, encouraging appropriate behaviour, teaching new skills, managing behaviour, and planning ahead to prevent problems. [Child's name]'s parents will receive regular contact from a Parenting Practitioner to support and encourage completion should they commit to engaging with the online modules on a regular basis.	Parenting Hub
	[Child's name]'s parent will be offered a place on the Triple P Online programme commencing in [season year].

Triple P Online Teen:

<p>Triple P Positive Parenting Programme consisting of six online modules which focus on positive parenting for teenagers, encouraging appropriate behaviour, teaching new skills, managing problem behaviour, and raising confident teenagers. [Child's name]'s parents will receive regular contact from a Parenting Practitioner to support and encourage completion should they commit to engaging with the online modules on a regular basis.</p>	<p>Parenting Hub</p> <p>[Child's name]'s parent will be offered a place on the Triple P Online Teen programme commencing in [season year]</p>
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UTURN:

<p>[Child's name] will be offered an initial appointment with a UTURN practitioner within five working days to explore the specialist support required with regard to the misuse of alcohol and/or drugs.</p> <p>Should it be identified that [child's name] wishes to make changes or reduce/stop using drugs and/or alcohol, UTURN's intervention will include a treatment plan which might include meeting with a specialist doctor for safe detox or prescribing purposes. This intervention is predominantly one-to-one but small group work might also be explored depending on need.</p> <p>Should it be identified that [child's name] does not wish to engage with treatment, UTURN's intervention would focus on education around harm reduction and drug awareness (including short and long term risk) so that [child's name] can make an informed choice.</p> <p>UTURN use a trauma-informed approach and interventions include talking therapies such as Cognitive Behavioural Therapy, Motivational Interviewing, and Solution Focused practice.</p> <p>[Child's name] can access support from UTURN until the age of 18 years (21 years if a Care Leaver), at which point UTURN will support transition to Adult Substance Misuse Services where appropriate.</p>	<p>UTURN</p> <p>This provision will commence on [date].</p>
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Youth Engagement Worker:

<p>[Child's name] will receive direct support from a Youth Engagement Worker to [detail specific, targeted intervention].</p>	<p>Youth Engagement Service</p> <p>This provision will commence on [date] and will run for no longer than 12 months.</p>
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