



Getting AAC into EHCPs:
By hook and crook; by hub and spoke.

Communication Matters 2015

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Here we are

Chris



Access to Communication and Technology: Regional NHS assistive technology specialist assessment service

Heather



BCHC Children's Speech and Language Therapy team

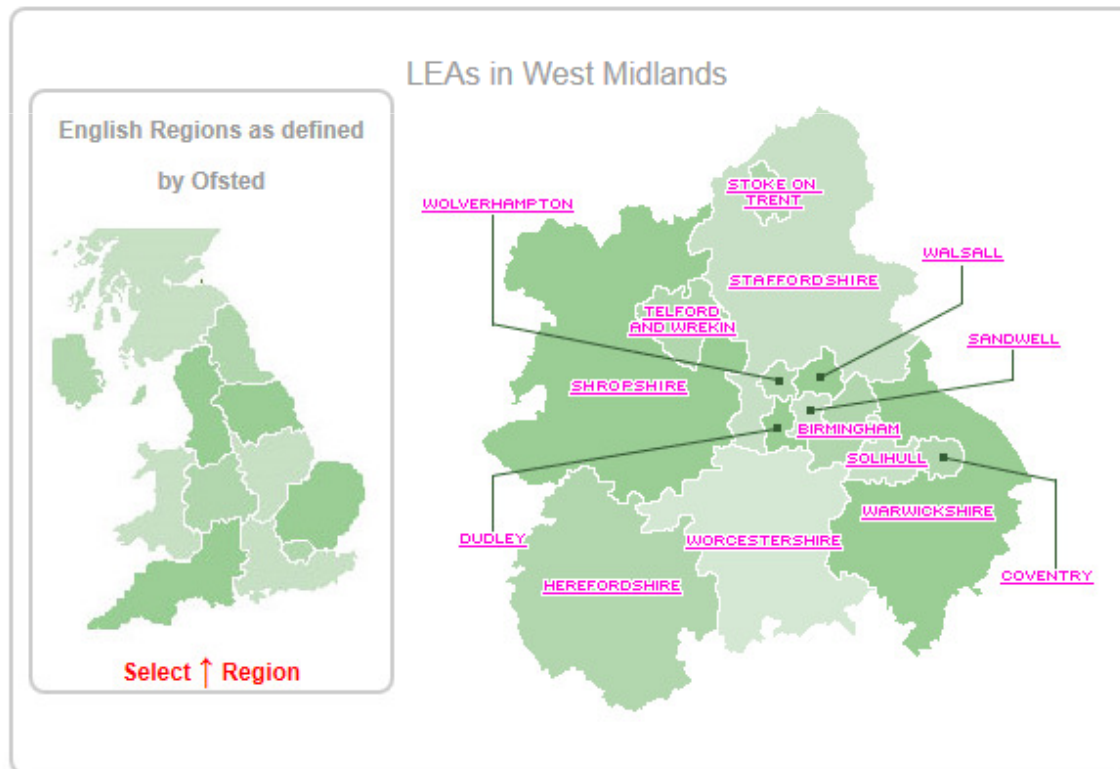
Kay



ACT area and LAs

UK Schools & Colleges Database

Maps of Regions and English Local Education Authority areas



<http://www.schoolswebdirectory.co.uk/maps.php?region=wm>

Really helpful: lists all the schools and types

14 LAs for ACT to work with

“Wishes, Views and Feelings”



Speak up!

- We suspect others are far ahead of Bham with this and would love to learn from you – we are far from having all (any) of the answers

We are new to this too...

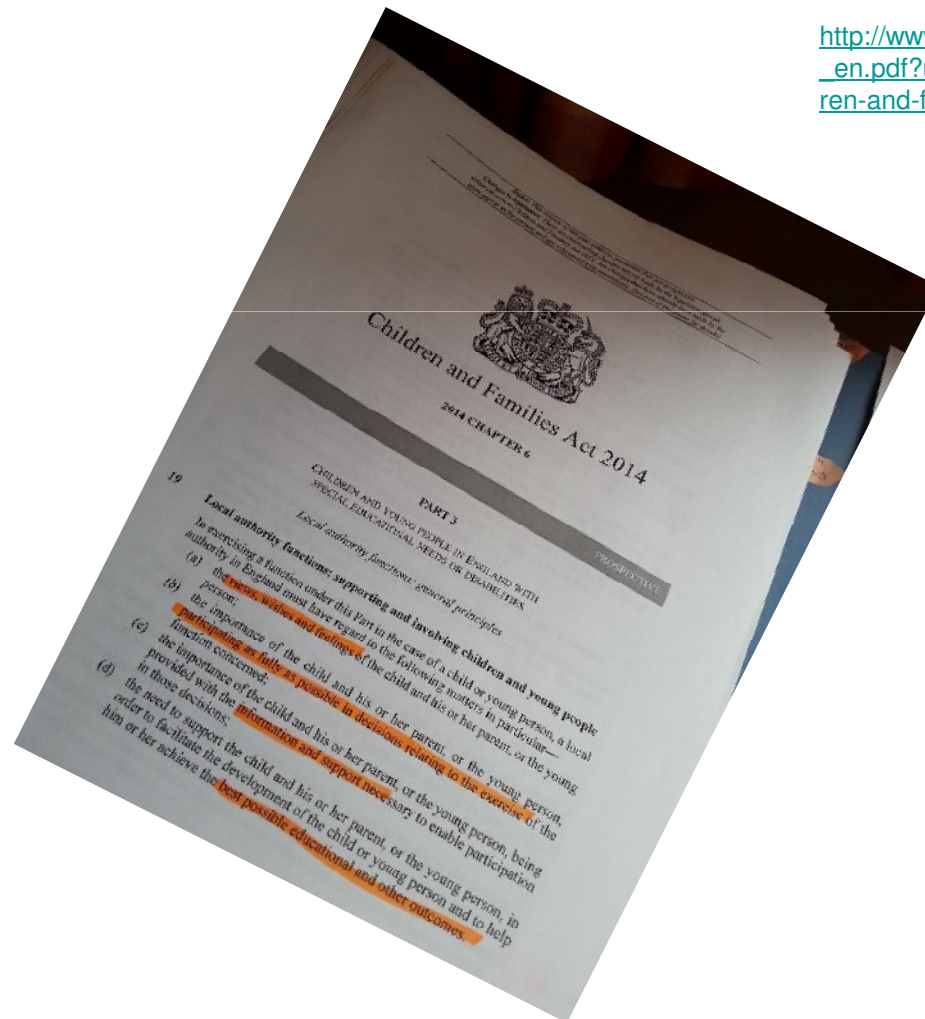
- Our whole professional lives with statementing, but from now on it is EHCP
- EHCP is at early stages of implementation
 - But it is an opportunity as well as a challenge
 - The statutory guidance actually mentions AAC (4 times) and Assistive Technology rather more
 - Austerity is a factor
 - Emphasis on quantifying provision linked to outcomes
 - Commissioning must be changing

EHCP

- Education, Health and Care Plans
 - England
- Legislation: Children and Families Act 2014
 - Chapter 6
 - Part 3 Children & YP in England with special educational needs or disabilities
 - Implemented from 1.9.14

The Children and Families Act 2014

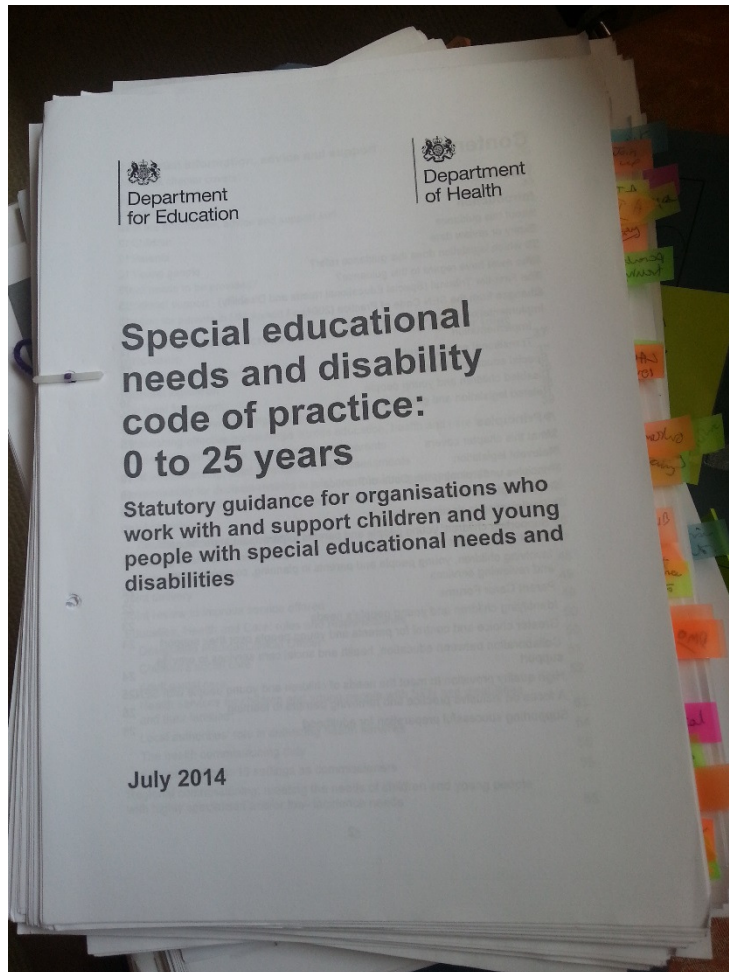
http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf?utm_source=rss&utm_medium=rss&utm_campaign=children-and-families-act-2014-pdf



EHCP

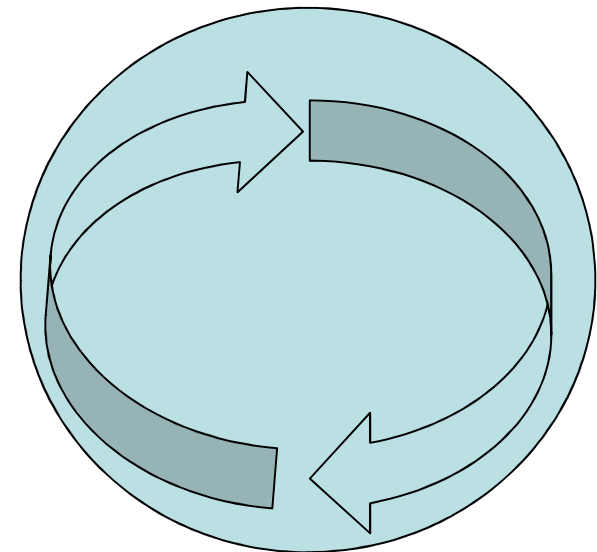
- Phased introduction, at points of transition and those new to the process
 - All children and YP transferred from statement to EHCP by 1.4.2018
 - Time limits are specific for the process for children and YP newly on the pathway to EHCP

SEND Code of Practice



<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- Assess
- Plan
- Do
- Review



Other countries

- Scottish Parliament
 - Education (Additional Support for Learning) (Scotland) Act 2004
 - Children and Young People (Scotland) Act 2014
- Welsh Assembly
 - Additional Learning Needs and Education Tribunal (Wales) Bill
 - <http://gov.wales/docs/dcells/consultation/150703-consultation-document-e.pdf>
 - Consultation ends on 18.12.15
- Northern Ireland SEND Bill
 - at second stage July 2015
 - <http://www.niassembly.gov.uk/globalassets/documents/raise/publications/2015/education/3815.pdf>

General principles of EHCP

- “Voice” of the child/YP and parent to be central
 - “wishes, views, feelings”
 - “Participating as fully as possible in decisions”
 - “Providing information and support”
 - How I communicate and how to engage me in decision making
- 0-25 years – required to think further ahead

The EHCP positive outcomes are around

- Friendship and social relations
- Well Being
- Community Participation
- Further/Higher Education
- Employment
- Independence
- Beyond year 9 focus is adulthood

When I grow up.....

- How have others involved children and young people in their own EHC discussions e.g. talking mats, using their own devices?
- What has worked or not?
- These are hard questions to be considering at a pre – school age, and not conversations we are used to having at that early age necessarily.
- ACT future plans about assessments and how will we offer this and integrate our practice.
- Trying to think about how we will explicitly make our assessments link to the ultimate outcomes. This might be a real advantage in helping people see how central AAC will be to what they want (for a child/YP) and how across all areas it applies and needs to be supported. We can build training on this that relates to the guidance and outcomes. But it is big task.

General principles of EHCP

- Cross service working/commissioning
- Early identification and forward looking
- Higher aspirations: “best possible educational and other outcomes”
- Everyone contributing and meeting
- Accessibility
- Local Area Offers
 - Feedback and change

Under pressure?

- How have the pressures of EHCP implementation affected you?
- What have your experiences been?

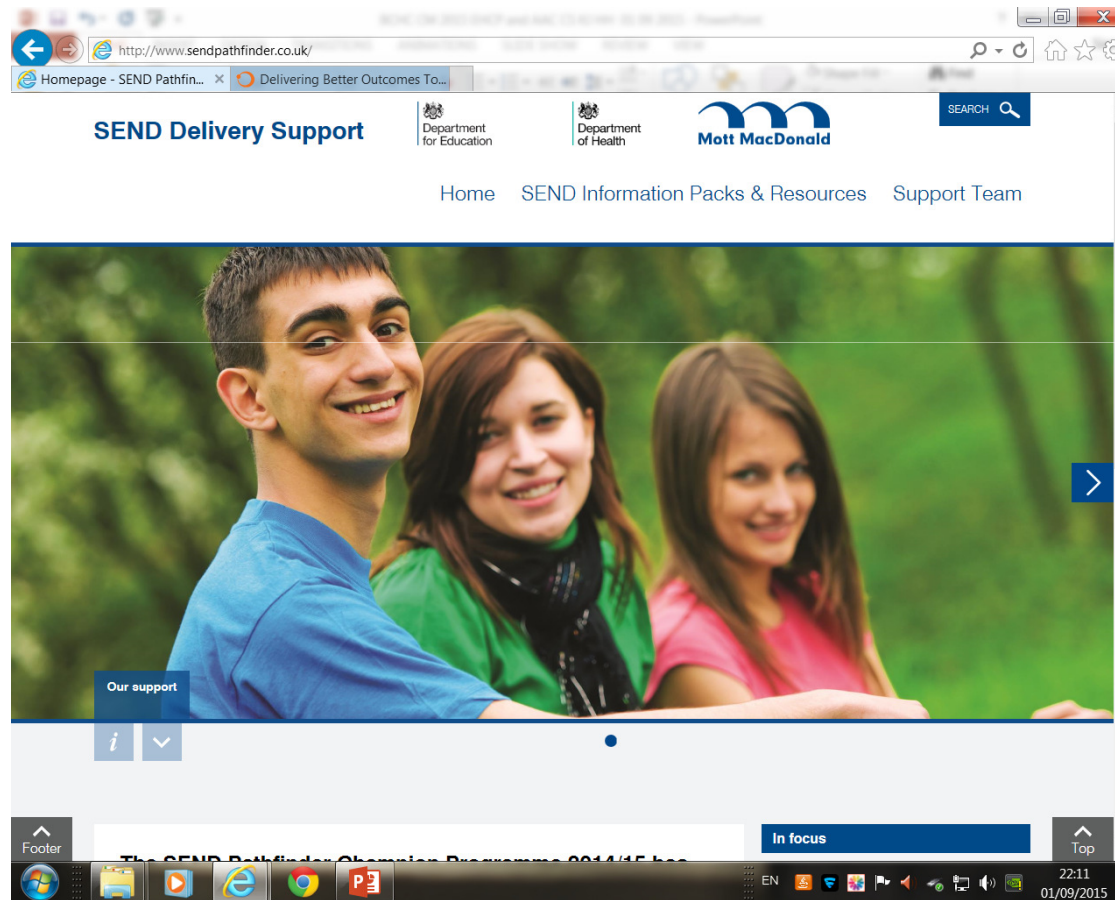
Pressures for non education team members

- No extra time/resources funded to write plans and attend meetings
- No change to resources to implement plans
- Very limited examples and practical experience

Sources of information/good practice

- DFE and DOH implementation documentation: guidelines including for health
- SEND delivery support/Pathfinders website
- **RCSLT introduction: webinar and links**
<https://www.youtube.com/watch?v=ohxJ2WL0GFU&feature=youtu.be>
- Communication Trust “Cracking the Code”
- NASEN SENDgateway
<http://www.sendgateway.org.uk/>

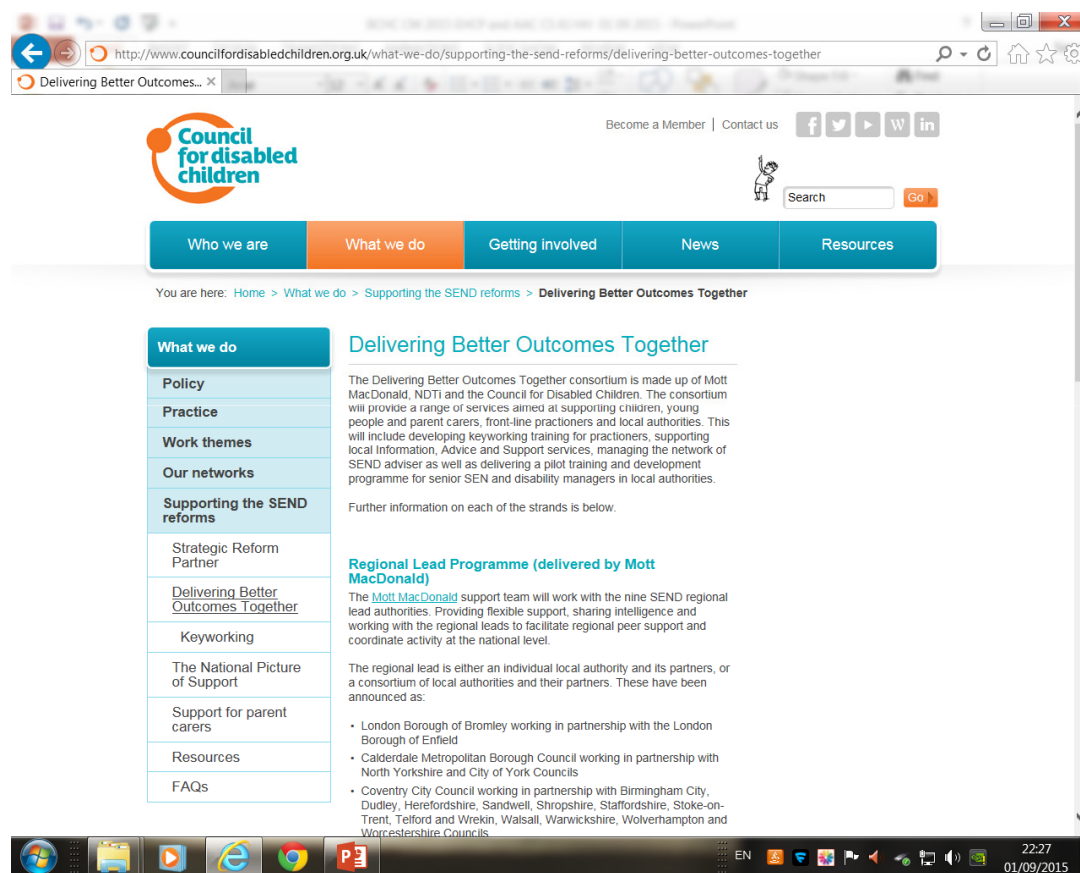
Pathfinders and information packs: “Delivering better outcomes together”



<http://www.sendpathfinder.co.uk/>

Nothing about AAC we can find in the Pathfinder work. Ideas that could be useful eg re personal budgets

Delivering Better Outcomes Together



<http://www.councilfordisabledchildren.org.uk/what-we-do/supporting-the-send-reforms/delivering-better-outcomes-together>

Scottish resource Promoting inclusion and participation; A holistic approach to working with children and YP who use AAC”
<http://www.councilfordisabledchildren.org.uk/media/943523/promoting-inclusion-and-participation-aac>



SENDgateway

The screenshot shows the SENDgateway website in a web browser. The address bar displays <http://www.sendgateway.org.uk/>. A green cookie banner at the top states: "NASEN SEND GATEWAY uses cookies to make the site simpler. [Find out more about cookies](#)." Below this is the "sendgateway" logo with "powered by nasen" underneath. The navigation menu includes links for "About", "Resources", "News", "Training & Events", "Publishers", "Login", and "Sign up". A search bar with the placeholder "Search all resources..." and a magnifying glass icon is present, along with a "Browse by topic" button with a hamburger menu icon. The main content area features a large image of three people looking at a document, with a text overlay that reads: "Implementing a new 0 to 25 special needs system: further education". Below this image, it says: "Advice from the Department for Education for all post 16 colleges and academies about implementing the 0 to 25 special needs system from September 2014". To the right of the image is a green box with the "sendgateway" logo and text: "Register or log-in to the send gateway to take advantage of 'My send gateway' features". It lists three benefits: "receive news updates", "save or update topics of interest", and "rate resources". Below this list are "Find out more", "Login", and "Sign up" buttons. At the bottom of the main content area is the "nasen" logo with the tagline "Powering the SEND Gateway". Below the main content area, there is a section titled "Refine the gateway to your job role:" followed by a dropdown menu set to "All" and an information icon. The footer contains a "Latest Resources" section with a link to "New resources are being" and a date of "07 AUG 2015". It also includes links for "Working with other professionals" and "Planning to meet the needs of children and young". The Windows taskbar at the bottom shows the date "16/08/2015" and time "17:31".

AAC and assistive technology AT

- The SEND statutory Guidance has 4 mentions AAC
 - These are mostly directed at “low incidence high cost”
 - Plus “aids and assistive technology”
 - Examples that are AAC eg “communication boards” but not described as such:
“Reasonable steps for M/S” page 177
- Where AAC is mentioned it is about NHS England funding

Birmingham

- Education, Health and Care Pathway
- “Majority of children and YP will have their needs met by Local offer without EHCP”
- 7 step pathway for new assessments
- 20 weeks
- A “tell us once” approach

What have we been able to do? Local team

- Generic reports
- Cut and Paste
- No extra time given in health for EHCP work
- Priority for those in AAC package of care



What have we been able to do? Regional Team

- A very few specific reports for children other than in Birmingham
- General ACT reports have been used for EHCP reviews by education teams
 - Not great outcomes from this
- Create and adapt a template that reflects what a specialist assessment service could do to contribute to EHCP





ACT draft format V2.1

Word status bar: EHCP appendix August 2015 ACT BCHC [Compatibility Mode] - Word

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Birmingham Community Healthcare 
NHS Trust

ACCESS TO COMMUNICATION AND TECHNOLOGY

EHCP APPENDIX
EDUCATION, HEALTH AND CARE PLAN
VERSION 2.0
BASED ON BCC TEMPLATE

Specialist Division
Access to Communication and Technology
West Midlands Rehabilitation Centre
91 Oak Tree Lane
Selly Oak
Birmingham B29 6JA

Tel: 0121 466 3050
Fax: 0121 466 3051
ACT Duty Line 0121 472 0754
Safehaven Fax 0121 471 3690
Web: www.bhamcommunity.nhs.uk/act

Child/Young person:

Date:

Authors:

What is ACT?
Access to Communication and Technology is a regional, NHS specialist assistive technology assessment, advice and (where appropriate) provision service (a "hub"). Based at West Midlands Rehabilitation Centre. ACT covers the greater West Midlands area. ACT consists of SLTs, OTs, Clinical Scientists, Technicians and Administrators. ACT's work is with and through the family/carers and local team (this may be a "spoke" team) around the child or young person. ACT do not provide direct and on-going intervention in the form of face to face therapy or support. ACT do provide reviews approximately 3-6 monthly depending on clinical need, reports plus advice and support/training. There will be a point when the client will be "non-current" to ACT. Re-referral for assessment and input is possible. ACT has no age limits and therefore sees adults.

ACT's areas of specialism are:

- Augmentative and Alternative Communication AAC
- Environmental Control Systems ECS
- Alternative access to computers

This contribution to the EHCP for XXXXXXXXXXXXXXXX is based on:

1. Assessment appointment(s) on/with
2. Telephone and email contact on/with
3. ???

Section A: Views, interests, hopes and aspirations of child/YP and parent/carer with regard to AAC, ECS and computer access:

What people like about me and what I can do well

What is important to me now and in the future

How best to support and communicate with me

PAGE 1 OF 4 555 WORDS ENGLISH (UNITED KINGDOM)

EN 10:44 08/08/2015

70%

“Wishes, Views and Feelings”

- What people like about me and what I can do well
- What is important to me now and in the future
- **How best to support and communicate with me**
- What my parents/carers think is important to me now and in the future



Accessible, Responsive
Community Healthcare

ACT draft format V2.1

- ACT draft format V 2.1
- What is ACT?
- What ACT can and cannot do
- Linked to letters on the template for BCC
 - **Section A: Views, interests, hopes and aspirations of child/YP and parent/carer with regard to AAC, ECS and computer access:**
 - **Section B: My Special Educational needs assessment related to AAC, ECS and computer access.**
 - **Section C : My health Needs assessment related to AAC, ECS and computer access**
 - **Section D: My Social care Needs assessment related to AAC, ECS and computer access**
 - **Section E: Outcomes**
 - Communication and Interaction:
 - Long term Outcome
 - Short term Outcome:
 - What will I be able to do in 12 months that I can't do now?
 - What support do I need to do that?
 - What people and services are best placed to help?

There are 4 domains for the EHCP advice

- **Communication and Interaction:**
- **Cognition and Learning:**
- **Social, emotional and mental health difficulties:**
- **Sensory and/or physical needs:**

ACT draft format V2.1

Section E: Outcomes

Communication and Interaction:
Long term Outcome

Short term Outcome:
What will I be able to do in 12 months that I can't do now?

What support do I need to do that?

What people and services are best placed to help?

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**Cognition and Learning:**  
**Long term Outcome**

**Short term Outcome:**  
**What will I be able to do in 12 months that I can't do now?**

**What support do I need to do that?**

**What people and services are best placed to help?**

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Social, emotional and mental health difficulties:
Long term Outcome

Short term Outcome:
What will I be able to do in 12 months that I can't do now?

What support do I need to do that?

What people and services are best placed to help?

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**Sensory and/or physical needs:**  
**Long term Outcome**

**Short term Outcome:**  
**What will I be able to do in 12 months that I can't do now?**

**What support do I need to do that?**

# How could ACT do it better?

- Develop and demonstrate ways of gathering informed views and wishes
- Be clearer about gathering views and wishes at assessment
- Get on to local area offer lists
- Share practice with other regional services e.g. Posture and Mobility
- How to make clear the link between AAC outcomes and outcomes across 4 domains and links to “views, wishes, feelings”

# How could ACT do it better?

- Training/awareness raising
  - Parents, education, social care and health teams
- Support people close to/local to the Child/YP
- Influence commissioning if we can (14 LA)
- Standardize and resource our EHCP response
- Ensure that AT/AAC is in EHCPs for our clients, including support needs



# Ways forward for gathering views

- A DVD of possible pathways and outcomes for children and YP using specialist AT assessment service
  - Gaining and recording views, hopes and aspirations and working to those
- Talking Mats for 12 months and Long term
- “Promoting inclusion and participation; A holistic approach to working with children and YP who use AAC”

# What could a “mat” be like?



# Conclusions

- This is very challenging but has potential
- We are far from
  - Understanding
  - Integrating this in to our practice

# What are your plans?

# Contact us

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[kay.jones@bhamcommunity.nhs.uk](mailto:kay.jones@bhamcommunity.nhs.uk)