

Digital EHCP Webinar

Schools – SEN Co-ordinators

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Structure of Session

- Background and Digital EHCP Vision
- The CYP Journey
- Introduction to the System
 - SEN Support Functionality
 - SEND Hub Referral
 - EHC Assessment Requests
 - Uploading Supporting Documentation
- Annual Reviews
- And so it begins...
- Questions

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Background & Vision

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Background

- Would like to increase efficiency of the process and support improved engagement with CYP and parents.
- We have consulted SENCOs, health professionals, parents, SENDIASS and other interested parties to develop the new process.
- Considerable changes have been made following stalled launch in September 2021, and feedback has been taken on board.

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Digital EHCP Vision

- Transparent and simple process to follow for all involved: CYP, parents, schools and professionals.
- Ensure Casework Officers are able to work closely with CYP, families and professionals where appropriate to define appropriate outcomes and pathways.
- Reduce the administration overhead for everyone involved.
- Ability for all involved to track the process and see where abouts in the process a CYP is at any given time.

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SEND Hub Referrals

- As part of the Digital EHCP project, we have also digitised SEND Hub referrals, using the same system.
- This allows the logical progression of SEN support, from within school and from the Local Authority through the SEND hubs and ultimately EHC assessment request process, where this is required.

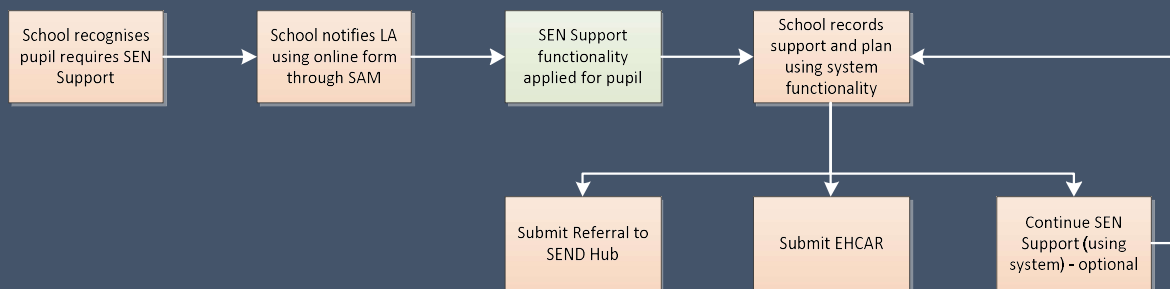
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The CYP Journey

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Support Process for CYP with SEND



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SEN Support Within the Digital EHCP System

- SEN Support is the foundation of help for a CYP with SEND.
- As such, any request for assistance from the LA will require the SEN support information to be entered into the SEN Support form within the system.
- There is the option to use the system to manage your SEN Support in school and we encourage this.
- You can choose not to use our system to manage your SEN Support in school, but to submit a SEND Hub Referral or EHCAR, you will need to ensure the SEN Support form in the system has been fully completed with all requested information, so we would advise that you use this function to minimise bureaucracy.

SENDA

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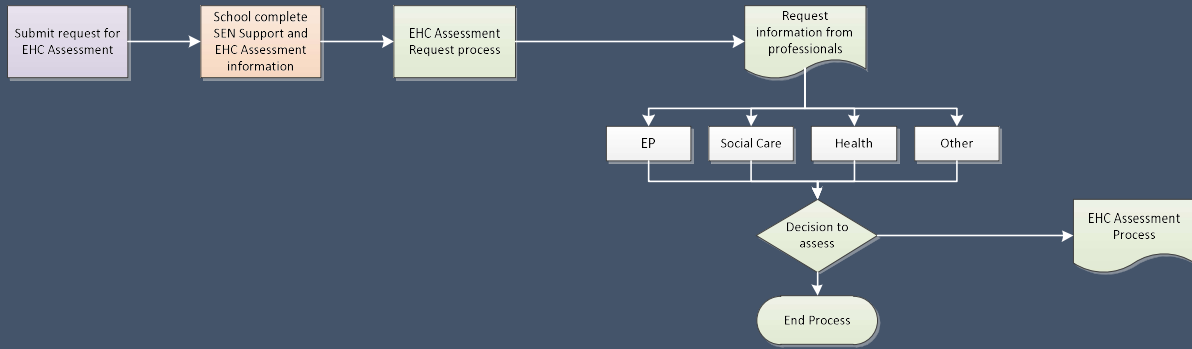
What about uploading documents?

- Supporting evidence documentation can be uploaded.
- This does not replace completing the required information in the SEN Support Plan.
- It is not acceptable to enter into the plan 'see uploaded documents'.
- Where the SEN Support Plan in the system is not completed to an appropriate level, the request (SEND Hub Referral or EHCAR) will be rejected.
- We have included detailed guidance on the plan form of what level of detail is required at each point in a CYP's support journey.

SENDA

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EHC Assessment Request Process



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Notifying the LA of SEN Support

- This is the start of the process for whichever route is being taken – use of the system for SEN Support, Referral to SEND Hub, or EHCAR.
- A school team member who has access to the School Access Module will need to submit this request.
- In the School Access Module, select 'Online Forms'

School Access Module Home

Welcome to the School Access Module. Here you can manage School Admissions, view the Free School Meals Eligibility Report, and send referrals to your Local Authority.

Select a school:

Sowerby Community Primary School

Admissions

View FSM Eligibility

Online Forms

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Notifying the LA of SEN Support

- The CYP is selected from a pre-populated list of school pupils.
- The information required is about the Leading SENCO (who will be managing the CYP's support).
- We will ensure a user account is in place and email the Leading SENCO once we have linked the CYP and form.

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SEN Support Form

- When we have linked the CYP and SEN Support form, the Leading SENCO will receive an automated email notification.
- If this person does not have a user account, one will be created as part of this process.
- You will then be able to see the CYP and their information in the Digital EHCP system and progress accordingly.

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Introduction to the System

SENCO

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Logging In

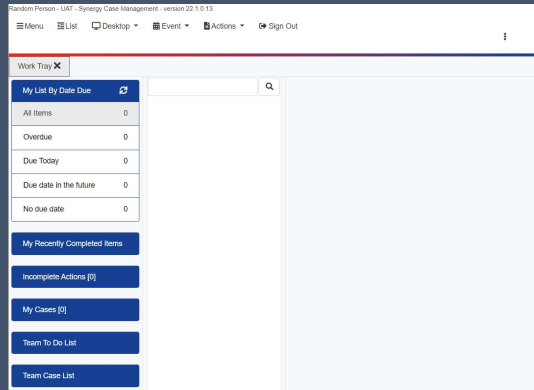
- For users we are aware of (or can reasonably assume will need access, such as regular contributors), we are setting up accounts and will be in touch.
- Where a Leading SENCO doesn't have an account when SEN Support is notified, we will create one as part of that process.

UAT
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SENCO

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How it Looks

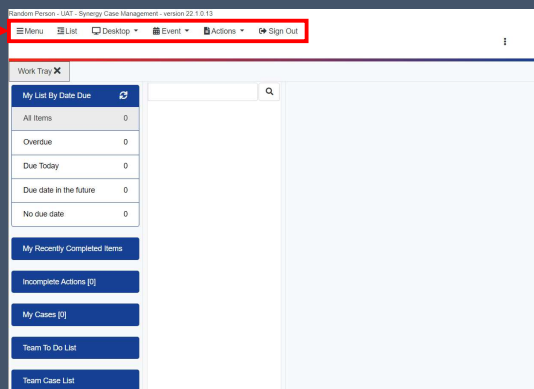


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How it Looks

Options Bar – choose what can be seen, Events and Actions



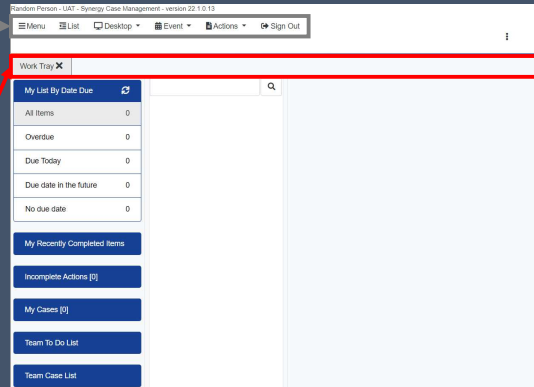
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How it Looks

Options Bar – choose what can be seen, Events and Actions

Tab Bar – different items can be open in different tabs, like a web browser



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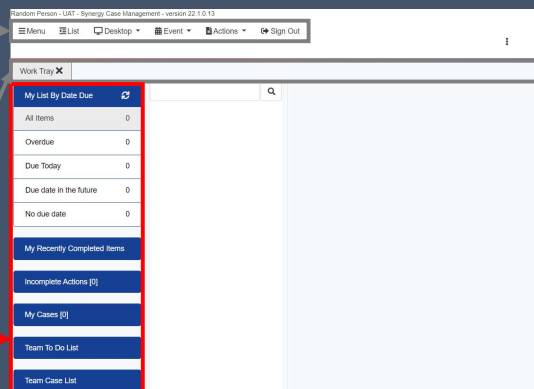
19

How it Looks

Options Bar – choose what can be seen, Events and Actions

Tab Bar – different items can be open in different tabs, like a web browser

Menu Pane – provides options for the Tab you are browsing in



© 2019 Oracle

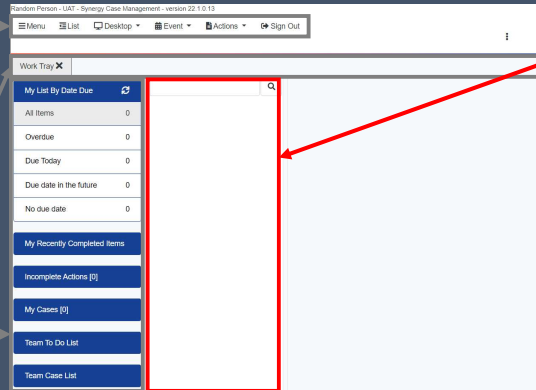
20

How it Looks

Options Bar – choose what can be seen, Events and Actions

Tab Bar – different items can be open in different tabs, like a web browser

Menu Pane – provides options for the Tab you are browsing in



List Pane – shows a list of items based on the current tab, and currently selected Menu Pane option

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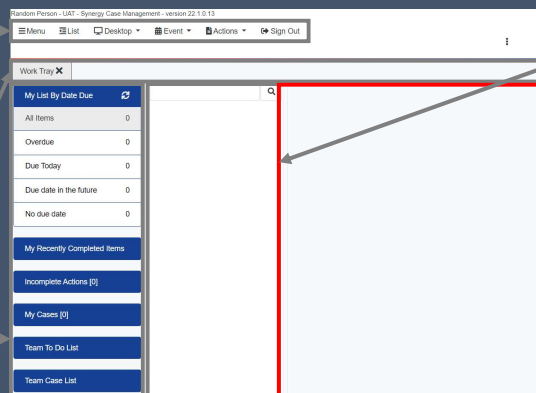
21

How it Looks

Options Bar – choose what can be seen, Events and Actions

Tab Bar – different items can be open in different tabs, like a web browser

Menu Pane – provides options for the Tab you are browsing in



List Pane – shows a list of items based on the current tab, and currently selected Menu Pane option

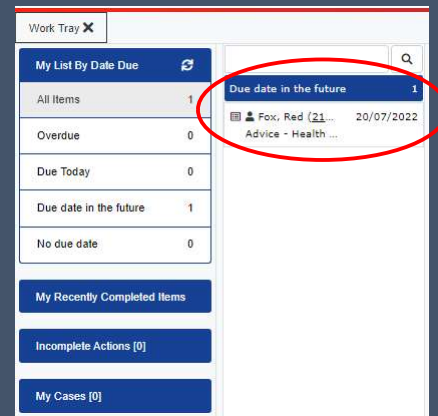
Focus Pane – shows the item selected from the List Pane. The item can usually be viewed, edited and Completed when in the Focus Pane.

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Your To-Do List

- On login, you will see your Work Tray. The section 'My List By Due Date' is automatically selected.
- In the List Pane is a list of all Tasks and Forms assigned to you which **have not been completed**.



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Accessing Additional Information

- It is possible to see some additional information about the CYP in the system.
- It is also possible to see additional advices which have been requested and submitted (statutory requirement).
- These are accessed through the CYP record.

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Accessing the CYP Record

- To open the record of the CYP, click on the ID number in the To-Do List, or on the head/torso graphic.



 Fox, Red (217231) 28/05/2022
 Test Task
 Assigned to : Work Tray, Health (350334) (EHCP - Health Admin Team)

CYP/204

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The CYP Record

- A subset of system data is shown in the panels on the CYP record.
- Completed forms are shown in the Running Record.

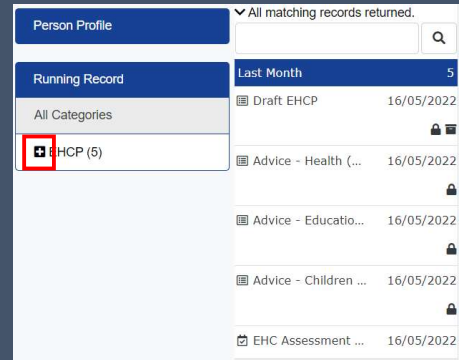
Work Tray  Fox, Red (217231) 							
Fox, Red (217231) DOB: 01/02/2011 EHP Address: North Yorkshire County Council, County Hall, Racecourse Lane, DL1 9AH Name: CST Admin							
Person Profile	School Education History 						
Basic Information	School	Start Date	Leaving Date	Main Attendance	Attendance Type	SEN 2 Category	Enrolment Status
Running Record	EHCP History						
	Request to Assess		(In Progress)		Days Open : 3		08/06/2022
	Statutory Advice being sought from Health		Advice - Health (Statutory)		Days Open : 3		08/06/2022
	Request to Assess received directly from education provider		RTA - Request from Education Provider		Days Open : 3		08/06/2022
	Awaiting school response(s) to Draft EHCP		Draft EHCP - School Consultation				
	Statutory Advice being sought from Health		Advice - Health (Statutory) (deleted 08/06/2022)				
	Review				Days Open : 9		31/05/2022 09/06/2022
	Beginning the Annual Review process		Annual Review - Review Form				
	Migration		(Plan agreed, review due : 03/05/2023)		Days Open : 1		03/05/2022 03/05/2022
	Migration		Migration Workflow Trigger Form		Days Open : 1	WTF Happens	03/05/2022 03/05/2022
	Request to Assess		(Plan agreed, review due : 03/05/2023)		Days Open : 13		18/05/2022 31/05/2022

CYP/204

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Understanding the Running Record

- Items in the Running Record are split into categories.
- Items in the selected category/ies will be shown in the List Panel.
- The Running Record category tree can be expanded using the black + icon.

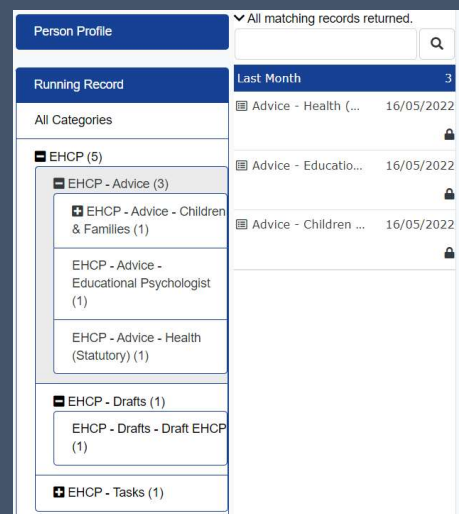


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Understanding the Running Record

- Items in the Running Record are split into categories.
- Items in the selected category/ies will be shown in the List Panel.
- The Running Record category tree can be expanded using the black + icon.
- In this example, EHCP – Advice has been selected which displays three entries in the List Panel.



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Viewing Items in the Running Record

- Once an item has been selected in the List Pane, it will appear for viewing in the Focus Pane.

The screenshot shows a software interface with a list pane on the left and a focus pane on the right. The list pane shows several records, with 'Advice - Health (Statutory)' selected. The focus pane displays the details for this record, including start and completed dates, assigned to, and a table of concerning items.

Advice - Health (Statutory)
Doc. Ref.: DEHCPF050/1

Start Date: 16/05/2022
Assigned To: Willox, Maggie (350348) (EHCP - Health Professional - York)

Completed By: Willox, Maggie
Completed Date: 16/05/2022

Concerning

Sys Ref	First Name	Family Name	DOB
+ 202553	Jeffery	Archer	11/06/2013

Introduction

This form is issued in accordance with The Children and Families Act 2014 and should be returned within 6 weeks of receipt of request. You should consult with parents/carers/young person about the contents of this advice and be aware that a copy will be sent to them on completion of the assessment process.

Broad Outcomes Filter

Number Broad Outcome Detail

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How Forms Work

- Forms are used to collect information.
- A Form can be in one of two states:
 - Incomplete – editing is allowed. The form can be saved and returned to at a later time.
 - Complete – the form has been finished and submitted, and no further editing is allowed.
- Once you have finished entering information on the form, it must be **Saved and Completed**, ready for you to trigger the Next Steps.

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How Forms Work

- Each Form has multiple Panels of information.
- CYP details are at the top of the screen. Additional details can be accessed, this will be covered later.

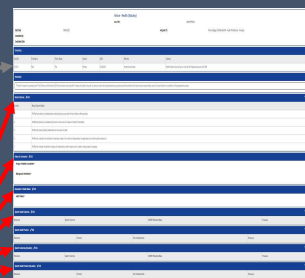


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How Forms Work

- Each Form has multiple Panels of information.
- CYP details are at the top of the screen. Additional details can be accessed, this will be covered later.
- Each Panel has a blue header bar. A panel can be minimised by clicking on the header bar.



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How Forms Work

- Each Form has multiple Panels of information.
- CYP details are at the top of the screen. Additional details can be accessed, this will be covered later.
- Each Panel has a blue header bar. A panel can be minimised by clicking on the header bar.
- If the Panel is editable, an Edit button will appear in the Panel Header.



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How Forms Work

- The Header and Concerning Panels show who the form is about and who it's assigned to.



RTA - Request from Education Provider			
Doc. Ref.:		DEHCPF011/2	
Start Date	06/06/2022	Assigned To	Work Tray, SEN Admin (350335) (SEN - Admin Team)
Completed By	Merifield, Carol		
Completed Date	06/06/2022		
Concerning			
Sys Ref	First Name	Family Name	DOB
+ 45182	Jennifer	Rush	20/05/2012

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How Forms Work

- The final panel in most forms is Next Steps.
- Each Next Step can contain one or more Actions.
- At least one Next Step must be selected to Complete a Form.

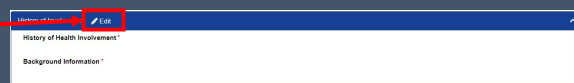
Next Steps 		Filter 	
Next Step	Tick to Select	Notes	
+ Submit Request for EHC Assessment	<input type="checkbox"/>		
+ Submit SEND Hub Referral	<input type="checkbox"/>		
+ End SEN Support	<input type="checkbox"/>		
+ Continue SEN Support	<input type="checkbox"/>		

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Filling In a Form

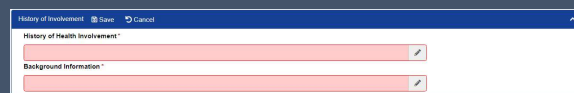
- To Edit a Panel and enter information, click on the Edit button on the Panel header bar.
- Fields will open for editing, as shown.
- Fields which have a red asterisk and/or a pink background are mandatory. The form cannot be Completed without data in these fields



History of Involvement 

History of Health Involvement*

Background Information*



History of Involvement  

History of Health Involvement*

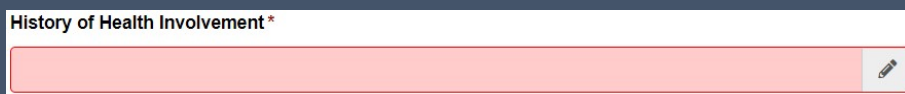
Background Information*

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Filling in Fields

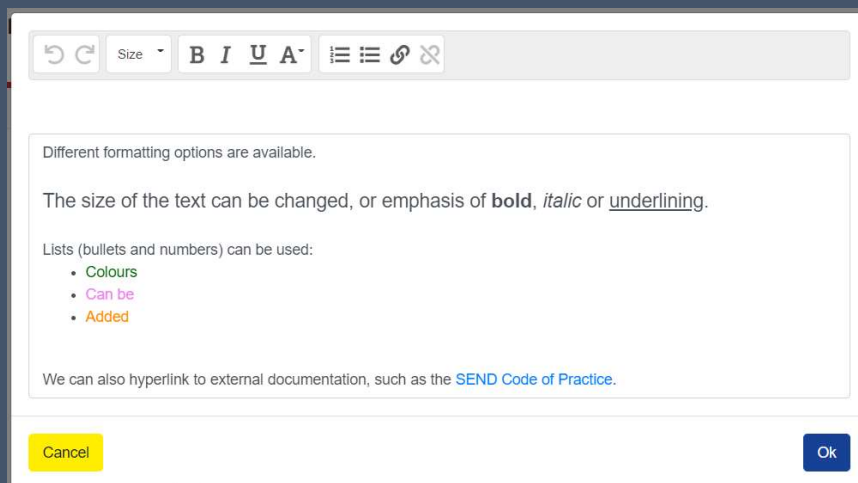
- Some fields are restricted to length, or input type (e.g. number or drop-down list).
- Other fields have a pencil icon which can be clicked to show more formatting options.



History of Health Involvement *

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Additional Text Formatting



Different formatting options are available.
 The size of the text can be changed, or emphasis of **bold**, *italic* or underlining.
 Lists (bullets and numbers) can be used:

- Colours
- Can be
- Added


 We can also hyperlink to external documentation, such as the [SEND Code of Practice](#).

Cancel Ok

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Next Steps

- In the Next Steps panel, tick the box on the row containing the step you choose.

Next Steps 		Filter 
Next Step	Tick to Select	Notes
+ Start Request for EHC Assessment	<input type="checkbox"/>	
+ Start SEND Hub Referral	<input type="checkbox"/>	
+ End SEN Support	<input type="checkbox"/>	
+ Continue SEN Support	<input type="checkbox"/>	

- Once the Form has been Completed, the Actions from the Next Step will show as Incomplete Actions in your Work Tray.
- At this point, there is no need to expand this section, just tick the line as it appears in the form.

[Screenshot](#)

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What if I am interrupted halfway through?

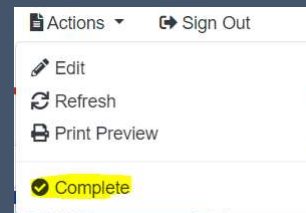
- So long as the information is saved as you go along (use the Save button on the Panel Header), it will be retained in the system and will appear when you next log in.
- If you do not save the information as you go along, it will be lost and cannot be retrieved.
- The system will automatically log you out after a period of inactivity, so please ensure you save regularly.
- Unsaved information cannot be retrieved.

[Screenshot](#)

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Completing the Form

- Once all fields have been filled in, the Form needs to be Completed.
- Completing a Form is **not the same** as saving the form.
- A saved Form can be returned to and edited, the Next Steps can be selected but will not appear as Incomplete Actions.
- The Complete step sets the Actions in the chosen Next Step(s) to Incomplete, or submits the Final Advice form.
- Select Complete from the Actions menu.



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Completing the Form

- The system will ask for confirmation to Complete the Form. Click Yes.
- The system will then confirm the Form has been Completed. Click OK.

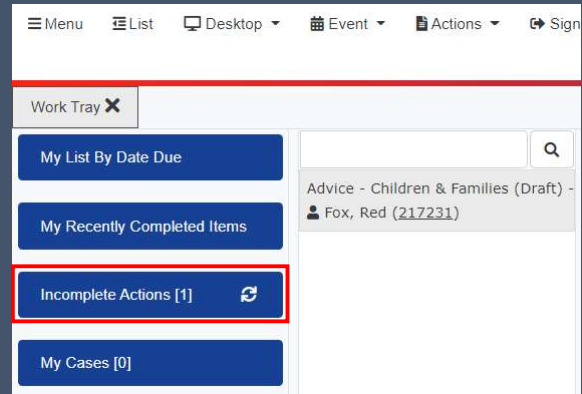
 A confirmation dialog box with a white background and a thin border. The title is 'Complete'. Below the title is the question 'Are you sure you want to complete this?'. At the bottom, there are two buttons: a yellow 'No' button on the left and a blue 'Yes' button on the right.

 A confirmation dialog box with a white background and a thin border. The title is 'Completed'. Below the title is the message 'This has been Completed'. At the bottom right, there is a blue 'Ok' button.

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Triggering Next Steps (Incomplete Actions)

- Once the form has been Completed, it will no longer show on your To-Do list.
- Where the Action(s) in chosen Next Step(s) have not been triggered, the Form will show in the Incomplete Actions list.
- Click on the Form in the List Pane to select it. It will open in the Focus pane.



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Triggering Incomplete Actions

- Scroll to the bottom of the Form in the Focus Pane and expand the Next Step (using the + symbol on the left) to show the Actions.

Next Steps			Filter
Next Step	Tick to Select	Notes	
Pass to Supervisor for approval	<input checked="" type="checkbox"/>		

Actions		Filter
Action	Status	
<input type="checkbox"/> Create Form	Incomplete	

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Triggering Next Steps (Incomplete Actions)

- Tick the checkbox next to the Action, then click 'Complete' on the Panel Header.

Next Steps			Filter
Next Step	Tick to Select	Notes	
Pass to Supervisor for approval	<input checked="" type="checkbox"/>		

Actions		Filter
Action	Status	
<input checked="" type="checkbox"/> Create Form	Incomplete	

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Choosing the Recipient

- A number of options are displayed.
- The Concerning box should show the name of the CYP the Advice is being requested for.

SEN Support Implementation & Review

Assign to me, in team

or Select Team*

then Select Caseworker*

Select Plan Type*

Select the Start Date*

Select the Completion Date*

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Managing Errors

- The system has built in conditions and automated checking.
- Where these are triggered, they will be shown in red, with the title 'Form Conditions Not Met'.
- If errors are encountered, please contact the SEN Admin Team for further advice.

The screenshot shows a web form titled "Advice - Health (Statutory)". It includes fields for "Concerning" (with a dropdown menu showing "Fox, Red (217231)"), "Assign to me, in team", and "or Select Team *". Below these is a "then Select Caseworker *" field and a "Form must be completed by" date field set to "20/07/2022". A red error message is displayed: "Form Conditions Not Met. Red Fox, ERROR - Creating Advice - Health (Statutory) DEHCPFD001 There is already an 'Advice - Health (Statutory)' form for this person. Please check because only one set of information can be taken forward to Panel and it will be the last version completed which is used! ERROR - Creating Advice - Health (Statutory) DEHCPFD001 This form is already in progress for this person. The form cannot be created until the errored conditions are met". At the bottom, there are "Dismiss", "Previous", and "Accept" buttons.

CRITICAL

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Choosing the Recipient

- For a new version of the SEN Support form, you can use the 'Assign to me, in team' box, and click in the drop down to show the Team.
- For a Referral form, please select the 'SEN – Admin Team' team, and in the Select Casework drop down, select 'Work Tray'.

The screenshot shows a web form titled "SEN Support Implementation & Review". It includes fields for "Assign to me, in team", "or Select Team *", "then Select Caseworker *", "Select Plan Type *", "Select the Start Date *", and "Select the Completion Date *". A dropdown menu is open, showing a list of options including "EHCP - Health Professional - Harrogate", "EHCP - Health Professional - Scarborough", "EHCP - Health Professional - York", "EHCP - Other Advice Givers", "EHCP - Panel", "Schools - Primary - Hambleton", "Schools - Primary - Whitby", "Schools - PRL", "Schools - Secondary - Whitby", "Schools - Special", "SEN - Admin Team", "SEN - Casework Managers", "SEN - Casework Officers - Craven & Harrogate", "SEN - Casework Officers - Hambleton & Richmondshire", "SEN - Casework Officers - Preparing for Adulthood", "SEN - Casework Officers - Ripon & Knaresborough", "SEN - Casework Officers - Scarborough/Whitby/Ryedale", "SEN - Casework Officers - Selby", "SENDIASS Management", and "SENDIASS Workers". At the bottom, there are "Dismiss" and "Parent/Carer Comments *" fields.

CRITICAL

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Plan Type

- The Plan Type for the SEN Support Form should always be SEN Support Plan.
- Plan Type will not appear when submitting a SEND Hub Referral or EHCAR.

SEN Support Implementation & Review

Assign to me, in team: Schools - Primary - Hambleton

or Select Team*: Schools - Primary - Hambleton

then Select Caseworker*: Merfield, Carol

Select Plan Type*: **SEN Support Plan**

Select the Start Date*: [Empty field]

Select the Completion Date*: [Empty field]

Buttons: Dismiss, Accept

SEND Hub

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Start & Completion Date

- The Start Date and Completion Dates can be set.
- To enter the current date, double-click in the field, or a different date can be selected using the calendar.
- The Completion Date is used in your To-Do list.
- These dates are not editable for SEND Hub Referrals and EHCARs.

SEN Support Implementation & Review

Assign to me, in team: Schools - Primary - Hambleton

or Select Team*: Schools - Primary - Hambleton

then Select Caseworker*: Merfield, Carol

Select Plan Type*: SEN Support Plan

Select the Start Date*: 12/06/2022 10:04

Select the Completion Date*: [Calendar open for June 2022]

Buttons: Dismiss, Accept

Parent/Carer Comments*: No comments

Next Steps: X Dismiss, ✓ Complete

Next Step

SEND Hub

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Adding the Form

- Once all fields have been completed, click 'Accept'.
- The system might show a Loading icon for a few seconds.
- Confirmation the form has been added will be shown. Click OK.

Advice - Health (Statutory)

Concerning: Fox, Red (217231)

Assign to me, in team: [Dropdown]

or Select Team*: EHCP - Health Professional - Friarage

then Select Caseworker*: Willox, Maggie

Form must be completed by: 20/07/2022

Buttons: Dismiss, Previous, Accept (circled in red)

Form successfully added

The form has been successfully added

Ok

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Choosing the Recipient

- The form will be shown with the title of New Form

Work Tray X Fox, Red (217231) X New Form X

Advice - Health (Statutory)

Doc. Ref.: DEHCPF050/1

Start Date: 08/06/2022 Assigned To: Willox, Maggie (350348) (EHCP - Health Professional - Friarage)

Completed By: [Blank] Completed Date: [Blank]

Concerning				
Sys Ref	First Name	Family Name	DOB	
+ 217231	Red	Fox	01/02/2011	

Introduction

This form is issued in accordance with The Children and Families Act 2014 and should be returned within 6 weeks of receipt of request. You should consult with parents/carers/young person about the contents of this advice and be aware that a copy will be sent to them on completion of the assessment process.

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Finishing the Allocation

- The New Form can be closed using the X in the top bar.
- The CYP record will be shown.
- Once all forms have been added, close the CYP record using the X on the top bar.
- This will show your To-Do List again.

Work Top X Fox, Ref (217231) New Form X

Advice - Health (Statutory)

Doc. Ref.: EHCP/F001

Start Date: 08/06/2022 Assigned To: Wilko Magpie (EHCP - Health Professional - Françoise)

Completed By:

Completed Date:

Sys Ref	First Name	Family Name	DOB
217231	Rae	Fox	01/02/2011

Introduction

This form is issued in accordance with The Children and Families Act 2014 and should be returned within 6 weeks of receipt of request. You should consult with parents/carers/young person about the contents of this advice and be aware that a copy will be sent to them on completion of the assessment process.

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SEN Support Functionality


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SEN Support Form


Guidance Notes

Where no banner appears, the section of the form should be completed whenever this form is used.

A green banner indicates the level of detail which is expected at SEN Support. 

A blue banner indicates the level of detail required when a Referral to SEND Hub is being submitted. It is likely the referral will be rejected if the required level of detail is not provided. 

All areas identified with a green banner or no banner should also be completed.

An orange banner indicates the level of detail needed if a Request to Assess for EHCP is being submitted. It is likely the Request to Assess will be rejected if the required level of detail is not provided. 

All areas identified with no banner, green and/or blue banners should also be completed.

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SEN Support Form

- This list shows the different Panels of information in the SEN Support form.
- Will concentrate on key information here.
- Happy to look in more detail at others at the end of the session if there is a desire to do so (please put in the chat).

Concerning	Pupil Views
Guidance Notes	Parent Views
Professional Involvements	Current Attainment (Standard Areas)
Key SEND Involvement Dates	Current Attainment (Other Areas)
Identified Needs (School)	Attainment Narrative
List of Barriers to Learning with Brief Detail	Quality First Teaching and Reasonable Adjustments
Detail of Barriers to Learning	SEN Support Plan
Strengths and Interests	Consent & Parent Involvement
Significant Events	Next Steps

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Professional Involvements

- This panel is a 'Live Panel' in the system.
- It contains information about who is involved with the CYP at the current time.
- Examples include:
 - SENCO, Medical professionals, consultants, social care (NYCC Education do not get automated notification from Children & Families about involvements)
- This information is required in exactly the same way it is for a SEND Hub Referral or EHCAR under the old process.
- Every Professional in the system is associated with one or more Organisations.

© NYCC

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Professional Involvements

- The Professional Involvements Panel can be added to or amended by clicking the Edit button.

Professional Involvements Save Cancel + Add Row Filter							
Sys Ref	Title	First Name	Family Name	Organisation	Role	From Date	To Date
350340		Kathryn	Pourreza	NYCC Children's Social Care	Social Worker	02/02/2021	

- To add another Professional, click '+ Add Row'.

© NYCC

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Searching for a Professional

- A search box will be displayed.
- The search can be by the Professional themselves using their name, or it can be by Organisation.
- Once either Professional or Organisation has been selected, click the magnifying glass to open the search window.

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General Search Functionality

There are three general principles when searching in the Digital EHCP system.

© NHS UK

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General Search Functionality

There are three general principles when searching in the Digital EHCP system.

1. Search criteria can be entered in any of the boxes in the top part of the screen. If you're unsure, % can be used as a wildcard. Use the Search button to search.

The screenshot shows the 'Search Criteria' form with the following fields:

- Sys Ref
- First Name
- Middle Name
- Family Name
- DOB
- Postcode

A search button is located at the bottom right of the form. Below the form, the 'Search Results' section is partially visible, showing a table with columns: Sys Ref, First Name, Family Name, DOB, Address, and Status Flags.

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General Search Functionality

There are three general principles when searching in the Digital EHCP system.

2. Results are shown in the middle part of the screen. Where there are more than can be shown, a navigation bar will also be shown.

The screenshot shows the 'Search Results' table with the following data:

Sys Ref	First Name	Family Name	DOB	Address	Status Flags
5968	Ella	Jenkinson	[REDACTED]	[REDACTED]	
5969	Lucy	Jenkinson	[REDACTED]	[REDACTED]	
7783	Kate	Jenkinson	[REDACTED]	[REDACTED]	
8670	Anne-Marie	Jenkinson	[REDACTED]	[REDACTED]	
8671	David	Jenkinson	[REDACTED]	[REDACTED]	

A navigation bar is shown at the bottom of the table, indicating 5 results and the current page (1).

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General Search Functionality

There are three general principles when searching in the Digital EHCP system.

3. Click on the result required and the name and ID will appear in the bottom section of the screen. Click Done once the correct person has been selected.

The screenshot displays the search interface with the following components:

- Search Criteria:** Fields for Sys Ref, Middle Name, and DOB on the left; First Name, Family Name, and Postcode on the right. The Family Name field contains 'jenki%'.
- Search Results:** A table with columns: Sys Ref, First Name, Family Name, DOB, Address, and Status Flags. The results are:

Sys Ref	First Name	Family Name	DOB	Address	Status Flags
5968	Ella	Jenkinson	[REDACTED]	[REDACTED]	
5969	Lucy	Jenkinson	[REDACTED]	[REDACTED]	
7763	Kate	Jenkinson	[REDACTED]	[REDACTED]	
8870	Anne-Marie	Jenkinson	[REDACTED]	[REDACTED]	
8871	David	Jenkinson	[REDACTED]	[REDACTED]	
- Selected Result:** A red box highlights the selected result: 'Jenkinson, Kate (7763) X'.
- Buttons:** 'Search' (top right), 'Done' (bottom right), and a 'Search using lists' checkbox (bottom left).

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Searching by Professional Name

- When the search box appears for Professionals, please click the 'Professionals' button on the left **before** beginning the search.

The screenshot displays the search interface for Professionals with the following components:

- Select Parties...:** A dropdown menu on the left with 'Professionals' selected and highlighted by a red box.
- Search Criteria:** Fields for Sys Ref, Middle Name, and DOB on the left; First Name, Family Name, and Postcode on the right.
- Search Results:** A table with columns: Sys Ref, First Name, Family Name, DOB, Address, and Status Flags. The results are:

Sys Ref	First Name	Family Name	DOB	Address	Status Flags
350340	Pourreza, Kathryn				
- Selected Result:** A red box highlights the selected result: 'Pourreza, Kathryn (350340) X'.
- Buttons:** 'Search' (top right), 'Done' (bottom right), and a 'Search using lists' checkbox (bottom left).

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Searching by Professional Name

- When a Professional has been selected by Name, details from their association with an Organisation are automatically populated.
- If a Professional is a member of multiple Organisations, the correct Organisation for the relationship with the CYP can be selected from the drop-down list.

The screenshot shows the 'Professional Involvement' form with the following fields:

- Select by:** Professional Organisation
- Professional:** Search box containing 'Pourreza, Kathryn (350340)' with a search icon and a close button (X).
- Organisation:** Drop-down menu showing 'NYCC Children's Social Care'.
- Relationship:** Drop-down menu showing 'Social Worker'.
- Start Date:** Text box containing '11/06/2022' with a calendar icon.
- End Date:** Empty text box with a calendar icon.
- Buttons:** 'Cancel' (yellow) and 'Ok' (blue).

- Please check the Start Date for the Involvement and ensure it is changed to be accurate.

©NYCC

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Searching by Organisation

- When an Organisation has been selected, the list of Professionals will be populated.
- Please select the appropriate professional from the drop-down list.

The screenshot shows the 'Professional Involvement' form with the following fields:

- Select by:** Professional Organisation
- Organisation:** Search box containing 'NYCC Children's Social Care (350341)' with a search icon and a close button (X).
- Professional:** Drop-down menu showing 'Pourreza, Kathryn (350340)'.
- Relationship:** Drop-down menu showing a list of professionals: 'Pourreza, Kathryn (350340)' and 'Whitefield, Tracey (350344)'. 'Pourreza, Kathryn (350340)' is selected.
- Start Date:** Text box containing '11/06/2022' with a calendar icon.
- End Date:** Empty text box with a calendar icon.
- Buttons:** 'Cancel' (yellow) and 'Ok' (blue).

- Please check the Start Date for the Involvement and ensure it is changed to be accurate.

©NYCC

66

Organisation Names & Wildcard Searching

- Organisation Type – Sub-Type – Location/Name
- Examples:
 - Health – GP Practice – Mowbray House Surgery
 - Health – Hospital – The Friarage Hospital
 - Children & Families – Social Care
 - Children & Families – Early Help
- % wildcards can be used for searching:
 - Health% will return all entries which begin with “Health”
 - %Health% will return all entries which contain “Health”
 - Searching is not case-sensitive

© NYS

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It's Early Days!

- We appreciate this is a new system and, by that very nature, all Organisations and Professionals will not be loaded on the first day.
- If you feel there is an Organisation or Professional missing, please email sen@northyorks.gov.uk with details.
- To set up a new Professional or a new Organisation, we must have the following details:
 - Name, work base, name of work base, address of work base, email address, contact telephone number, role (e.g. Family Support Worker, Social Worker)

© NYS

68

Current Attainment

- This information is extremely important to ensure we are able to understand the current status of the CYP and potential level of need.
- We are asking for the Year the CYP is working at and their current level of attainment.

Area	Year Working At	Current Attainment
Spelling		
Reading	Reception	W - Working Towards
Writing	1	D - Developing
Maths	2	S - Secure
	3	Not statutory school age
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	12	
	13	
	Above statutory school age	

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SEN Support Plan Panel

- The SEN Support Plan Panel automatically generates an history of support.
- Each iteration of the Plan shows the current active items, any which have been completed as part of the current cycle, and any new ones which have been added.
- In the next cycle, the items completed as part of the previous cycle are not shown (they are archived), but the others are, and the process can be repeated.

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Support Plan – Iteration 1

SEN Support Plan Filter

At SEN Support, this should show the Graduated Response: Assess > Plan > Do > Review

Targets and provision from all advice should be applied. There will likely be more than 3/4 targets on a support plan.

Only complete the Date Completed field once the outcome has been completed. Once a completion date is added, this outcome is removed from the next version of the plan.

Date Set	Outcome Target	Provision	Expected Impact	Achieved?	If not achieved, why?	Date Completed
04/01/2021	will learn to self-regulate, accessing taught strategies and activities to be active, calm and then organised for work.	<ul style="list-style-type: none"> Structured, personalised daily timetable including Key interactions with familiar adults, particularly at the beginning and end of every day and drop off / pick up from the front door Regular movement breaks and short term planning Individual visual timetable, now and next Suitable seating, partners and support and encouragement in lessons Contingency planning – preparation and discussion about potential changes in routine, environment, staffing Personalised safe space in the classroom 	will learn to self-regulate, accessing taught strategies and activities to be active, calm and then organised for work.			
04/01/2021	will find reading enjoyable and rewarding.	<ul style="list-style-type: none"> Discussion and support to choose books for reading for pleasure 	He will find reading enjoyable and rewarding.			
04/01/2021	He will be able to name 1 positive thing about himself.	<ul style="list-style-type: none"> Additional PE to develop his talents Personal Thrive profile and action plan Access to the den for calming time 	He will be able to name 1 positive thing about himself.			

In the first iteration of this support plan, 3 items are added. Detail of Target, Provision and expected impact are entered.

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Support Plan – Iteration 2

SEN Support Plan Filter

At SEN Support, this should show the Graduated Response: Assess > Plan > Do > Review

Targets and provision from all advice should be applied. There will likely be more than 3/4 targets on a support plan.

Only complete the Date Completed field once the outcome has been completed. Once a completion date is added, this outcome is removed from the next version of the plan.

Date Set	Outcome Target	Provision	Expected Impact	Achieved?	If not achieved, why?	Date Completed
04/01/2021	will learn to self-regulate, accessing taught strategies and activities to be active, calm and then organised for work.	<ul style="list-style-type: none"> Structured, personalised daily timetable including Key interactions with familiar adults, particularly at the beginning and end of every day and drop off / pick up from the front door Regular movement breaks and short term planning Individual visual timetable, now and next Suitable seating, partners and support and encouragement in lessons Contingency planning – preparation and discussion about potential changes in routine, environment, staffing Personalised safe space in the classroom 	will learn to self-regulate, accessing taught strategies and activities to be active, calm and then organised for work.	No	Usually a calmer entry into school, but this is dependent on the morning he has had and the things which are planned for the day.	
04/01/2021	will find reading enjoyable and rewarding.	<ul style="list-style-type: none"> Discussion and support to choose books for reading for pleasure 	He will find reading enjoyable and rewarding.	Partially	Still refusals, but we persevere as much as we can.	
04/01/2021	will be able to name 1 positive thing about himself.	<ul style="list-style-type: none"> Additional PE to develop his talents Personal Thrive profile and action plan Access to the den for calming time 	He will be able to name 1 positive thing about himself.	No	Still many angry and aggressive behaviours.	

In the second iteration, none of the targets have been achieved, and notes have been added to explain why not. No additional targets have been added.

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Support Plan – Iteration 3

Date Set	Outcome Target	Provision	Expected Impact	Achieved?	If not achieved, why?	Date Completed
04/01/2021	will learn to self-regulate, accessing taught strategies and activities to be active, calm and then organised for work.	Continued investigation into strategies for self-regulation, 1-1 THRIVE profile and activities, caring and reassuring environment to support him to regulate rather than lose control.	will learn that he is accepted by others, and that he can manage his emotions positively. He will be able to confidently remove himself from inflammatory situations rather than become engaged in them.	No	Usually a calmer entry into school, but this is dependent on the morning he has had and the things which are planned for the day.	
04/01/2021	will find reading enjoyable and rewarding.	• Discussion and support to choose books for reading for pleasure	He will find reading enjoyable and rewarding.	Yes		01/07/2021
04/01/2021	He will be able to name 1 positive thing about himself.	• Additional PE to develop his talents • Personal Thrive profile and action plan • Access to 'the den' for calming time	He will be able to name 1 positive thing about himself.	Yes		01/07/2021
01/09/2021	Respect others and show respectful behaviour	Positive reinforcement of respectful behaviour, calm explanation of how disrespectful behaviour makes others feel.	will begin to understand that he gains praise and attention from making positive choices.			
01/09/2021	Be able to throw and catch with another person 20 times without dropping the ball.	Practice building up focus of catching with 2 hands, and then reduce to one handed catching. Begin with small numbers for achievement.	will learn to focus for an extended period of time. He will develop resilience and acceptance that it is ok not to succeed immediately, and perseverance is sometimes required.			

In the third iteration of the plan, two targets have now been achieved and marked accordingly. Two additional targets have been added.

ARCHIVED

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Support Plan – Iteration 4

Date Set	Outcome Target	Provision	Expected Impact	Achieved?	If not achieved, why?	Date Completed
04/01/2021	will learn to self-regulate, accessing taught strategies and activities to be active, calm and then organised for work.	Continued investigation into strategies for self-regulation, 1-1 THRIVE profile and activities, caring and reassuring environment to support him to regulate rather than lose control.	will learn that he is accepted by others, and that he can manage his emotions positively. He will be able to confidently remove himself from inflammatory situations rather than become engaged in them.	No	Usually a calmer entry into school, but this is dependent on the morning he has had and the things which are planned for the day.	
01/09/2021	Respect others and show respectful behaviour	Positive reinforcement of respectful behaviour, calm explanation of how disrespectful behaviour makes others feel.	will begin to understand that he gains praise and attention from making positive choices.			
01/09/2021	Be able to throw and catch with another person 20 times without dropping the ball.	Practice building up focus of catching with 2 hands, and then reduce to one handed catching. Begin with small numbers for achievement.	will learn to focus for an extended period of time. He will develop resilience and acceptance that it is ok not to succeed immediately, and perseverance is sometimes required.	Yes		03/02/2022
03/02/2022	will be able to express his emotions to adults using flash card.	Flash cards to be provided and work with him to ensure understanding of each card and the emotions and feelings associated with them.	For him to be able to express his emotions and for adults around him to understand how different situations are making him feel.			
03/02/2022	will be able to take part in a full lesson whilst sat at his desk.	Positive reinforcement and the assistance of a classroom assistant so if he become distracted, the reasons for this can be explored and coping mechanisms put in place.	He will be able to take part in lessons and experience more structured learning. Less disruption for other pupils in the class.			

In the fourth iteration, the two targets completed in the third iteration are not shown (archived), one existing target has been completed, and two new targets have been added.

ARCHIVED

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The Graduated Response

- The iterations of the Support Plan provide the necessary evidence of Graduated Response which is required under the SEN Code of Practice.
- As well as sitting (and being edited) within the SEN Support Plan form, the iterations can be viewed together in one place on the CYP's record in the system under the Plans link in the Menu Bar.

Category	Count
Last Month	4
SEN Support Plan	19/05/2022
SEN Support Plan	16/05/2022
2021	2
SEN Support Plan	01/09/2021
SEN Support Plan	01/05/2021

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SEND Hub Referral

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Submitting a SEND Hub Referral

- The SEND Hub Referral form has previously duplicated much information held at SEN Support level.
- Now SEN Support information has a home in the Digital EHCP system, there is no need for this to be repeated.
- If the system is not being used for SEN Support, the process of Notification of SEN Support and completing the SEN Support form is required prior to submitting a SEND Hub Referral.

SENDA

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SEND Hub Referral

- There are four Panels to fill in for the SEND Hub Referral.
- Additional Diagnoses gives the opportunity to list these, and to upload a photograph of evidence. *If additional evidence is provided, this can be uploaded (information about uploading additional information will be covered later).*
- Service(s) required offers the option to tick services which are thought necessary. *This isn't definitive and the final decision will be with the SEND Hub Panel.*

Additional Diagnoses

Service(s) Required

Aspirations for the CYP

Intervention Toolkit

SENDA

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Aspirations for the CYP & Intervention Toolkit

Aspirations for the CYP Save Cancel

What intervention or support are you requesting from the SEND hub and why do you feel this is beyond what you can do in your school/setting? *

What outcomes and changes for this pupil would you hope to see over the next 3 months that would reduce your concerns? *

Intervention Toolkit Edit Filter

Please select which tools have been used.

Where a tool has been used, please use the Details column to explain the impact this has had. If the tool has not been used, please use the Details column to explain why.

Intervention Tool	Tool Used?	Details
Ladder of Intervention		
Progression Pyramid		

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Completing the Form

- Select the Next Step 'Submit SEND Hub Referral' and Complete the Form.
- Once the Form has been Completed, the Referral has been sent to the Local Authority. You will not receive automated confirmation from the system.

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EHC Assessment Request

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Submitting an EHC Assessment Request

- There are two parts to this process:
 - A Draft EHC Assessment Request form.
 - This is what is created from the Next Step Action from the SEN Support Form.
 - This can remain open and be edited for as long as you want.
 - A RTA – Request from Education Provider (Final) Form
 - This is created as a Next Step Action from the Draft EHC Assessment Request form.
 - Once this form has been started, it should be Completed as soon as possible.
 - The 20-week clock starts ticking when this form is started, regardless of when it is Completed.

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Family Members & Relationships (EHCAR)

Family Relationships Filter ^										
Sys Ref	Warn	Title	First Name	Family Name	Gen	Age (calc)	DOB	Relationship	Status Flags	Derived
240899		Mr	Myles	Strudwick	M			Step Grandparent		<input type="checkbox"/>
124010		Ms	Antonia		F	59 years		Grandparent		<input type="checkbox"/>
62320		Mr	Daniel		M	36 years		Father		<input type="checkbox"/>
59875		Ms	Susan		F	33 years		Mother		<input type="checkbox"/>

Significant Others Filter ^								
Person	Warn	DOB	Gender	Relationship	From Date	To Date	Address	Status Flags
Strudwick, Myles (240899);			Male	Advocate	01/01/2022		North Yorkshire County Council, County Hall, Racecourse Lane, DL7 8AH	

Parental Responsibility Filter ^		
Person Responsible	From Date	To Date
Susan	11/06/2013	
Daniel	11/06/2013	

EHCAR

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Family Members & Relationships (EHCAR)

- Additional information can be added in these Panels.

Additional Family Members/Significant Others Filter ^							
	Name	First Line of Address	Postcode	Telephone Number	Email Address	Does Contact have PR?	Consent for Contact: Phone, Email, Text, Letter
<input type="checkbox"/>							<input type="checkbox"/>

Additional Family Information Save Cancel
<p>Please advise if any of the above details are incorrect, and what changes are required.*</p> <input type="text"/>
<p>Please provide a contact email address for each person with Parental Responsibility.*</p> <input type="text"/>
<p>Please tick to confirm these details are correct.*</p> <input type="checkbox"/>

EHCAR

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Overview of Needs Save Cancel

If there are additional documents to support the information provided below, please upload these using the Running Record category of 'EHCP - RTA - Information from Education Provider'.

Description of any Health Needs related to the child/young person's special educational needs *

Awaiting an appointment with CAMHS.

Description of any Social Care Needs related to the child/young person's special educational needs *

Extensive Social Care Involvement, Red Fox is currently subject to a care order.

Need for EHCP Save Cancel

Why might an EHCP be required? *

Provision is over and above E2.

What needs cannot be met without an EHCP? *

Barriers to learning for Red Fox below: It is essential for him to be fully included in all aspects of school life. Without the individual support given to Red Fox there will be times when he is unable to access his learning.

What difference would this make? *

Focus and attention to the tasks and the access to a full curriculum alongside his peers at all times. Further progress with his social and emotional wellbeing and in turn will improve his understanding of his emotions. The continued impact would be that Red Fox is happy, feels safe and less anxious about school and other social situations. Through the continued support of a trusted adult, he will learn strategies that would enable him to become more independent in time. Red Fox will be able to make progress academically through a trusted adult and a personalised timetable.

CRITICAL

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Proposed Banding (School)

Which banding appears to best suit the needs identified? *

Band 6

Broad Outcomes Filter

Number	Broad Outcome Detail
5	
4	For to developing understanding of social rules so he can make and maintain friendships.
3	For to develop trusting relationships so he knows he's safe.
2	For to understand his emotions and sensory needs so he is able to independently manage these and maintain positive behaviour.
1	For to increase his attention to tasks and independence within lessons so he is able to make academic progress.

- Broad Outcomes are what would be expected from the provision of an EHCP, if the request is successful.
- These will be surfaced to people who are asked for advice as part of the process so need to include an appropriate level of detail.

CRITICAL

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Information from CYP & Parent/Carer ^

Please complete below information sourced from the CYP and Parent/Carer. If this information has already been collected elsewhere, it should show in the panels below.

If the CYP resides in Youth Accommodation (or has done in the past), please add the start date (and end date if relevant) in the panel below. i

Youth Accommodation Filter ^

Start Date	End Date
------------	----------

Communication & Data Collection (from CYP) ^

How do I communicate? *

By talking

Who has completed this form? *

SENCO


- In the Information section, there is a question about Youth Accommodation.
- There is a statutory requirement to report if a CYP is in Youth Accommodation at the time an EHCAR is submitted.
- Please make sure this is filled in, if relevant.

87

Views of the Child/Young Person Filter ^

Question	Response
What I'm good at, what people like about me...	Good at, like.
What's going well for me is...	What's going well.
What's not going so well for me now is...	What's not going so well.
What's important to me now is...	What's important now.
What's important to me in the future is...	What's important in the future.
Any other information about me and my family that you should know	Any other information you should know.

Photographic Evidence Filter ^



Photograph	Approximate Date of Photo	Additional Information & Explanation
	23/05/2022	Taking part in swimming lessons.

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Moving from Draft to EHCAR

- Ensure the Next Step of Create EHCAR Form is ticked.

Next Steps  Filter 		
Next Step	Tick to Select	Notes
+ Create EHCAR Form	<input checked="" type="checkbox"/>	

- Complete the Form.
- Trigger the Next Steps (Incomplete Actions) from your Incomplete Actions List.

EHCAR

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Submitting the EHCAR

- Once the Action of Create Form has been triggered, the 'RTA – Request From Education Provider (Final)' form will be shown on the screen.
- Scroll to the bottom of the form.
 - Ensure the Consent Panel has been completed.
 - Select the Next Step of 'Submit EHC Assessment Request'.
 - Complete the Form.

EHCAR

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Additional Advice

- You will be notified by email of the outcome of the EHC Assessment Request.
- If the decision is Yes to Assess, you have the right to submit additional information to support the request.
- In this case, please open the CYP record and use the Add Event functionality to add the form 'Advice – Other (Non-Statutory)'.
- Once this form has been filled in and Completed, the Casework Officer will be able to view any additional comments made.

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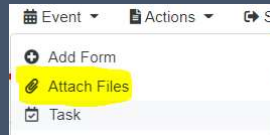
Uploading Supporting Documents

© HMCA

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Uploading Supporting Documents

- Documents can be uploaded on a CYP record using the Event > Attach Files option. The CYP record must be open.

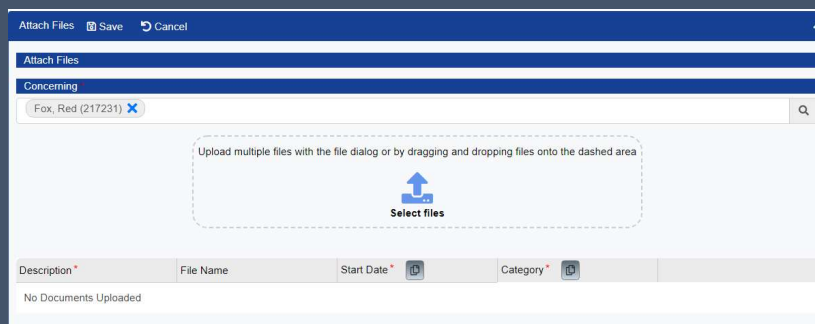


- Upload document functionality is to complement information which has been entered in forms, not to replace.
 - Example: if a Consultant Psychiatrist's report is referenced in SEN Support Plan, the report should be uploaded. The SEN Support Plan should be entered in the Form fields.

CPRODOL

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Uploading Supporting Documents



- Documents to be uploaded can be dragged and dropped in the dashed area, or it can be clicked to select files manually.

CPRODOL

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Uploading Supporting Documents

Description *	File Name	Start Date *	Category *
<input type="text"/>	NPLQ3.jfif	12/06/2022	<input type="text"/>

- Enter a sensible description in the Description field.
- If the Start Date of the document is not the date of upload, the Start Date can be amended.
- Category relates to the Running Record Category.

© NPLQ3

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Running Record Categories

- The Category drop down shows all Running Record categories you have access to.
- The document should be allocated to the Running Record category of the Form you are currently dealing with and for which the document is relevant.
 - For example, if you are uploading a document to support the SEN Support Plan, the category 'Schools > Support > SEN' should be chosen.

Category *

- EHCP - Moved In - Notification
- EHCP - Moved In - School Response
- EHCP - Moved In - School Suitability
- EHCP - Moved In (Forces)
- EHCP - Moved In (Forces) - Notification
- EHCP - Moved In (Forces) - School Response
- EHCP - RTA
- EHCP - RTA - Family Views
- EHCP - RTA - Request
- EHCP - Request - Request - Individual
- EHCP - Request - School
- EHCP - RTA - School Information
- EHCP - Tasks
- EHCP - Tasks - SEN Admin Team
- Schools
- Schools - SAM
- Schools - Support
- Schools - Support - SEN
- SEND Hub
- SEND Hub - Hub Referral

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Supporting Document Categories

- If you are unsure of the Category of what you are currently working with, you can use the Running Record on the CYP Record to expand and check.
- If the uploaded document ends up in the incorrect category, it might not be visible to people who need to see it, or it might be visible to those who do not need to see it.

Running Record	
All Categories	
EHCP	(8)
Schools	(2)
Schools - SAM	(1)
Schools - Support	(1)
Schools - Support - SEN	(1)
SEND Hub	(1)
SEND Hub - Hub Referral	(1)

[CYP360](#)

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Annual Reviews

[CYP360](#)

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Initiation of Reviews

- A Review is initiated by a 'Review – Initiate' Form.
- This form sits in your To-Do List and becomes due 6 weeks prior to the Due Date.
- When you open the form the Next Steps allow the Review Form to be created. **Use Plan Type of 'EHCP – Review'**.
- The Review Form pulls through all information from the Current EHCP or from the most recent Review.
- Additional Advice can be requested by adding 'Annual Review – Advice' forms and allocating them to the appropriate Professionals; the system will notify them automatically and send reminders.

CONFIDENTIAL

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The Review Form

- In addition to the fields from the EHCP, there are two other Panels to complete as part of the Review:
 - Annual Review Discussion
 - Parent Response

The screenshot displays two panels from a software interface. The top panel is titled 'Annual Review Discussion' and contains a green header with the instruction: 'Using reports and views gathered please note any pertinent information around progress or challenges over the past 12 months'. Below this are three red input fields labeled 'Challenges', 'Progress', and 'Any other Information', each with a pencil icon on the right. The bottom panel is titled 'Parent Response' and contains a green header with the instruction: 'Please discuss with parent and record view:'. Below this are three red input fields with the following prompts: 'Do you agree this is a fair reflection of the Review Meeting?', 'Do you agree with the outcome of the Annual Review?', and 'Please add any additional notes and comments here', each with a pencil icon on the right.

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Review of Outcomes

- This works in the same way as the SEN Support Plan panel.
- Amendments wouldn't be expected if the recommendation is for No Change.

EHCP - Final EHCP						Filter
Reference	Specific Outcome	SMART Milestones/Steps	Timescale	Was this achieved?	Notes where not achieved	Date Completed
5	To develop motor skills, taking into account his Development Co-ordination Disorder (Dyspraxia)	<ul style="list-style-type: none"> acquires motor skills in line with his development. has improved letter formation. is able to regulate his sensory processing. 	End of KS2			
4	To enhance emotional regulation, self-esteem and confidence	<ul style="list-style-type: none"> develops in self-esteem and confidence in his own learning, taking into account his needs and specific difficulties. is better able to regulate his emotions and recover from dysregulation, independently and with support. is able to reduce recurring instances of behaviour, following adult intervention. has reduced incidents of dysregulation. 	End of KS2			
3	To develop attention and concentration.	<ul style="list-style-type: none"> is able to engage with an adult directed activity and increase his ability to remain focused on tasks for up to ten minutes to start - increasing with time. 	End of KS2			
2	To develop independence in literacy and numeracy, taking into account his difficulties with learning.	<ul style="list-style-type: none"> develops effective and alternate forms of recording. is independently able to write/record using simple meaningful sentences with punctuation (full stop/capital letters). has improved accuracy in his spelling skills. has improved reading skills, with increased fluency in reading and comprehension. has improved accuracy in numeracy skills. becomes increasingly more independent in his learning. 	End of KS2			
1	To develop receptive, expressive language skills and his social interaction skills.	<ul style="list-style-type: none"> can process everyday language, including, teacher instructions, questions and requests. has improved speech sound production. can use language to express thoughts, opinions and engage with conversations in learning and social situations. has improved social skills. is able to initiate and reciprocate turn-taking activities with peers during structured learning and independent time, about adult directed topics and not those of his choosing. 	End of Key Stage 2			

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And so it begins...

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Transition

- As we transition to the Digital EHCP solution, we will have some time where there is a crossover.
- If you receive an advice request using the existing methods, please complete and return it in the normal way.
- We will not be running both Digital and paper systems for a single CYP – it will be one or the other.
- We expect all information requests after 1 August to be digital.

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Help & Support

- This session will be provided as a recorded video so can be referred to at any point in the future.
- An emailed copy of these slides will also be provided and we ask these are referred to in the first instance.
- We are offering drop-in sessions for 7 weeks after go-live. These are open to all users to bring any questions to. We ask that you prepare questions in advance to give all users fair opportunity for access.
- If there are still questions, please direct queries to the SEN Admin Team. Email is preferred – sen@northyorks.gov.uk as this allows the team time to investigate the issue prior to responding.

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Questions



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