

## 1) Case Study: Empowering

This case study is a good example of how a parent can lead the transfer process and feel able to take control of their child's EHCP transfer when provided with the information and tools in which to do so. In all their correspondence and communication with the LA, the parents were polite but gave a clear message that they knew what to expect from the process and how things should look.

### Frankie's Story

Frankie's dad informed me that an EHCP case officer (CO) from Slough had attended her annual review meeting in March 2015. The CO said he would like to visit them at home later in March when he would bring along a first draft of an EHCP document.

After a telephone conversation about the EHCP process with dad, who was sceptical from past experience of statements, he asked if I could be present at the meeting. I accepted and emailed them a timeline of the 14 week process and suggested they request clarification from the CO of the start date of the process. It seemed to me to be rather early to bring along a draft plan. I also emailed the parents some guidance from IPSEA (EHCP checklist and duty to specify). They had some concerns about Frankie losing her PACE education programme which they believed she had greatly benefitted from. I suggested they compile a list of their desired outcomes from the transfer and also any key concerns.

We met a little before the CO arrived and discussed outcomes. I gave Frankie's parents a document explaining how to write smart outcomes. I also explained that if there were any professionals that family felt should be present, they could request another meeting where the plan could be agreed collaboratively.

The CO explained that he would like parents to check the draft that he had part populated and add any amendments. It would then be sent to school for their contribution. We discussed a social care assessment as there had been some changes to Frankie's needs and dad also wanted to request a direct payment to arrange Frankie's social care himself. I gave him a factsheet on personal budgets.

After the meeting, I left some templates that parents agreed to complete on Frankie's behalf, in order to document her views for section A. They had already had discussions with her about her future plans and she had lots of ideas. Frankie attends residential school out of area on weekdays, returning home for weekends. She is very gregarious and creative and loves activities with her peers. She is keen on college after school and would like to have a job one day. Her parents are keen that even if not employed, Frankie makes some contribution in the form of volunteering, as they believe she would enjoy the sense of satisfaction this would give her.

Frankie's dad copied me in on his email to the CO. This was a very comprehensive account of Frankie's aspirations and wishes, including desired outcomes in education, health and access to activities and independent living. He listed things important to her, and for her from their point of view as her parents. Frankie has some complex health needs, also detailed by her dad.

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The CO circulated what he called draft plan V1. Much of Frankie's dad's account was there, word for word in sections A and B. Frankie's dad asked for any feedback I had on V1 and I emailed a few points that he may want to request were smartened up a little, if he felt this was necessary.

The challenges of this case are that the CO has now changed, and so this has delayed the final outcome. The parents are not in a hurry for the plan to be completed as Frankie is staying at school for another 2 years. They would rather get things right, even if this takes a little longer.