

Job Profile

| Position Details | |
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| Post | SENIOR Education Health and Care Plan Caseworker |
| Service Area | CYPS/Early Help and SEND/SEND Admin Team |
| Reports to | Head of Integrated Service – SEND and Disabilities |
| Grade | PO2 |
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| Role Purpose |
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| <p>The Education Health and Care Plan Caseworker is the key professional in bringing together and identifying key information on children's special educational needs across professional groups and agencies, and is responsible for writing the education health and care plan for a child (EHCP) in collaboration with the parent and child.</p> <p>The EHCP is a statutory document that must be written in a way that complies with local and national and local policies and approaches to SEND, in particular the 2014 Code of Practice. The EHCP Caseworker must identify appropriate outcomes and resourcing that is then devolved to settings in order to support children and young people with SEND between the ages of 0-25 years. The educational health and care plan is a statutory document and the support must be delivered by the educational establishment, in the way described in the EHCP.</p> <p>The purpose of the educational health and care plan should achieve the best outcomes for children with SEND and maximise their attainment in preparation for adult hood in the areas of:</p> <p>Achieving good education/employment Maximising independence Community inclusion/participation Good health</p> <p>The EHCP must be written in a way that ensure these aspirations are recognised and achieved, within the resources available.</p> |

| Main Responsibilities |
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| <p>1.0 To work with children young people and families to identify their wishes, views and aspirations. As part of this the post holder must be able to work with key professionals to communicate with children and young people with SEND.</p> <p>2.0 To be responsible for receiving and interpreting complex reports and advice for proposed education health and care plans for children with SEND</p> <p>2.1 To work in a multidisciplinary way to identify needs, outcomes and proposed resourcing for the child's education health and care plan across health education and social care</p> |

- 2.2 To write the EHCP within national guidance and local guidance for education health and social care, and with detailed knowledge of the boroughs 'Local Offer', including awareness of teaching approaches and methods of differentiation and local school places and types
- 2.3 To draft an EHCP for children who have not attended an education setting before, or who have had a life changing circumstance that means previous education attainments do not apply e.g. following discharge from hospital
- 2.4 To work with settings and families to annually review the EHC plans making changes were necessary
- 2.5 To be aware of thresholds for of resourcing, including personal budgets, and be able to assess and recommend indicative levels of personal budget in line with local policy if requested by the family and agreed by the relevant team manager
- 2.6 To independently meet with parents to discuss proposed EHCP's and parental response to EHCP's, negotiating and resolving and areas of disagreement, with an awareness of local resource.
- 2.7 To seek appropriate placements for a child, bearing in quality and value for money in terms of outcomes for a child.
- 2.8 To maintain and update database in relation to all special educational needs processing and ensure statistical data is available to colleagues and others.
- 2.9 To present cases to SEN panel outlining a range of solutions, seeking ratification for the proposed way forward
- 2.10 To ensure that the decisions of the relevant decision making panels are carried out in a timely way
- 2.11 To prepare reports and information for the Special Educational Needs Tribunals and represent the Authority in individual cases and attend meetings which may be conflictual if required.
- 2.12 To draft responses to Council Members and Members of Parliament on individual cases.
- 2.13 To keep up-to-date with current legislation and undergo training as appropriate for professional development, including SEND, safeguarding and support
- 3.1 To carry out research activities, special assignments and/or individual project work.
- 3.2 To record and monitor complex meetings as required, and take appropriate action.
- 3.3 To seek information from and give advice to local authorities and outside agencies with regard to procedures and pupils.

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| 3.4 | To attend meetings to give and receive information relating to service activities. |
| 3.5 | To make recommendations to the SEN Team Manager regarding any changes in methods and procedures that may affect the work of the sub-section. |
| 3.6 | Work across different partner agencies to analyse and interpret complex information and reports to get the best outcomes for a child |
| 3.7 | To provide case advice and case supervision to caseworkers within the SEN team |

| Generic Responsibilities | |
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| 1. | To provide a service which is responsive to changes in legislation and departmental policy. |
| 2. | To oversee and keep up accurate and up-to-date records, relating to the range of duties undertaken. |
| 3. | Understanding, knowledge and ability to follow guidelines that ensures compliance with Health and Safety at Work, Data Protection and other statutory requirements. |
| 4. | Understanding and commitment to promoting and implementing the Council's Equal Opportunities policies. |
| 5. | Knowledge and experience of using IT. |
| 6. | To undertake any other temporary responsibilities aligned with the overall purpose and grade of the role. |
| 7. | To use appropriate databases and information systems such as mosaic to input and track children's outcomes |

| Knowledge, Qualifications, Skills and Experience | Essential or Desirable |
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| • Professional qualification related to working with children at degree or higher education level or extensive experience in working in SEND e.g. 4+ years | E |
| • Additional qualifications related to children e.g. Understanding of child development | D |
| • Knowledge of the code of practice as it affects performance targets and funding for children to meet their SEND needs | E |
| • Knowledge of the SEND reforms 2014 | E |
| • Understanding of SEND and how it affects learning and social inclusion | E |
| • Understanding of mental capacity | D |

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| <ul style="list-style-type: none"> • High level of attention to detail | E |
| <ul style="list-style-type: none"> • Well- developed negotiation skills and conflict resolution | E |
| <ul style="list-style-type: none"> • Demonstrable experience of supervision or sharing advice with a successful outcome to staff in own or other professional groups | E |
| <ul style="list-style-type: none"> • Experience of providing training or participating in public consultation events where sensitivity and knowledge of the subject area is needed | D |
| <ul style="list-style-type: none"> • Ability to work to competing deadlines and to be able to prioritise independently | E |
| <ul style="list-style-type: none"> • Excellent written skills | E |
| <ul style="list-style-type: none"> • Well-developed organisational skills | E |

| Main Contacts & Other Information |
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| <p><u>Main Contacts:</u></p> <p>Heads of Service</p> <p>Transport/SEN service and education support services</p> <p>Schools, colleges and Early Years settings</p> <p><u>Other Information:</u></p> <p>This position requires the postholder to undergo a DBS (Disclosure and Barring Service) check for adults and children.</p> |