

## **JOB DESCRIPTION**

**TITLE: EHCP Co-Ordinator**

**POST NO:** PREF104344

**DEPARTMENT: Inclusion Service – SEND Assessment Team**

**DIVISION: Children, Families & Education**

**RESPONSIBLE TO: SEND Assessment Service Manager**

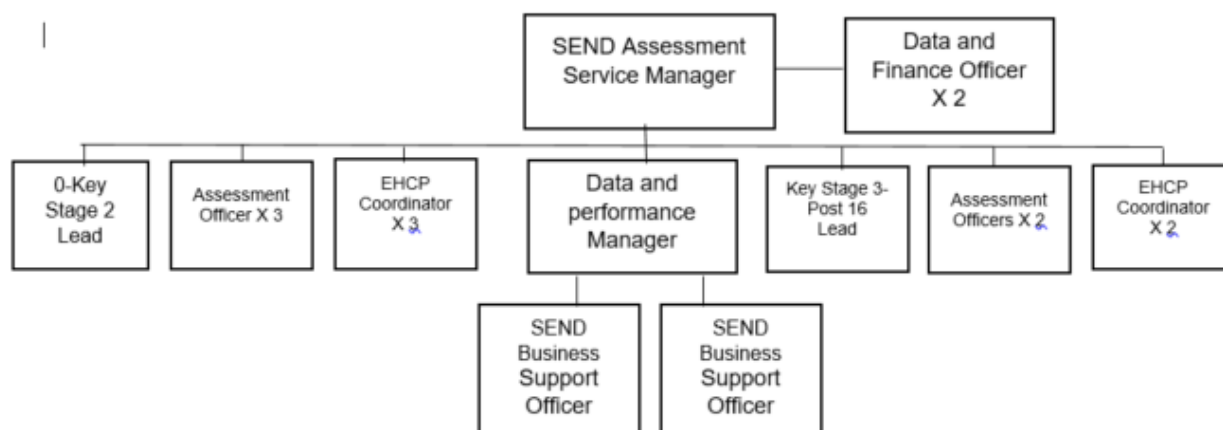
**GRADE: L6**

### **PURPOSE OF POST:**

The Special Educational Needs Assessment Service are responsible for delivery of high quality casework in line with the statutory requirements in the SEND Code of Practice 2015 and the Children and Families Act 2014. This includes coordinating multi-agency assessments of education, health and care and ensuring that Education, Health and Care plans are issued within statutory timescales, up to date and reflect the needs for the young person and the provision that they require.

The post holder will organise and coordinate statutory EHC needs assessments and plan (EHCNA and EHCP) processes. The EHCP Co-ordinator will have an allocated caseload and be aligned to one of the two teams supporting assessment, review, phase transfer processes reconciliation and resolution. The post holder will work with professionals across education, health and care as well as the young person and their family with a focus of improving outcomes for children and young people.

## ORGANISATION CHART:



## PRINCIPAL RESPONSIBILITIES:

1. Take responsibility for the preparation of information for parents, children, young people and schools, which provides the right information at the appropriate time. Acting as first point of contact for the SEND Assessment Service for parents, schools and other professionals, exercising judgement, providing advice and information and answering queries within an agreed framework. Ensure that all callers, some of whom may be angry or distressed, receive information in a customer focused and empathetic manner.
2. Facilitate the effective and efficient delivery of the statutory assessment process and monitoring arrangements for pupils with Education Health and Care plans within legal and internal timelines. Identify and address performance issues relating to the EHCNA process to the SEND Data, Monitoring and Performance Manager which arise.
3. Proactively monitor a defined caseload of children and young people with EHCP plans which will include monitoring progress through review documentation, amending EHC plans in the light of reviews and acting on requests made during the review process (e.g. reassessments, placement change or consideration of other changes to EHC plan provision.)
4. Work in partnership with children, young people, families and professional agencies from education, health, social care and the third sector, to construct, draft and write final needs led EHCPs, to achieve stated objectives, outcomes and aspirations.
5. Responsible for overseeing the timely administration of the EHCNA processes on a daily basis. This will include: ensuring that statutory assessment advice is returned to the Local Authority within specific statutory timescales, and that the Annual Review and/or Phase Transfer Review process is initiated and completed in accordance with the SEND Code of Practice 2015. This will include participating in the Local Authority moderation panel to present cases for consideration and representing the Local Authority at annual review meetings.
6. Delivery of high quality, reactive casework which encourages resolution and reconciliation, where the service have received complaints or mediation requests. Through working collaboratively with professionals across education, health and

care services to ensure effective case management, integrated working practices and successful outcomes for children and young people with EHC plans.

7. Maintain the Local Authority's information management systems to a high standard, inputting information, initiating standard reports etc. ensuring accuracy and attention to detail and that all relevant service standards are met. Ensure that all necessary records in relation to individual pupils are maintained accurately and are kept up to date and securely filed.
8. To participate as required in a range of meetings with other professionals, parents and carers in relations to individual children with SEND needs including representing the SEND Services at annual review, chairing reviews, attending and chairing multiagency meetings as appropriate.
9. Manage and facilitate the administrative functions to support the implementation of the SEND Moderation and Provision Panel.
10. In conjunction with the Assessment Officer and Data, Monitoring and Performance Manager, ensure that all administrative processes relating to children of statutory school age are completed by 15th February in the year of transfer. In liaison with schools, parents, the Post 16 Transitions Coordinator, maintain an overview of the transition plans for Year 11 leavers, advising the Local Authority Provision Panel as necessary and ensuring all parents receive appropriate notification of their legal rights.
11. Contribute to the development of policy, procedures and provision for children with SEND, including maintaining an up to date knowledge relating to SEN caseworker, changes to national legislation and departmental policies.
12. To input and maintain accurate and comprehensive database records as required, and participate in the Local Authority's systems for monitoring and quality assurance for children and young people known to the EHC assessment and review team.

#### **DIMENSIONS:**

**Supervisory Management:** Not applicable

**Financial Resources:** Not applicable

**Other:** Maintain approximately 2500 pupil files on behalf of the SEND Assessment Team.

#### **CONTEXT:**

The post holder will support the management of the statutory administrative arrangements for SEND and is therefore critical in the effective execution of highly visible and strictly time limited statutory processes. Accuracy and attention to detail is critical.

The post holder therefore must have the necessary organisational and interpersonal skills to provide emergency cover for the SEND Data, Monitoring and Performance Manager.

The post holder will be required to respond to parents in what can be difficult circumstances. An empathetic and calm approach is therefore an essential requirement.

The post holder will need to demonstrate a sound understanding of the complex legislative procedures. The post holder will be encouraged to undertake training for qualification in the BTEC Award in SEN Casework (subject to availability).

In the light of central government requirement for a Common Assessment Framework, a Lead Professional and a shared database for all Local Authorities, the post holder will take an active role in developing and maintaining information systems within the SEND Assessment Team.

It is essential that the post holder is prepared to work flexibly to ensure that timescales are met and the work of the section is undertaken accurately and in a customer responsive manner.

The duties as outlined above give an indication of what is expected in the post. These may be subject to some variation as the Assessment and Monitoring function develops.

**Working Environment:**

The Local Authority operate within a hybrid working model the post is primarily office based, working 37 hours a week within the hours of 8.30am and 5.pm on a flexi-time basis – actual hours agreed with line manager.

The job will involve lengthy periods using a computer, but the post holder will be expected to take the regular recommended breaks when using VDUs.

## Person Specification – EHCP Co-ordinator

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

| Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                         |                                                                                                                                                                                                                                     |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Attributes                                                                                                                                           | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How Measured                                            | Desirable                                                                                                                                                                                                                           | How Measured |
| <b>Experience</b>                                                                                                                                    | <p>Experience of statutory special educational needs assessment procedures and knowledge of SEND</p> <p>Demonstrable experience of responding in an empathetic way, both orally and in writing, to enquiries from the public</p>                                                                                                                                                                                                                                                                                                                                                                                         | <p>1,2</p> <p>1,2</p>                                   | <p>Some experience of working with schools to deliver SEND provision, or experience of co-production with families</p> <p>Previous experience of working with families or young people</p> <p>Experience of multiagency working</p> | <p>1,2</p>   |
| <b>Skills/Abilities</b>                                                                                                                              | <p>Able to work on own initiative and organise own workload to meet competing targets and deadlines</p> <p>Able to facilitate, arrange and record meetings with accuracy</p> <p>Able to deal with enquiries from and provide advice to schools and members of the public and others politely, sensitively, tactfully and diplomatically</p> <p>Able to follow procedures and guidelines, assimilate complex information and communicate this to others appropriately</p> <p>Excellent verbal and written communication skills and a high level of literacy to support good case recording and high quality EHC plans</p> | <p>1,2</p> <p>1,2</p> <p>1,2,</p> <p>1,2</p> <p>1,2</p> |                                                                                                                                                                                                                                     |              |

|                               |                                                                                                                                                                                                                                                             |                       |                                                    |       |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------|-------|
|                               | <p>In depth IT skills – able to produce a wide range of complex documents, forms, able to produce EXCEL spreadsheets and PowerPoint presentations</p> <p>Excellent skills in building and maintaining relationships with a wide variety of stakeholders</p> |                       |                                                    |       |
| <b>Equality Issues</b>        | Able to give examples of what would constitute discrimination in the workplace and to show understanding of the term 'Equal Opportunities'                                                                                                                  | 1,2                   |                                                    |       |
| <b>Specialist Knowledge</b>   | <p>Some knowledge of Education Act 1996 and Children and Families Act 2014</p> <p>Demonstrable understanding of the Education, Health and Care needs assessment Process</p>                                                                                 | <p>1,2</p> <p>1,2</p> |                                                    |       |
| <b>Education and Training</b> | <p>Educated to A level or equivalent to support good case recording and quality EHC plans</p> <p>Word Processing or equivalent qualification or equivalent experience</p>                                                                                   | 1,2,4                 | BTEC Award in SEN Casework (level 3) or equivalent | 1,2,4 |
| <b>Other Requirements</b>     | <p>Willing to adjust working arrangements to meet service demands</p> <p>Level 3 Business Admin or equivalent</p>                                                                                                                                           | 1,2                   |                                                    |       |

**(1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification   5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018).