

FRAMEWORK FOR SEND PROVISION

Assessment and Education Health and Care Plans

August 2014

Interim guidance for organisations who work with and support children and young people with Special Educational Needs and Disability (SEND)

This document will be made available to parents through the Local Offer

(To be reviewed and updated by August 2015 or sooner)

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Part 1 What you need to know first

Who is this document for?

This is interim guidance for the academic year 2014 -2015. It aims to prepare professionals, parents, carers, children and young people for the changes in operational procedures from September 2014 as a result of the Children and Families Act 2014. There is an accompanying SEND Code of Practice 2014, to which all references refer.

This document provides practical guidance and information for professionals, parents and children and young people and others where consideration is being given to making a request for a statutory assessment which may lead to an Education Health and Care Plan (EHCP).

The document will be reviewed and updated as necessary, no later than August 2015.

It applies to:

- early years settings, schools, post 16 educational settings, academies, free schools and independent schools.
- professionals working in local authority teams, including those in education and children's and adult social care.
- health partners including Clinical Commissioning Groups and those professionals attached to services which provide support or work directly with children and young people with SEND and their families.

**NB: Where parents are mentioned this generally means parents and carers
Where children are mentioned people this generally means children and young people**

Queries about the content of this document?

The SEN Team
Westox House
Dudley MBC
Tel: 01384 814214
Feedback may be sent to Donna Hodges
donna.hodges@dudley.gov.uk

Further advice and support for parents and young people on SEND matters

SENDIASS: (formerly Dudley Parent Partnership) is a service which offers free and impartial advice and support to young people and their families on matters relating to special educational needs.

Call: 01384 236677

Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS

Email: dudley.sendiass@dudley.gov.uk

<http://www.dudley.gov.uk/dudleysendiass>

What everyone should know before considering a statutory assessment

The SEN Code of Practice provides very clear guidance on the role, duties and expectations of educational settings in meeting the needs of children and young people with SEND in:

- early years settings - Chapter 5
- schools - Chapter 6
- further education settings - Chapter 7

Chapter 9, *Education, Health and Care Need Assessments and Plans* sets out the key stages in the statutory assessment process and incorporates planning and guidance on related topics including:

- requesting a statutory assessment
- considering whether an EHC needs assessment is necessary

You are strongly advised to become familiar with the legislation and guidance, as well as the local arrangements described within this document, when considering whether to make a request for statutory assessment.

Defining Special Educational Needs

The definition of Special Educational Needs and Disability (SEND) 2014 has not greatly altered from the previous code:

The SEND Code of Practice (2014) states:

'A child or young person has SEN if they have a significant learning difficulty or disability which calls for special educational provision to be made for him or her'

A child of compulsory school age or a young person has learning difficulty or disability if he or she:

- ***has a significantly greater difficulty in learning than the majority of others of the same age, or***
- ***has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions***
- ***for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age***
- ***maintained nursery schools, mainstream schools, mainstream post-16 institutions or by relevant early years provider***
- ***for a child under two years of age, special educational provision means educational provision of any kind***

- a child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

- post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD. SEND Code of Practice: Introduction: xiii –xvii

Defining Disability

A disability under the Equality Act 2010 is defined as:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. SEND Code of Practice: Introduction: xviii

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As previously, difficulties related solely to limitations in English as an additional language are not defined as SEN.

The National and Dudley SEN Funding Context

SEN Funding changes implemented in April 2013 have altered the way in which funding is provided to schools.

'All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.

SEN Code of Practice 6.95

The new funding system is interpreted by all local authorities locally, within government guidelines, and with discussion and agreement with local forums.

Funding nationally is now given to school under 3 main headings.

Element 1: an amount of money for each pupil in the school

Schools receive most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money this is called the age weighted pupil unit (AWPU).

The amount varies marginally from one authority to another. Secondary schools usually receive slightly more funding than in primary schools. In 2014, all secondary schools, including academies, received around £4000 per pupil and this is in line with national expectations.

This is the schools basic funding and it is used to make general provision for all pupils in the school including pupils with SEN.

Element 2: the school's Notional SEN Budget

Every school receives an additional amount of money to help make special educational provision to meet children's Special Educational Needs. This is called the 'Notional SEN Budget'.

In Dudley, since April 2013, a formula has been devised to closely reflect the needs of Dudley children.

The nationally determined threshold is currently £6000 and, in Dudley, it has been agreed that this should fund, up to and including, the equivalent of 20 hours of support.

For the greater majority of pupils and young people these funding changes make having a statement of SEN or, in future, an EHCP unnecessary, as needs up to this level can be met within the resources (approximately £10,000) normally available to the school.

Only in the most exceptional cases, where the pupil has severe and complex needs, will the school or setting need to consider requesting further input from the Local Authority.

Element 3: top-up funding from the high needs block

Where the school or setting is unable to meet the needs of the child or young person from within their notional budget and can demonstrate that they have fulfilled all their duties at SENS, a request for a statutory assessment may be submitted to the Local Authority which, may or may not, result in an Education, Health and Care Assessment and Plan.

Where it may be necessary to supplement the school SEN Notional Budget, this will be assessed on a banding structure. This is reviewed annually and therefore may change from year to year.

For further information please refer to the following sections in the SEND Code of Practice 2014:

- Early years providers: 5.59- 5.60
- Schools: 6.95 -6.99
- Colleges and 6th forms: 7:28 – 7:35

Further information on SEND funding, published by Council for Disabled Children, may be helpful in explaining the funding arrangements to parents.

'School funding changes and children with SEN in mainstream schools: a briefing for parents'

This can be found at:

http://www.councilfordisabledchildren.org.uk/media/408368/cdc_funding_briefing_for_parents.pdf

Special Educational Needs Support (SENS) in schools and settings

It is important to note that the terms School Action and School Action + will become obsolete from September 2014 to be replaced by Special Educational Needs Support (SENS).

Schools, in particular, have been advised that from September 2014:

'as part of their ongoing review of support for children with SEN, schools and early years settings should review pupils currently on School Action/ School Action Plus (and early years equivalents) to put in place SEN Support. This will include setting clear targets for progress, agreeing what support should be provided and track how it is working. We anticipate that most children to be in the SEN support category by spring 2015, with all pupils moving to SEN support by September 2015'

Read more about this in the following document previously circulated to schools and settings:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/328221/SEND_implementation_update_-_June_update_version_15.1.pdf

Universal responsibilities of all educational settings

Chapters 5,6 and 7 of the SEND Code of Practice identify, in detail, the actions that educational settings should take in relation to identifying and supporting all children with special needs (SEND) whether or not they have an Education Health and Care Plan.

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.' Code of Practice 6:36 – 6:37

The four areas of special educational needs

The Code of Practice suggests 4 familiar areas of need

1. Communication and interaction (Code of Practice 6. 28 - 6.29)
2. Cognition and learning (Code of Practice 6.30 - 6.31)
3. Social, emotional and mental health difficulties(Code of Practice 6. 32 - 6.33)
4. Sensory and/or physical(Code of Practice 6.34 - 6.35)

In all circumstances early year's providers, schools, colleges and post 16 providers should ensure they are:

- providing good quality teaching
- assessing pupils needs accurately and in a timely manner
- well trained and confident about identifying a range of needs within the setting
- accessing specialist services to gain insight where this is needed.
- aware of a full range of strategies and resources via Provision Mapping
- recording data on progress and the rate of progress
- recording the level of input over a sustained period of time
- accessing the SEN Notional Budget where this is necessary up to an agreed level of funding equivalent to 20 hours of support

The Graduated Approach

The 4 part cycle, known as the graduated approach to managing SEN in school is familiar, and you should refer to the following sections in the SEN Code of Practice for more detail:

- Assess (Code of Practice 6:45 -6:47)
- Plan (Code of Practice 6:48 – 5;51)
- Do (Code of Practice 6:52)
- Review. (Code of Practice 6:53- 6:56)

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. Code of Practice 6.44

Utilising the Local Offer: an expectation on educational settings to explore what is 'ordinarily available'

From 1 September 2014:

***'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.'* Code of Practice 4.1**

The Local Offer has two clear purposes:

- To provide clear, comprehensive and accessible information about the range of services available, provision and how to access them, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review

The Local Offer will be fully accessible to everyone, including parents, and will ensure that services available are widely publicised, well signposted and regularly reviewed.

The services listed within the Local Offer are likely to form a basis for discussion between the parent/carer and the school. The vast majority of services available will not require an EHCP.

The local authority will look for evidence, through the school's recording and review structures that this approach has been adopted when considering an application for a statutory assessment.

Dudley's initial local offer can be accessed at:

<http://www.dudley.gov.uk/localoffer>

Provision Mapping: part of Dudley's Local Offer

The code states:

'Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.

***A helpful range of further information and resources about provision mapping is available from the Department for Education's website.'* Code of Practice 6:76- 6:68**

Dudley Local Authority has a Provision Mapping Framework, developed by its specialist services, which provides additional local information about the resources and support available for pupils, with SEN, and very largely available without the need for an EHCP.

Dudley's Provision Mapping Framework can be found within Dudley's Local Offer and through its specialist services. Also look at the reference in Chapter 6 of the Code of Practice for further details.

The Local Authority will look for evidence, through the school's recording and review structures that the Local Offer has been explored when considering an application for a statutory assessment.

Engaging with specialist services

Educational settings are advised to engage with specialist teams where pupils continue to make less than expected progress. The school or setting may have its own in house specialists or may approach and commission outside agencies. This is likely to involve utilising the SEN Notional Budget.

Expected progress is characterised by

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline***
- fails to match or better the child's previous rate of progress***
- fails to close the attainment gap between the child and their peers***
- widens the attainment gap***
- it can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Code of Practice 6:17 6:18***

Specialist services may include but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment **must** hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)
- therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)

There should be no delay in engaging with such services where it is indicated that they may be helpful or required.

Parents and pupils should always be involved in any decision to work with specialists and what was discussed and agreed should be shared and recorded with all those who have responsibility for working with the child.

'The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed'. Code of Practice 6.62

The Local Authority will look for evidence, through the school's recording and review structures that the appropriate specialists have been engaged, over a period of at least 2 terms, when considering an application for a statutory assessment.

Publishing Information: SEN Information Report (Clause 65)

From September 2014, there is a new requirement on the governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools and settings, to publish their arrangements for managing SEND within their setting. This should include the arrangements made for children or young people who are Looked After. This is set out in the Special Educational Needs and Disability Regulations 2014.

The information should be published on the school's or setting's website and should be easily accessible to parents, children and young people and professionals. It should signpost parents to the Local Offer.

The information to be published includes:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN

- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school. The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

Further information can be found within the Code of Practice 6:79 and via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf

SEND in the Early Years

Professionals working with children 0-5 years of age are strongly advised to become familiar with the information and guidance in Chapter 5 'Early educational years providers' of the SEND Code of Practice.

Providers of early year's education, that is all early years providers in the maintained, private, voluntary and independent sectors that a Local Authority funds, are required to have regard to the Code including the principles set out in Chapter 1.

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.

Providers **must** have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN.

Maintained nursery schools **must**:

- use their best endeavours to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of school alongside children who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO)
- inform parents when they are making special educational provision for a child.

They **must** also prepare a report on:

- the implementation of their SEN policy
- their arrangements for the admission of disabled children
- the steps being taken to prevent disabled children from being treated less favourably than others
- the facilities provided to enable access to the school for disabled children, and
- their accessibility plan showing how they plan to improve access over time.

Early working

Dudley professionals in education, health and care work closely in the early years to ensure children's needs are identified and addressed early through a range of appropriate support services whether in health, education or social care.

Where ever possible, and with the consent of parents, information is passed from health to education to ensure that early providers of education are as fully informed as they can be about a child's learning needs.

When early years settings identify a child as having SEND, they must work in partnership with parents to identify the needs. Whatever the early years setting is providing for the child, they must inform the parent/ carer and engage with the four stages of: assess, plan, do, review.

The arrangements in the early years should be kept under review, with appropriate records just as in any other setting.

Pupils with SEN do not necessarily require an EHCP at this stage as the needs of very young children can change very quickly. Children can often be supported and demonstrate progress through services listed within the Local Offer.

Transition into school

Information gathered about a child prior to school will always, with the agreement of the parents, be transferred to the new school or setting. Where necessary, the professionals working with the child will support the transition.

Requesting an EHCP

The Local Authority will require the same information from early years settings as it requires from school or post 16 providers in respect of any referral for statutory assessment.

You are strongly advised to seek further advice prior to any referral from the Early Years Area SENCOs or the relevant specialist services.

Michelle Evans
Tel: 07824 598906
michelle.evans@dudley.gov.uk

Shantell Gibson
07824 598905
shantell.gibson@dudley.gov.uk

Where parents are considering making a referral you should arrange for a discussion with the provider and if necessary the Area SENCO and specialist involved.

SEND in Further Education

Professionals working with young people in the post 16 sector are strongly advised to become familiar with the information and guidance of Chapter 7 'Further Education' and Chapter 8 'Preparing for adulthood from the earliest years' in the SEND Code of Practice. In these chapters the diverse range of provision is acknowledged. References to 'college' encompasses FE colleges, specialist art and design and land-based colleges, sixth form colleges, 16-19 academies and special post-16 institutions approved under section 41 of the Children and Families Act 2014.

Transition into Post 16 arrangements

Chapter 8 of the Code of Practice advises on how schools and colleges can work together to smooth the transition to the 16 post setting.

The Code of Practice applies to all post 16 settings: they must fulfil their duties to SEN student whether they have an EHCP or not.

Chapter 7 provides detail on:

- Statutory duties
- The Equality Act
- Identifying SEN
- SEN Support in colleges

- Assessing what support is needed
- Planning the right support including a range of strategies which might be offered,
- Reviewing support
- Expertise within and beyond college
- Record Keeping
- Funding

Chapter 8 provides detail on:

- Strategic planning for the best outcomes in adult life
- Duties on local authorities
- Starting early
- Support from Year 9 onwards (age 13-14)
- Children and young people with EHC Plans: preparing for adulthood reviews
- Young people preparing to make their own decisions
- 16-17 year olds
- Support for young people
- The Mental Capacity Act
- Planning for transition into post 16 education and training
- Careers advice for children and young people
- High quality study programmes for students with SEN
- Pathways to employment
- Packages of support across five days a week
- Transition to higher education
- Young people aged 19-25
- Funding places for 19-25 year olds
- Transition to adult health services
- Transition to adult social care
- Transition assessments for young people with EHC Plans
- Continuity of provision
- EHC Plans and statutory care and support plans
- Personal Budgets
- Leaving education and training

The Graduated response in FE

Just as school are expected to adopt the graduated response so too are post 16 providers, FE settings should adopt the cycle of:

- Assess
- Plan
- Do
- Review

A range of specialised approaches that can be adopted and without the need for an EHCP are listed in the Code of Practice 7.17.

Engaging with specialist services

Colleges should ensure they have access to external specialist services and expertise. These can include, for example, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, supported employment services and therapists. They can be involved at any point for help or advice on the best way to support a student with SEN or a disability. Specialist help should be involved where the student's needs are not being met by the strong, evidence-based support provided by the college. Where, despite the college having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student is still not making the expected progress, the college or young person should consider requesting an EHC needs assessment (see Chapter 9). Code of Practice 7.23

Is it important to note:

Colleges are not expected to meet the full costs of more expensive support from their core and additional funding in their main allocation. They are expected to provide additional support which costs up to a nationally prescribed threshold per student per year. The responsible local authority, usually the authority where the young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual young person exceeds the nationally prescribed threshold. This should reflect the cost of providing the additional support that is in excess of the nationally prescribed threshold.

There is no requirement for an EHC plan for a young person for whom a college receives additional top-up funding except in the case of a young person who is over 19. Code of Practice 7.32.

You are strongly advised to seek further advice prior to any referral from the SEN Team: on 01384 814214

or

Connexions is an organisation which is able to offer advice on learning and work opportunities:

Call: 01384 811400

Email: Connexions@dudley.gov.uk

<http://www.connexionsdudley.org/>

or

SENDIASS: (formerly Dudley Parent Partnership) who offer impartial advice and support to children/young people and their families on matters relating to special educational needs.

Call: 01384 236677

Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS

<http://www.dudley.gov.uk/dudleysendiass>

Where parents or young person may be considering making a request for a statutory assessment, you should arrange for a discussion to include any or all of the above to establish the reasons why this may or may not be appropriate.

Part 2 – Considering a Request for an Assessment for an EHCP

Chapter 9 of the SEND Code of Practice relates to all the key stages in the statutory assessment process including requesting, preparing and delivering an EHCP.

Who may request an EHCP?

The following people have a specific right to ask a local authority to conduct an Education, Health and Care Needs Assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)

Additionally, those that have a professional interest in the child or young person and young people themselves between the ages of 10-18 in youth custody may also request an assessment.

For further detail refer to the **Code of Practice 9.8- 9. 10**

Who may need an EHCP?

In all but the most exceptional circumstances

***'The majority of children and young people will have their needs met within local mainstream early years setting, schools, or colleges.'* Code of Practice 9.1**

And

***'The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider.'* Code of Practice 9.3**

Furthermore

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan. Code of Practice 9.6

What evidence will the local authority want to see?

Any request for a statutory assessment will need to demonstrate that:

'despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.' Code of Practice 9.14

As a minimum, the local authority will need to take into account the following evidence:

- ***the child's or young person's academic attainment (or developmental milestones in younger children) and rate of progress***
- ***information about the nature, extent and context of the child or young person's SEN***
- ***evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN***
- ***evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided (SEN Notional Budget)***
- ***evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and***
- ***where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training.*** Code of Practice 9.14

Issuing an EHC Plan or not

'An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.' Code of Practice 9.6

If the Local Authority agrees that there is sufficient evidence to issue a plan this may bring additional resources.

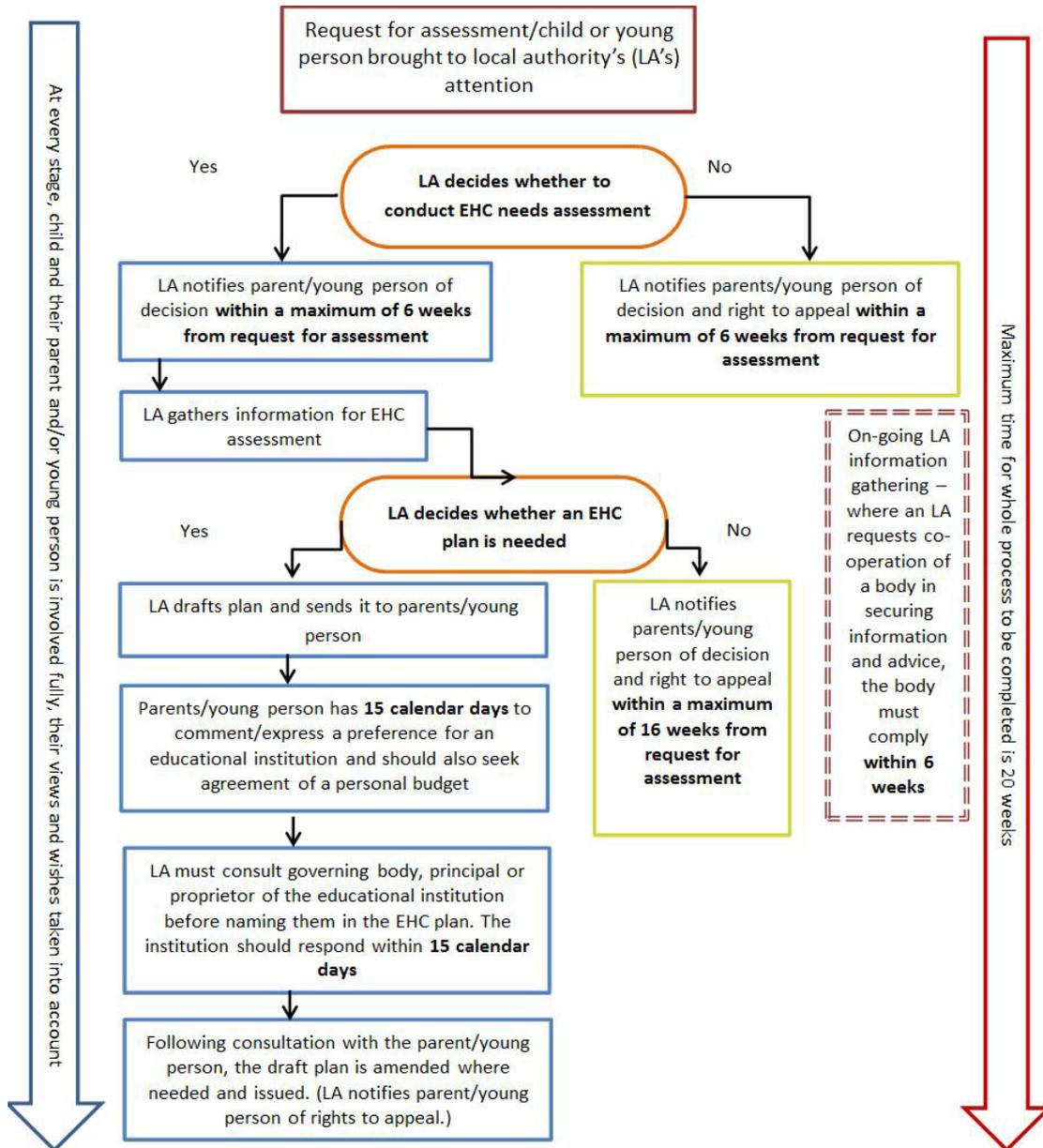
However, if the local authority does not agree that the needs are severe and complex enough to warrant a plan, it will provide written feedback to the school and parents/carers and ensure that the child's parents or young person are aware of the resources available to meet SEND within mainstream settings and other support set out in the local offer.

Parent will be informed of their rights to appeal.

Referrals from parents /carers and young people

Parent carers and young people can make a request for a statutory assessment and the local authority will request the same level and quality of evidence, wherever possible from the setting, to enable the it to make a decision.

Timescales



To ensure the Local Authority is able to meet the timescales of 20 weeks it is requesting significantly detailed and up to date information about needs at the beginning of the request for assessment process.

Forward Planning

- A successful submission must have planned the input from professionals well in advance. Submitting a request for statutory assessment is something that takes time and a good deal of planning. Educational, health and social care professionals involved with the child will need at least 4- 6 months notice that you are intending to refer, so that they can make time to observe, assess, write and report back. It is likely that there will be advice from more than one professional to co-ordinate. No report listing needs, outcomes and provision should be older than 4 months.
- The setting must prepare the parents/carers and the young person and have gathered the relevant background information over a period of time.
- Parents should be helped to understand that a request for a statutory assessment does not automatically lead to either an assessment or an EHC Plan.
- As a referrer you should also be aware of the matrix banding. An EHCP in general does not bring a significant amount of additional funding to mainstream settings.
- Because the timescales are considerably shortened to 20 weeks and not 26 weeks, more detailed information must be provided at the referral stage. The quality of information required will be richer and of statutory assessment quality from the start.
- If it is agreed that an assessment will go ahead, the local authority will not be asking professionals to repeat their reports or see children or young people again. They will be informed of the referral request and asked if they wish to contribute any further updates.
- You must engage with a local authority Educational Psychologist and have a statutory quality report to include with your referral.

'Psychological advice and information from an educational psychologist who should normally be employed or commissioned by the local authority. The educational psychologist should consult any other psychologists known to be involved with the child or young person' Code of Practice 9.49

- You must engage with your SEN Case Officer at least 6 weeks prior to the referral, or sooner if possible, to ensure that you have followed the referral processes correctly.
- The Case Officer will not endorse your referral or advise you on child specific content.
- As the vast majority of children or young people who are referred in future will already be receiving a high level of input, there should be a considerable amount of detailed and specific information already available.

Criteria for a statutory assessment

The Code of Practice does not offer specific criteria in terms of skills or levels.

However, an EHC assessment may be considered when:

- the setting is confident it is able to demonstrate that the child or young person has a level of need of such complexity that the local authority has to determine the special educational provision for them
- the setting is able to demonstrate that despite considerable input, (refer back to SEN Notional Budget) i.e relevant and purposeful action over a sustained period of time, and the engagement with relevant professionals, the child has not made the expected progress

and most importantly:

- **the child or young person requires special educational provision, which cannot reasonably be provided from within the resources normally available to educational settings in Dudley.**

In making a decision to make a referral a statutory assessment you should check the child or young person meets the following criteria for assessment.

For a referral, in any area of need, you must be able to provide specific and substantial evidence that despite:

- the use of the SEN Notional Budget up to prescribed levels (£6000)
- substantial adaptation to the curriculum and resources
- extensive support in a variety of ways of up to 20 hours per week
- careful monitoring and tracking of progress through the graduated approach of assess, plan, do, review
- seeking and acting upon specialist advice over a sustained period of time
- the child or young person's needs cannot be met from within the schools existing resource.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) may have difficulties with articulation, expressive or receptive language or understanding the rules of social communication and interaction and will have needs that:

- fall around the 1st percentile, as measured by a suitably qualified speech and language therapist using standardised tests
- demonstrate extreme difficulties in purposeful relationships with adults and peer groups which lead to social isolation and apparent emotional and behavioural difficulties
- result in very low rates of progress, similar to those pupils who have cognition and learning difficulties, despite substantial adaptation of teaching materials and/or the learning environment

- result in a lack of full and meaningful participation in all aspects of the curriculum without significant adult support - unable to meet the simplest demands of the curriculum.

You will need to show for example that you have:

- used appropriate equipment or resources and strategies e.g. signing systems, visual timetables
- trained staff delivering to the pupil in this area of need
- trained and supported the pupils in the use of information and communication technology or approaches
- investigated any hearing loss which may be contributing to the communication and interaction
- Involved parents throughout the process.

In particular, those with an Autism Spectrum Condition, including Asperger's Syndrome and Autism, may experience social interaction difficulties which can impact on how they relate to others.

The pupil will have needs that may include:

- difficulties in following instructions, classroom routines and in maintaining attention, making it impossible for the pupils to participate in most activities without a very high level of support
- challenging or obsessive behaviour or withdrawn behaviours or inappropriate use of language
- highly anxious behaviour
- abnormal responses to sensory experiences and signs of distress or emotional disturbance without any obvious cause
- inappropriate emotional responses or social behaviours which cause rejection by peers.
- little or no progress except in very specific areas of strength.

You will need to show for example that you have:

- tried different working environments
- trained staff delivering to the pupil in this area of need
- trained and supported the pupils in the use new or different approaches
- worked with specialist teams or teachers and acted on the advice provided
- engaged with health services such as CAMHS to establish any diagnosis
- monitored the effect of any advice and medication
- involved parents throughout the process.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Code of Practice 6.3

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Code of Practice 6.31

The majority of children will have their needs met in a mainstream school within resources ordinarily available but in a minority of cases a school may need to make a request for an EHC needs assessment.

It is expected that children whose sole difficulty is dyslexia would normally have their needs met within SEN Notional Budget and with advice from Dudley Learning Support Service or a suitably qualified teacher of specific learning difficulties (or dyslexia). You should also refer to the provision mapping within the Local Offer for this area of need.

In order to meet the criteria for cognition and learning the pupil will have some or all the following needs:

- for pupils in Year 1 to post 16 cognitive skills which fall around the 1st percentile or less than a standardised score of 70 as measured by an Educational Psychologist or a suitably qualified teacher using standard tests
- in the early years between 8 - 20 months on EYFS checks
- reception between 16 -26 months in the 6 key areas of listening and attention, moving and handling, reading, writing, numbers, shape, space and measure
- a lack of ability with language - especially speech and language and literacy which very significantly interfere with the ability to learn effectively
- anxiety or disengagement from the curriculum
- inability to access any aspects of the curriculum without very high levels of support up to and including 20 hours of support
- lack of social interaction leading to some social and emotional difficulties.

You will need to show, for example, that you have:

- adapted resources and strategies as listed in the provision mapping documents e.g precision teaching, small group work
- adapted the teaching environment to remove barriers to learning
- trained staff in delivering, measuring and recording the impact of support on the pupil's achievements
- worked with specialist teams or teachers and acted on their advice
- engaged with an educational psychologist to establish cognitive levels
- monitored the effect of any advice received
- involved parents throughout the process.

This table offers a guide to the expected levels of pupils being submitted for assessment.

Guidance for referral			
Year group of child	NC / P Level* threshold – at or below		
Y1	P5	NA	NA
Y2	P6	NA	NA
Y3	P7	CA 7y	<i>Less than 5y 0m</i>
Y4	P8	CA 8y	<i>Less than 5y 6m</i>
Y5	L1c	CA 9y	<i>Less than 6y 0m</i>
Y6	L1b	CA 10y	<i>Less than 6y 3m</i>
Y7	L1a	CA 11y	<i>Less than 6y 6m</i>
Y8	L1a	CA 12 y	<i>Less than 6y 9m</i>
Y9	L2c	CA 13y	<i>Less than 7y 0m</i>
Y10	L2c	CA 14y	<i>Less than 7y 3m</i>
Y11	L2c	CA 15y	<i>Less than 7y 6m</i>

These may be reviewed in future.

Social, Emotional and Mental Health Difficulties

***'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'* Code of Practice 6.32**

In order to meet the criteria for social, emotional and mental health difficulties the pupil will have some or all the following needs:

- distractibility in the classroom that inhibits the pupil's progress even with very significant adult support and individualised curriculum
- unpredictable and intense of behaviour which significantly disrupts the learning of others and which is beyond that which can be managed by the teacher even with a very high level of support identified through the SEN Notional Budget
- bizarre or self injurious behaviour which endangers the child himself or others and which leads to significant rejection by peers. Evidence of unhappiness, stress or disaffection over a sustained period of time
- prolonged and unexplained periods of absence associated with a sense of not valuing education, the learning environment or the relationships within the setting.

You will need to show for example that you have:

- made substantial adaptations to resources and strategies using those listed in the provision mapping documents as required
- adapted the teaching environment to remove barriers to learning
- trained staff delivering and measuring and recording the impact on the pupil in this area of need e. g pastoral support programme or behaviour plan
- worked with specialist teams or teachers and acted on their advice
- engaged with an educational psychologist or specialist teacher
- engaged with CAMHS, other medical services or a counselling service
- monitored the effect of any advice
- involved parents throughout the process.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Code of Practice 6.34 -6.35

In order to meet the criteria for sensory and/or physical difficulties the pupil will have some or all the following needs:

- is unable fully to participate in particular aspects of the curriculum without significant adult support and/or substantial adaptation of teaching materials or the learning environment;
- has significant self-help and/or mobility difficulties;
- without support the child would be in danger of injury.

You will need to show for example that you have:

- sought and acted upon evidence that advice from school nurses, health advisors, The Physical Impairment Medical Inclusion Service and health therapists where appropriate, over a sustained period of time
- used suitable and recommended aids and adaptations, specialist equipment or furniture as required
- made adaptations of the environment including simple adaptations and minor building works, e.g. provision of handrails in the toilet facilities
- provided relevant training for the pupil and staff which has been implemented and evaluated
- delivered significant adult support and have submitted evidence giving a clear picture of where and when support is required e.g. practical curriculum, support and self help areas and physical support for access in and around the school environment.
- made sensible and sensitive modifications to the school timetable in order to maximize opportunities for the pupil to move around independently or more easily with support.
- taken account of the effect of any medical treatment (and/or medication) and/or prolonged school absence
- jointly planned with teachers involved in home tuition and/or hospital based services if appropriate.

Hearing Impaired, Visually Impaired & Multi-Sensory Impairment (MSI)

Pupils with difficulties in the above areas of needs are likely to be well known to specialist staff who will be able to support a suitable application and at the right time for the child should this be required.

A child needing a referral is likely to:

- have profound or significant hearing loss and such that the Local Authority needs to determine SEN provision
- have a significant visual impairment or be blind
- be deaf/blind
- require significant, long-term support from an Intervenor, Communicator or Teaching Assistant
- need access to a deaf or visually impaired peer group
- have other special educational needs in addition to their sensory impairment.

A referral will show, for example, that:

- the child is unable to fully participate in particular aspects of the curriculum without significant adult support
- the child's sensory impairment impedes the development of purposeful relationships with adults and/or peer group
- that the child's sensory impairment gives rise to other emotional and behavioural difficulties
- the child is unable to access the curriculum without substantial adaptation of lesson content and curricular material.

Part 3 - Guidance to completing a request for a Statutory Assessment (PILOT 2014)

Page 1	<i>This page is administrative.</i>
Page 2	This page should be read with the parent/carer prior to being submitted. The purpose of the referral should be clear and not lead parents/carers to believe that an assessment or an EHCP will follow automatically. Please indicate who has completed this document with the parent/carer: this is likely to be the SENCO or the head teacher.
Page 3	The local authority will contact the school or setting where a parent or another has made the referral. If the school/setting feel that they are meeting the child/young person's needs effectively without the need for a statutory assessment they should indicate this and the reasons. The school will still need to complete the referral form. Where the school/ setting has made the referral, the local authority is interested in how the school feels that a statutory assessment would be helpful.
Page 4	This is a checklist to ensure that the referrer has included/ made reference to everything required in order to assist the local authority in making a decision about the referral.
Section A1	<i>This section is administrative.</i>
Section A2	This section is administrative and should include all those professionals recently involved with the child and the family. Please add in extra as required.
Section A3	This section should be completed by someone who knows the child / young person well and in whom the child/ young person and family have confidence. If desired the family can complete this section themselves - it will have to be typed into this referral. As this is about knowing the background circumstances to the child's needs it may be as short or long as the family wish. Be aware that anything written in this section is likely to be included in an EHCP, should this be the outcome of the referral and is likely to be viewed by a number of professionals as part of the assessment process.
Section A4	This section should be completed by someone who knows the child/young person well and in whom the child/young person and family have confidence. It is about getting to know the child and <u>their</u> aspirations and desires. Every effort should be made via a person centred approach to ensure that the child's voice is heard and that this represents, as far as possible, the child's views (which may not necessarily accord with the parent or carers views). The child's/ young person's means of communication is very important to ensure engagement in decision making: it could be Makaton or PECS for example. This section identifies the longer term goals and, from that, the action needed to achieve them by all those associated with the child.

<p>Section A5</p>	<p>This section focuses on the family. Often small things can significantly change the health and wellbeing of the family which in turn can assist the child in progressing. Most importantly, we want to know what is working well and be in a position to identify more activities over time that ‘work well’. Discussion with the family can help determine how they can assist the child’s development: this won’t always be with academic work...it might be something like taking the child swimming every week.</p>
<p>Section B Special Educational Needs</p>	<p>These sections aim to identify the priority needs from the 4 areas of educational need. These sections drive the need for the EHCP more than any other.</p> <p>Where there is a need this should be carefully summarised with more details provided on the interventions and impact and over what period of time through your records and reports in Appendix B. The minimum period of time for intervention is expected to be 12 months. Each section where appropriate will explain how the child learns best.</p> <p>Each area of need will need to be accompanied by a specialist report, so for example a child with SLT needs will be expected to have a speech and language therapy report. A child with cognition and learning needs may be expected to have a Learning Support Service report. A child with social mental and emotional needs may have reports from CAMHS. Children with physical and medical needs will be expected to have a medical report, or a report from PIMIS or from a therapist.</p> <p>No report should be more than 4 months old and every report should have a sheet summarising needs, the outcomes required, the provision needed should be specific and quantifiable and say who will be providing it.</p> <p><u>EVERY referral will require a report from Educational Psychology of statutory assessment standard</u></p> <p>The local authority will not be asking professionals to repeat or resubmit their reports but, they will be asked if they want to update what has been received through the referral process. All educational reports will be submitted electronically at the end of the request under <u>Appendix B</u> of your referral.</p>
<p>Section C Health Needs</p>	<p>This section covers any health needs that are impacting on the child’s ability to learn or access the curriculum. Parents/carers may wish to contribute to this information.</p> <p>Speech and language is generally recorded under education rather than health. For this section parents will be asked about the child’s health needs and also be asked, wherever possible, to provide paper copies of relevant reports. Health needs should be covered in the ‘about me’ section. The kinds of things expected under this section will only be those conditions and disabilities which affect the child’s ability to learn or access learning.</p> <p>Many physical conditions can be managed within the school’s SEN Notional</p>

	<p>Budget and having a physical condition, without any leaning needs, is unlikely to result in an assessment or an EHCP. Some children with a health condition may simply need a health care plan, as now.</p> <p>Local authorities are obliged to seek medical advice to complete as statutory assessment, but this does not necessarily mean that the child /young person is required to see the medical officer. In many instances reports can be obtained without a face to face meeting.</p> <p><u>PLEASE COMPLETE THE HEALTH INFORMATION FORM WITH PARENTS</u> indicating whether parents wish their child to be seen by the medical officer. This form also confirms consent to seek medical advice.</p> <p>Please attach all reports and information, including the completed form above, under <u>Appendix C</u> of your referral.</p>
<p>Section D Social Care Needs</p>	<p>The local authority will need to know of any social care needs which require provision for a child under the age of 18 under section two of the Chronically Sick or Disabled Persons Act 1970. Parents/carers may wish to contribute to this information.</p> <p>The school or setting may wish to specify other social care needs which are not linked to the child/young person’s SEN or disability. This could for example include reference to other family issues such as neglect. This may help parents to manage a situation differently and bring together a range of professionals to co-ordinate services.</p> <p><u>INCLUSION OF THIS INFORMATION MUST ONLY BE WITH THE CONSENT OF THE CHILD/YOUNG PERSON AND THEIR PARENTS</u></p> <p>Please attach any relevant reports information under <u>Appendix D</u></p>
<p>Additional Essential Information</p>	<p>These sections are familiar and fairly self explanatory and essential to sufficient detail to determine whether an assessment is required:</p> <p>Section 1: Previous Schools Section 2: Attendance Section 3: Details of exclusions Section 4: Attainment levels over time. Section 5: Standardised Test Scores (should be on or around 1st percentile) Section 6: Current Resource Allocation</p>
<p>Please note incomplete referrals will be returned.</p>	



Request for a Statutory Assessment

PILOT – September 2014-15

Education Health and Care Plan

Dudley Metropolitan Borough Council

Name: _____

Year Group: _____ Correct Yr Group: _____ DOB: _____

School or setting: _____

Date submitted: _____

Request made by: Parent: _____ School/Setting: _____ Other: _____

DATE RECEIVED BY SEN TEAM: _____

TO BE RETURNED TO THE SEN TEAM ELECTRONICALLY AND BY SCHOOL POST

CONFIDENTIALITY

Who has completed this referral with the parent?

Name: _____

Role: _____

Date: _____

Please note information will be shared with relevant professionals and agencies to ensure an effective assessment and planning process which fully identifies needs and outcomes and the education, health and care provision needed by the child or young person. (SEND Code of Practice)

Parent/Carer signature: _____

Date: _____

Declaration of Headteacher/Principal:

This request is made following full consideration of the interim guidance in Framework for SEND Provision and Assessment and Education Health and Care Plans' August 2014.

Headteacher/Principal signature: _____

SEN Notional Budget: £ _____

Please ensure that you complete each section of this referral form and include any additional information required at the back of the document in the appropriate appendices.

Please indicate, in the case of a parental referral, whether you are in agreement with the parental request, or if you are currently able to meet the child's/young person's needs from within the schools SEN Notional Budget.

What are your reasons for requesting this statutory assessment?

Checklist of paperwork

- | | |
|--|--|
| <input type="checkbox"/> Discussed this referral with a Case Officer from the SEN Team, at least 6 weeks prior to submitting the paperwork? | <input type="checkbox"/> Engaged with the appropriate specialist professionals from education and where required health and social care? |
| <input type="checkbox"/> Completed the form fully, providing detailed information about the child's education, health and care needs. | <input type="checkbox"/> Received advice and acted upon it? |
| <input type="checkbox"/> Ensured that parent carers/child and young person is clear about the purpose of the referral? | <input type="checkbox"/> Provided clear and consistent evidence of the educational needs of the child including academic attainment and rate of progress? Does the report contain ' <i>high quality and accurate formative assessment</i> '? |
| <input type="checkbox"/> Returned the Medical Information. | |
| <input type="checkbox"/> Have you included the value of the SEN notional budget? | <input type="checkbox"/> Provided information about the nature, context and extent of the child or young person's SEND? |
| <input type="checkbox"/> Ensured the parent been fully engaged in planning and delivery of the programme of work at SENS. Has this been evidenced? | <input type="checkbox"/> Provided, as a necessity, a report from a Dudley Local Authority Educational Psychologist. |
| <input type="checkbox"/> Provided evidence of a graduated approach- assess, plan, do, review? | <input type="checkbox"/> Demonstrated the type of intervention used e.g. whether 1 -1 or small groups, the frequency and duration of the support during the week and over what period of time. |
| <input type="checkbox"/> Provided evidence of at least 2 -3 terms of purposeful and relevant intervention? Has this input been reviewed and is there evidence of this? | <input type="checkbox"/> Evidenced support up to the agreed equivalent of 20 hours per week, in line with local authority agreement, at least commensurate with the required expenditure from the setting's SEN Notional Budget (£6000 currently). |

Section A1 My Key Information

Forename:		Surname:		Preferred Name (if one):	
Date of Birth:				Gender M/F:	
Child's Home Address:					
Parent/Carer Home Address (if different) and Contact Details:					
Name and contact details of those with parental responsibility (if different from above):					
Child's First Language/Communication Needs:			Parent's First Language/Communication Needs:		
Social Worker Contact Details:					
GPs Contact Details:					
UPN:					
NHS Number:					
Social Care ID:					
Care Status:	Section 20/Not applicable	LAC/Not applicable		Special Guardianship/Not applicable	

Section A2

People working with me and my family

Name:		Name:	
Professional role:		Professional role:	
Telephone or mobile:		Telephone or mobile:	
Email:		Email:	
Date of first contact:		Date of first contact:	

Name:		Name:	
Professional role:		Professional role:	
Telephone or mobile:		Telephone or mobile:	
Email:		Email:	
Date of first contact:		Date of first contact:	

Name:		Name:	
Professional role:		Professional role:	
Telephone or mobile:		Telephone or mobile:	
Email:		Email:	
Date of first contact:		Date of first contact:	

Name:		Name:	
Professional role:		Professional role:	
Telephone or mobile:		Telephone or mobile:	
Email:		Email:	
Date of first contact:		Date of first contact:	

Section A3

Written by:

My story so far

Date:

--

Section A4
About Me - Views and Aspirations

Things I like

Things I dislike

What motivates me?

What is important to me now?

Who is important to me?

What do I want for my future? What are my dreams and aspirations?

How to communicate with me and engage me in decision making

Section A5
What my Family think

What is working well?

--

My family are....

--

What is important now?

--

What is not working well?

--

Who else is important?

--

What will be important in the future?

--

What can we do as a family to help?

--

Section B

Summary of Educational Needs: outcomes, provision and review

This child has needs in the following areas prioritised with **1** being the highest priority:

Communication & Social
Interaction

Cognition & Learning

Social, Mental & Emotional
Health

Sensory and/or Physical

Communication and Social Interaction

Strengths:

Needs:

Cognition and Learning

Strengths:

Needs:

Social, Emotional and Mental Health

Strengths:

Needs:

Sensory and/or Physical

Strengths:

Needs:

Any further comments

Please ensure any relevant educational reports are attached under Appendix B.

Section C
Summary of Health Needs: outcomes, provision and review
Physiotherapy, Occupational Therapy, Nutrition, General Health

Please evidence areas of health need – Parent(s) do/do not require a medical

Additional Health need not connected to learning

Please ensure any medical reports or documents and the Health Information Form is attached under Appendix C.

Section D
Summary of Care Needs: outcomes, provision and review
 Short break, housing, transport, DLA

Please evidence areas of care need	Care Status:	Section 20/ Not applicable	LAC/ Not applicable	Special Guardianship/ Not applicable
Additional Care need not connected to learning				

Please ensure any relevant Social Care reports or documents are attached under Appendix D.

Background

Section 1

Previous Schools (including pre-school settings is appropriate)	
Name of school/setting	Dates attended

Section 2

Details of recent attendance record over 3 terms (including present term)		
Term	Possible	Actual

Section 3

Dates of any exclusions		
Date of exclusion	No of days	Reason

Progress over time

EYFS Profile (only applicable for children up to Reception)

Area	Attainment on Entry	Attainment Mid Year	Attainment End of Year
P S E & D			
Physical Development			
Communication and Language			
Literacy			
Maths			
Understanding of World			
Exp Arts and Design			

P/National Curriculum Levels (please use EYFS box to reflect previous levels if applicable)

	2 years ago		1 year ago		6 months ago		Now	
	Yr Group	P/NC Levels	Yr Group	P/NC Levels	Yr Group	P/NC Levels	Yr Group	P/NC Levels
Reading								
Writing								
Number								
Science								

test results *st sc = Standardised Score

Skill tested	Test used	2 year ago Age equivalent	St Sc	1 year ago Age equivalent	St Sc	Now Age equivalent	St Sc
Reading accuracy							
Reading comp							
Spelling							
Numeracy							
Other							

Current allocated Resources/Provision from Notional SEN Budget

A critical aspect in our decision making is how you have made provision at school, using the notional SEN Budget and how you have adapted over time to secure progress. We also suggest that you attach a copy of the pupil's timetable showing when support is allocated to them.

INTERVENTIONS					
What is the provision – e.g. TA support in class/specific intervention or programme?	How long and how often is the intervention – e.g. TA support in class (attach timetable) or specific 6 week intervention to support literacy?	How did the intervention meet the child's needs?	Was the intervention individual or in a group (if in a group, what was the size?)	Who provided the intervention? (Class teacher, SENCo, TA?)	What was achieved?

Medical Questionnaire

To inform an Education, Health and Care Assessment

As part of the Education, Health and Care Assessment process, the Local Authority is required to seek medical advice. This is because we need to determine whether or not your child's progress at school is affected by a medical condition. The medical advice for this purpose is co-ordinated by the Community Paediatrician (School Doctor). This can be done by using the information you provide on this questionnaire and liaison with relevant medical professionals.

In most cases completion of the questionnaire provides all of the information we require, which means a medical appointment will not be necessary unless you specifically request one. It would therefore be helpful if you would complete and return this form to us as soon as possible, by post or email using the contact details set out below. We would normally ask that School includes this form with the Request for Assessment.

If having considered the medical information you provide, the School Doctor concludes that a medical examination is recommended, the school health service will contact you directly to offer an appointment.

Personal Details:

Name of Child:	
Date of Birth:	
Parent(s):	
Address:	

Medical History:

Does your child have any existing diagnoses?
Do you have any concerns regarding your child's health?
Is he/she under a consultant? Is so please give the consultant's name and the name of the hospital/clinic
*Please send any reports you would like the Doctor to see when you return this questionnaire

Is your child on any medical treatment? Please give details:
Does your child's health pose any risk to them or to others in the school environment? If so, what?
Is there any family medical history you would like to share?
Is there anything else you think we should know?

Parental Responsibility Declaration

We are/I am satisfied that the information we/I have provided identifies my/our child's current health/medical needs.

NB In completing an assessment for an Education, Health and Care Plan the Local Authority is entitled to seek medical advice from a Paediatrician and you will be asked to attend a Medical Appointment for this purpose is deemed appropriate.

Signed: _____ (Parent/Carer)
 Signed: _____ (Parent/Carer)
 Date: _____

Declaration completed by a young person aged over 16, if necessary

I am satisfied that the information I have provided identifies my current health/medical needs.

NB In completing an assessment for an Education, Health and Care Plan the Local Authority is entitled to seek medical advice from a Paediatrician and you will be asked to attend a Medical Appointment for this purpose is deemed appropriate.

Signed: _____
 Date: _____