

Guidelines for Assessment for Education, Health and Care Plan

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Broad areas of need

as defined by the SEND Code of Practice (January 2015)

Communication and Interaction

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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.

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

Social Emotional and Mental

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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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.

Sensory and Physical

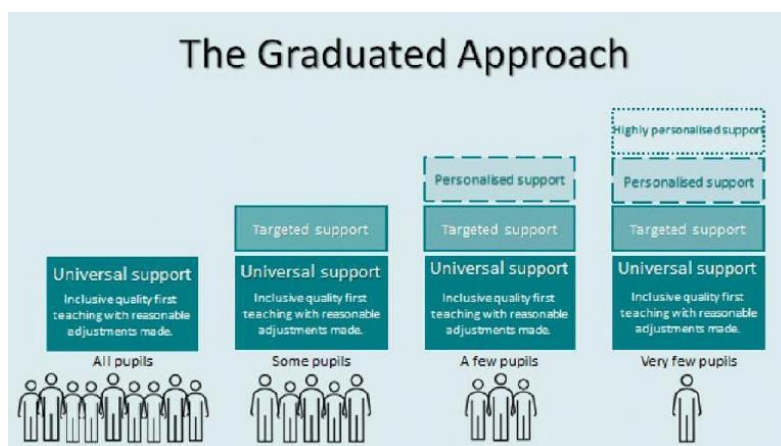
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related

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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

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.

Graduated Approach and SEND Support

The Graduated Approach expects settings and schools to make full use of all their resources and expertise before accessing increasingly personalised support. By continually monitoring all children, settings and schools can decide on the most appropriate level of support for all children, including those with SEND.



The SEN Support Plan is a document that looks holistically at a child or young person and is worked on in partnership between parents and the child or young person's setting. The SEN Support Plan provides a summary of the child or young person's needs, alongside their strengths and areas of difficulty. The SEN Support Plan details the provision that is in place for a child or young person and outcomes following the assess, plan, do review process as detailed in the Graduated Approach.

Settings and schools may use this document for the following reasons:

- To monitor progress and development, as well as impact of the support provided
- As a transition document
- To make an inclusion grant funding request
- To request involvement from the Inclusion Specialist Teaching Team
- As part of the EHCP application

Due consideration should be given to children and young people with other contributing factors such as environmental, transitional children including Service/Armed Forces families, experiences of trauma, children in need and children looked after, impact of past or ongoing experiences including Adverse Childhood Experiences (ACEs), children experiencing school for the first time, children moving into the UK including asylum seekers etc. which could be impacting or presenting as SEND need.

Requesting an EHC needs assessment.

The majority of Children and Young People with SEND will be supported within their mainstream school through the graduated approach, quality first teaching, targeted and personalised support.

Some children with more complex or long-term needs that are impacting on their ability to access learning and develop independence may require an Education, Health and Care plan (EHCP)

There does not need to be a medically diagnosed need for an EHC needs assessment to be considered, nor does a medically diagnosed need mean that an EHC plan should be issued. It may be appropriate for a Healthcare Plan to be in place to manage medical needs.

A request for an EHCP needs assessment will generally only be made once support has already been put in place through the child or young person's setting / school and at least two 'Assess, Plan, Do and Review' cycles (part of the graduated approach) have been completed. The setting can then request an EHC needs assessment.

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs 104 assessment (see Chapter 9). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. page 103 SEND code of practice.

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. The factors a local authority should take into account in deciding whether it needs to undertake an EHC needs assessment are set out in paragraphs 9.14 to 9.15, and the factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56.

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. In a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure. For example, where its concerns may have led to a further diagnostic assessment or examination which shows the child or young

person to have severe sensory impairment or other impairment which, without immediate specialist intervention beyond the capacity of the school or other provider, would lead to increased learning difficulties. Page 142 SEND CoP

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. page 143 Code of practice

Post 16 requests

As young people develop, and increasingly form their own views, they should be involved more and more closely in decisions about their own future. After compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions under the Children and Families Act 2014 applies to them directly, rather than to their parents. Parents, or other family members, can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so, and it is likely that parents will remain closely involved in the great majority of cases. Page 128 code of practice

Requests for those in youth custody

This section does not apply to children and young people serving their sentence in the community, to persons detained in a Young Offenders Institution for 18- to 21- year-olds or to persons detained in the adult estate page 223 code of practice

Where a detained person does not have an EHC plan, the appropriate person or the person in charge of the relevant youth accommodation can request an assessment of the detained person's post-detention EHC needs from the local authority. Page 224 code of practice

Who can request an EHCP and how do you do it?

Professionals, parents, and the young person themselves can request an assessment for an EHCP.

Parents:

Parents are advised to speak to their children/ young persons school/ setting ahead of putting in a request. You can reach out to SENDIAS for support in the process [SEND Information, Advice & Support Service](#)

Professionals:

Schools, settings and wider professionals are advised to complete the Request for Assessment template found on the Local Offer: [Documentation for professionals](#)
We recommend as a Local Area that parents and schools and settings work collaboratively to submit a request for an EHCP assessment as working in partnership will enable all to

have relevant evidence and a clear understanding of need. Below outlines the suggested threshold for an assessment.

Evidence and threshold criteria overarching all areas of need.

All necessary documentation for schools and setting can be found on the Local Offer.

Evidence provided to the SEND Forum should be summarised and analysed, with regard to identifying needs, triggers, de-escalation techniques and impact of provision. It is not necessary to send all FACT pages, ABCD forms, or outcome monitoring. Evidence submitted forms part of the appendix bundle and the maximum number of pages is 100.

- CYP should have a SEND Support Plan which is evidencing the assess plan do Review (APDR) cycle over time (a period of at least 2 terms) where there is little to no impact on the CYP's progress despite support above the Graduated Approach being provided. For more information please look at [Special Educational Needs \(SEN\) Support Plans](#) on the Local Offer.
- SEND Support plan should not evidence the graduated approach which is part of Quality First Teaching (QFT); this should be reflected in your schools document referencing the graduated approach strategies available (SEND Policy, Annual Report, School Prospectus etc.)
- Parent and CYP views must be up to date.
- Tell your story once document must be completed with detail of events key to the CYP's SEND need/s.
- Evidence-based approaches clearly referenced with impact over time.
- Primary need is clearly identified within SEND Support plan with appropriate outcomes/provision, with other needs summarised and appropriate outcomes and provision as relevant.
- Within the evidence it would be expected to see the impact of SENDCo or other Senior Leader evidence on the outcomes and provision (for instance the English Lead could provide support for outcomes and provision where there is a comprehension difficulty).

- Attendance data, including explanations over low/non-attendance and reference to what provision has been put in place, such as following the EBSA guidance.
- The most recent relevant reports/communication from external professionals and evidence of these (recommendations/outcomes made, suggested provision etc) within the SEND Support Plan.
- Detailed timetable of support, referencing pupil to child ratio, intervention types/names and purpose (e.g. *1-2-1 in Maths* does not give enough detail of the actual support provided), duration, sensory/physical breaks
- Evidence of reasonable adjustments and any ordinarily provided access arrangements (such as the use of ICT for writing).
- Up to date information on age related expectations for key areas of the curriculum (attainment data)

Additional evidence guidelines required for specific area of need.

<u>Communication and Interaction (C&I)</u>	<u>Cognition and Learning (C&L)</u>
<ul style="list-style-type: none"> ➤ Evidence of significant communication and interaction needs. ➤ A description of the impact of the C&I and how this impacts attainment and progress within education. ➤ C&I / ASC / SCN specific support, interventions and resources detailed with SSP. ➤ If Behaviours that challenge are linked to ASC/ SCN an understanding of the functions of behaviour and appropriate interventions in SSP ➤ If appropriate, evidence of a FACT / FACT plus document being used and evidenced through support in place 	<ul style="list-style-type: none"> ➤ Records of school-based standardised assessments, including levels of progress over time ➤ Curriculum / attainment levels with appropriate explanation ➤ C&L specific support, interventions and resources detailed within the SSP. ➤ Information about equipment/ technology can be used to support. ➤ Significantly behind peers and gap widening despite targeted and personalised provision in place.

<u>Social, Emotional and Mental Health (SEMH)</u>	<u>Sensory / Physical (S/P)</u>
<ul style="list-style-type: none"> ➤ A description of the impact of the SEMH and how this impacts attainment and progress within education. ➤ Analysis of behaviours over time (minimum timeframe for analysis is 2 weeks) ➤ Evidence of a positive behaviour support plan ➤ An understanding of the functions of behaviour ➤ Appropriate medical evidence ➤ Evidence of external agencies such as YOT, CAMHs, Police, Social Care, Schools Mental Health Team (SMHT) working together to support child e.g Multi-Disciplinary Team Meeting (MDTM). ➤ Evidence of appropriate guidance to support such as EBSA, medical needs. ➤ Where EBSA needs are identified an EBSA plan is in place and reviewed over time ➤ SEMH specific support, interventions and resources detailed with SSP 	<ul style="list-style-type: none"> ➤ A description of the impact of the sensory / physical need and how these impacts on attainment and progress within education ➤ Diagnosed sensory need such as: Sensory disability (vision/ hearing / multi-sensory) ➤ Sensory ➤ Physical impairment ➤ Medical need ➤ Appropriate medical evidence ➤ Relevant reports and reviews from Sensory team. SALT team with evidence of implementation and impact of strategies ➤ Information regarding environmental adaptations / modifications ➤ Information about equipment/ technology can be used to support

EHC Needs Assessment Timeline

Week 0 – 6

Request to assess received. External agencies alerted to request. Additional evidence requested from school as required. By week 6 decision whether to assess or not is made.

Weeks 6 - 10

SEND Service co-ordinates the assessment process and gathers information from all involved.
Requests for reports are sought from professionals and any additional information from parents/carers and school/setting is requested.

Week 10

Advice received from Parents/Carers and professionals

Week 11 -12

Decision to issue a plan

Week 12

Draft 1 EHCP sent to parents/carers and school/setting

Weeks 13 – 14

EHCP Co-production planning meeting with parents/carers, school/setting, member of the SEND Service, Educational Psychologist, and other professionals

Week 15 – 16

Proposed EHCP sent to parents/carers and school/setting.
Parents have 15 days to respond to content and confirm school preference

Week 17 -18

Consultation with placement. Setting has 15 working days to respond to application

Week 20

Final EHCP issued and sent to parents/carers and school/setting

Glossary

SSP - SEN support plan

EBSA - Emotional based school avoidance

SALT – Speech and Language Therapy

ASC – Autism

SCN – Social Communication Needs