Making a Request for an Education, Health and Care (EHC) Needs Assessment: Support for SENCos

North Lincolnshire Council

When to seek an EHCP referral
Information from the SEN Code of Practice states on P103-*6.63* *"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 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."*   The following document titled 'Ordinary available (September refresh)' is useful when considering whether an EHCP is appropriate: www.northlincslocaloffer.com/wp-content/uploads/2019/10/Ordinarily-Available-PowerPoint-Refresh-September-2019-V1-a.pdf

Statutory Guidance
A Local Authority must conduct an assessment of education, health and care needs where 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 (Special Educational Needs and Disability Code of Practice 9.3).   In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence 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. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to: - evidence of the child 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 school 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   - 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   - 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. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life. (Special Educational Needs and Disability Code of Practice 9.14)   A Local Authority must assess where (Children and Families Act 2014, Section 36/8):   a) the child or young person has or may have special educational needs, and   b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHCP

Education Inclusion SEND Teachers Team (updated March 2022)

General considerations when making a request for an Education, Health and Care (EHC) Needs Assessment	
Section 1-5: Personal details	Insert information about the child or young person, including main contact details, parental contacts, date of birth, address, current and previous education setting details.
Section 6: Important information about the child or young person (Voice)	➢ Ensure the child or young person has been involved in the discussion. For pupils where communication is a significant barrier, think about how they can be included using their usual communication methods. ➢ Within this child or young person's voice, ensure to include the broader views. For example, views on their current support and their aspirations, hope and dreams for the future. (Useful resources include: Helen Sanderson templates HSA	Person-centred	Personalisation	Training	Consultancy (helensandersonassociates.co.uk)) ➢ Ensure the Parent/Carer has been involved in the discussion. ➢ Ensure voice has been updated if there has been a previous referral. ➢ Record voice in the 'first person' where possible.
Section 6: Important information about the child or young person	Include any important information about the young person's: ➢ **SEN Needs**- include any diagnoses (please note a diagnosis does not automatically indicate that an EHCP will be required). ➢ **Health Needs**- including details of any medication or historical medical needs/ investigations that are relevant to the request. ➢ **Social Care needs**- including Early Help, CIN, CP, access to short breaks, etc. The above 3 questions are duplicated. One set are for the setting to complete and the other set are for the parent/carer/ young person to complete. You will be unable to insert information in the parent/carer/ young person sections (it will be grey). If you are supporting the family to complete their views (e.g., if they have no access to IT) you can put this in your section; however, be explicit as to whose voice you are recording.
Section 7: Identified special educational needs (SEN) (including Pupil Strengths and Special Educational Needs)	On the e-form you will select *Yes* or *No* to the four broad areas of need: o Communication and Interaction o Cognition and Learning o Social, Emotional and Mental Health o Sensory and/or Physical Further information on the areas of need can be found in Section 6 of the SEN Code of Practice (2014) (p97/98). If you select *yes* to a SEND need, you will need to provide relevant and detailed information. Ensure that: ➢ There is a full, detailed description of all strengths and special educational needs relating to the child/young person and how these impact on his/her access to learning. ➢ Arrangements for identifying needs are specified, i.e., use of assessments/screeners in order to discover/confirm area(s) of need. Examples: Speech and Language Toolkit; ASET Toolkit; Behaviour Toolkit; Boxall Profile; SDQ; ADHD checklist; Dyslexia screener; Dyscalculia screener. (Attach these as evidence in section 8) ➢ Attainment and progress data is included as evidence.

	o Be clear and specific with respect to attainment levels over time, i.e., **evidence progress**. For example, current level of attainment compared to last term/beginning of academic year/last year/end of key stage. What has happened to the gap? o Where descriptors are used that are bespoke to your school (words/letters/colours) ensure that a 'key' is included so that SENDAP personnel are able to interpret the information accurately.
Section 7: Identified	**What has already been put in place:** o There should be evidence of the work already undertaken in the school or setting to identify short-term outcomes for development, with details of arrangements for monitoring progress, including review and transition arrangements. o Evidence cycles of interventions: 'Assess, Plan, Do, Review' Plans should be attached in Section 8 (best practice would be to include a minimum of 2 reviewed cycles in addition to the current plan). Upon review, were modifications made to the outcomes and provision where outcomes were not as anticipated? Are these clearly recorded on the subsequent plan? o Evidence the involvement of any support received from professional agencies and subsequent actions. **The effect of support or strategies already in place:** o Clearly identify the effect of any support or strategies already put into place by the education setting. o Evidence the impact of the strategies and provision. o Include attainment and progress data as evidence of impact. Be clear and specific with respect to attainment levels over time, for example, current level of attainment compared to last term/beginning of academic year/last year/end of key stage. What has happened to the gap? Evidence can include both quantitative and qualitive data. o Evidence that where small steps of progress are being made, this is only as a result of substantial additional intervention and support over an extended period that is over and above what is usually provided. o Evidence the involvement of any support received from professional agencies, including the nature, timescale and impact of this support. Clearly show how you have acted upon advice and what impact this has had upon outcomes. How has this supported the development of provision and revised strategies or resource allocation? Include any copies of reports from professionals in Section 8 (ensure these are relevant to the pupils' current needs). o Include information about any revised strategies, access to specialist resources/materials or more specialist provision that would not normally be available within Element 1 and Element 2 resource levels. o Upon review, consider attendance, exclusions and the consistency/quality of interventions. **Outcomes and Provision:** o Are there any anticipated outcomes for the child or young person for each identified need? Click Yes/No. o If submitting information about significant SEN Needs, it would be expected that there would be outcomes and provision in place to support the pupil. o There should be a range of proposed outcomes over varying timescales, covering education, health and care as appropriate. o Outcomes should directly relate to the identified area(s) of need.

	o There should be a link to outcomes that are relevant to the views, interests, hopes and dreams of the young person, including preparation for adulthood. o Steps taken towards meeting any outcomes identified should be clearly evidenced. o In the 'what support might help to achieve this outcome' section, be clear about what you would do with Element 3 funding. For example, if a 1:1 TA is required, why/what would the TA do (for example, follow a specific intervention as advised by an outside agency) including when and how often. If resources are required, what/why? Or is Element 3 funding required in order to sustain current provision? o We would recommend that you attach a provision map or detailed timetable in the supporting documents section (Section 8), which would clearly demonstrate the provision as being *above* what would ordinarily be available. Ensure that the information clearly specifies and quantifies the provision. For example, name of interventions; how often they are provided (e.g., daily or 3 x week); duration (e.g., 20 minutes); group size (e.g., 1:1 or small group of 3). o Include provision for all identified areas of need, for example, if SEMH is identified as a need, one would expect to see provision specifically relating to SEMH within attached 'Assess, Plan, Review, Do' cycles. o Ensure reasonable adjustments are clearly specified. There is a requirement in law (in accordance with The Equality Act 2010) to make reasonable adjustments for any young person who has a learning difficulty/disability.
Section 8: Supporting documents	The Local Authority would recommend the following documents are included to support the request: ➢ Unique Pupil Information Sheet ➢ Signed parental request form ➢ Medical form, if appropriate ➢ Attendance Data for at least the last two academic years ➢ Attainment Data for at least the last two academic years ➢ A piece of the child/young person's work (date) of which they are particularly proud. Please include a brief explanation of how the work was completed ➢ A piece of unaided writing (dated) which demonstrates the NC or P level at which the child/young person is working. For a young child this may be a drawing ➢ Assess, plan, do, review information, such as reviewed IEPs or provision map with evaluations (over the last 12 months) ➢ Most recent record of involvement from external agencies/professionals e.g., BST, SEND Service, REACH, SALT, EP, OT, Physiotherapy, CAMHS ➢ Most recent reports obtained from external agencies/professionals e.g., BST, SEND Service, REACH, SALT, EP, OT, Physiotherapy, CAMHS ➢ Current Early Help Plan (if applicable)

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Timescales
Refer to the flow diagram found within 'Special Educational Needs and Disability Code of Practice' (page 154).
Further Guidance
For your reference, below are links to the four EHC Hub guidance videos: ➤ Account registration https://openobjects.vids.io/videos/a09dddb71f19e2c728/ehc-hub-account-registration ➤ SENCo – Request for assessment https://openobjects.vids.io/videos/489ddcbe1117e8c7c0/ehc-hub-senco-request-for-assessment ➤ Contributor/SENCo – Contributing advice https://openobjects.vids.io/videos/a09dddb71f19e4c128/ehc-hub-contributor-how-to-provide-advice-towards-an-assessment ➤ SENCo – Arranging a review https://openobjects.vids.io/videos/d49ddab9111ce7c15c/ehc-hub-senco-how-to-arrange-a-review-meeting-and-request-views More information can be found on the Education, Health and Care Needs Assessment information page on the Local Offer at *http://www.northlincslocaloffer.com/faqs/what-is-an-education-health-and-care-ehc-needs-assessment/#1523263170549-b5ba0b88-05f07e41-5ed4caca-1203*
Please Note/ Consider…
➤ It is essential to ensure all documents submitted adhere to GDPR, for example, redact names of other pupils on all reports, CPOMs, etc. ➤ When attaching behaviour logs (e.g., CPOMs) please provide a summary rather than a long print out of behaviour incidents; include a summary of types of behaviour, frequency, triggers and strategies. ➤ It is also essential to consider transparency within the information you submit. All information will be accessed by all agencies, parents and where appropriate the child on the EHC Hub. Therefore, the use of sensitive language and writing in a strength-based way is advised. ➤ Consider the quantity of the information you submit, particularly attachments; ensure everything is relevant. Consider is the information you have provided easy to read, clear, to the point and covers the key messages about the child/ young persons special educational needs. ➤ When attaching attainment/ progress data, please provide a summary, rather than pages of highlighted generic curriculum objectives. Also avoid using codes, or if you do use codes, provide the definition (e.g., rather than 4S, be clear this is Year 4 Secure). ➤ In the case of a parental request, you will be notified by the EHC Hub that a request has been made. Please ensure you submit relevant information relating to the parental EHCP request, in order to support the decision-making process. ➤ Where possible, please scan and upload documents to the hub as PDF documents, rather than photograph JPEG or PNG documents, this will ensure that the documents are clear and easy to read (most Smartphones now have a scan facility). ➤ Only the family are able to upload a photograph of the child/ young person. However, they can request the EHC Coordinator do this on their behalf. ➤ There may be a slight delay following submitting your application while the local authority process this. It should be available in your work tray within 24-48 hours. ➤ There is also guidance available from Idox to support SENCos, parents/carers and advice givers on using the system. These will be made available on the local offer and shared with all schools. Please use these alongside this guidance document.