ELIGIBILITY CRITERIA FOR A CO-ORDINATED EHC ASSESSMENT

1. INTRODUCTION.

The Code of Practice (2014 paragraph 9.3) requires the local authority to 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 a child or young person in accordance with an EHC Plan. 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/carers and young people in conjunction with early years providers, schools, post 16 institutions and other providers.

The requirement for an assessment is likely to be triggered when it is clear that the special educational provision required to meet the child or young person’s cannot reasonable be met within the resources normally available to the early years providers, school, post 16 institution or other provider.

When taking into consideration whether an EHC assessment is necessary, the local authority should consider whether there is evidence that despite the setting taking relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person they have not made expected progress (see paragraph 9.14 of the Code of Practice 2014).

2. The decision making process in Brighton and Hove Council.

In order to determine whether or not a coordinated EHC assessment is required the local authority will need to consider the following key questions and be satisfied that the setting has provided sufficient evidence to address these questions.

1. Does the child/young person have a highly significant barrier to learning in comparison with others of her/his age?

2. Has the setting sought advice from external professionals?

3. Has the setting responded to advice from external professional specialist by developing provision maps with SMART targets?

4. Have the child or young person’s progress been reviewed over time?

5. Has the setting given clear information about how the SEN budget has been used to support the child/young person’s special educational needs?
6. Are the child/young person’s special educational needs greater than the funding delegated to the setting (ie above the £ 6000)

7 Has the setting provided clear evidence that despite providing delegated funding to the child /young person they have not made adequate progress?

3. The assessment process

The ‘Special Educational Needs and Disability Code of Practice:0-25 years’ (July 2014), provides guidance to educational settings, the LA and anyone else that helps to identify, assess and provide support for children and young people with special educational needs and or disabilities. It sets out the processes and procedures that these organisations should follow to meet the needs of children and young people. They must also take account of the Code of Practice when developing their SEN policy.

The Code describes how support for children and young people with special educational needs/disabilities should be made by a step by step or a “graduated approach”. This may be for a varying length of time and is described as "SEN Support" in the Code of Practice. (See paragraph 6.44- 6.56)

Brighton and Hove Council has devolved funding to settings to provide for children and young people who should have their needs met as flexibly as possible within the whole setting’s arrangements to support inclusion.

The statutory assessment process is for children and young people who can be described as those experiencing severe, complex, profound and long-term difficulties and who have not responded to a range of interventions over time.

4. Requesting an EHC statutory assessment

The purpose of any statutory assessment is to clarify the needs of the child/young person and the best means of securing progress, as identified by the arrangements of the Code of Practice, in the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

It is expected that all settings will involve and work in partnership with a range of agencies to support pupils at SEN Support. These may include:

- The Early Years Inclusion Team
- Portage
- Learning Support Services
- Educational Psychology Service
- Outreach specialist services
- Behaviour Support Team
- Speech & Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Therapy Service
- Child Development Centre
- Child/young person with Disabilities social worker
- Agencies from the Voluntary Sector

In addition to children aged 0-16 years of age the LA will consider a request for an EHC statutory assessment from parents/carers and young people 16 - 25 years of age, a setting, or a referral from another agency such as Health or Social Care.

It is advisable for parents/carers considering a request for an EHC statutory assessment to discuss this with their child/young person's setting first, as the setting will be asked by the LA to provide evidence of the action they have already taken to help this child/young person.

It is expected that in submitting the case for an EHC Plan assessment the setting will demonstrate that they have provided funding from within their own delegated budget (up to £6000) for individual children/young people to address and support their special educational needs. It is important that the evidence provided gives information as set out below (a graduated response) and that the case can clearly identify how the £6000 has been used to support the individual child/young person and that a higher level of provision is needed to support their special educational needs.

The guidelines set out in Chapter 6 in the Code needs to be followed with particular reference to SEN Support in schools (paragraph 6.44-6.62 in writing the submission. Emphasis should be based on a graduated response which follows the cycle:

- **Assess** - to identify the child/young person’s special educational needs
- **Plan** - to provide a child/young person with support ensuring that parents are fully involved in this process
- **Do** - ensure that appropriate intervention and support is in place for the child/young person
- **Review** - to consider the effectiveness of the programme and impact on the child/young person’s progress
- **Involve specialists** – to involve specialist support where it is clear that the child/young person, despite evidence based support and intervention has made less than expected progress
### Setting Based Graduated Approach to Support the SEN of Children/Young People

**Important Note**
Most needs will be met at an early stage of this model. The pathway for most pupils/ students will be one where needs are met early and they need not progress further along it. Only a few pupils/ students will require an education, health and care plan to meet their needs.

<table>
<thead>
<tr>
<th>Assess</th>
<th>Plan</th>
<th>Do</th>
<th>Review</th>
<th>Signpost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil need Identified by School /setting</td>
<td>School/setting involve parent/carer and child/young person to plan and agree programme/provision</td>
<td>Initiate programme/provision to meet the identified SEN</td>
<td>Plan reviewed</td>
<td>Refer to external agencies</td>
</tr>
<tr>
<td>School/setting identify special educational needs.</td>
<td>Agree desired outcomes to be achieved through support with parent/carers, child/young person</td>
<td>Programme/provision initiated and implemented</td>
<td>Intervention reviewed with parent/ carers, child and young people. In most cases the interventions will either cease, due to the progress made, or another plan put in place (Minimum review held over two terms)</td>
<td>Following the review the school/setting may refers to Education Psychologist, Speech and Language Therapist, specialist teachers as required Continue with support for the child/, young person/Family approach.</td>
</tr>
</tbody>
</table>

- **This will**
  - Clarify issues/ strengths
  - Look to the outcomes desired/
  - Agree a plan for interventions/ programme
  - Local Offer information shared
<table>
<thead>
<tr>
<th>Assess</th>
<th>Plan</th>
<th>Do</th>
<th>Evaluate</th>
<th>Request?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child / young person/ family approach</td>
<td>TAC meeting - Collate evidence</td>
<td>Continue to Implementation of Actions</td>
<td>Evaluate impact and outcome of intervention</td>
<td>High level unmet needs – decide to request EHCP</td>
</tr>
<tr>
<td>School/setting/professionals continue to plan programme/provision. Ensure views of the child/young person are included</td>
<td>Information collated, Local offer information shared with family. Review the desired outcomes/ aspirations. Impact and the quality of the support and interventions should be evaluated, along with the views of the pupil and their parent/carers. SEN support should be adapted or replaced depending on its effectiveness in achieving the agreed outcomes.</td>
<td>Graduated response and implementation of agreed action</td>
<td>Consideration of outcomes and outstanding unmet need-Most pupils/students will have needs met or will need to have another assess-plan – do-review cycle. Where despite the support and purposeful actions to identify, assess and provision in place to meet the SEN of the child/young person, the child/young person has not made progress, the school/setting/parents should consider requesting an Education, Health and Care needs assessment.</td>
<td>Child/ young person/ family approach with all involved to agree a request for EHC needs assessment</td>
</tr>
</tbody>
</table>

To inform its decision the local authority will expect to see evidence of the action takes by the school/setting as part of the SEN support.
5. **Making a decision about an EHC assessment.**

In Brighton and Hove LA all request for a statutory assessment for an EHC Plan be considered by a panel which includes local authority professionals, health and social care professionals. This Panel meets on a weekly basis and parents/carers will be informed in writing of the decision of the panel following the meeting.

The Panel will take into consideration:
- Guidance indicators relating to educational attainments and behaviours for learning
- The seeking and implementation of advice from specialist external agencies,
- The reasonable adjustments which have been made in terms of resources, access and support arrangements,
- The further assessments of complex needs.
- Efficacy of setting interventions,
- Areas of difficulty
- Progress over time

6. **Evidence required from a setting**

The setting should demonstrate that its actions have been purposeful, relevant and sustained. Children and young people eligible for a statutory assessment will have been supported at SEN support and with resources available within the school for some time. As well as providing access to the curriculum through the normal teaching arrangements and the use of additional support and specialist advice, the action taken by the setting to meet the child’s needs will be most clearly evident.

The following evidence will be taken into account when a request for statutory assessment for an EHC Plan is considered:

- Relevant and purposeful intervention at SEN support stage, including an analysis of the child/young person’s special educational needs and provision used to address those needs such as the use of a provision map
- Evidence that assessment and review of the child/young person’s special educational needs has been undertaken regularly
- Involvement of parents/carers and child/young person and agreement between them and the setting regarding the interventions and support to be put in place, the expected impact on progress and dates for review
- Involvement of the link educational psychologist or specialist teacher whose advice has been used in devising appropriate strategies and programmes. Advice from
other relevant external professionals, eg. Speech and language therapists or physiotherapists may also be required.

- Involvement, if required from social care services and/or health professionals in the case

- Monitoring by the school of the child’s progress over a period of time and with the external professionals’ involvement, including evidence of any changes in strategies and programmes as a result of that monitoring.

- Clear indication of the impact of the strategies in place on the child’s learning and/or behaviour.

This evidence is required so that the panel has the full range of information necessary to make an informed decision. The panel has to be satisfied that the child’s or young person’s difficulties are exceptional, long-standing and have not been resolved despite a range of interventions. Young children with the most severe and complex special educational needs will usually have been identified before statutory school age.

For children and young people for whom English is not their first language, objective information about language proficiency in their first/home language should be provided. Information about the stages in acquisition of language for children and young people with English as an additional language might also be relevant.

The resources normally available to a setting and the use of them with the particular child for whom statutory assessment is being sought, will be considered through:

- Reference to the setting’s delegated budget.

- Prioritisation of the setting’s resources for the child/young person under consideration (eg a provision map indicating support available for the child/young person)

- Evidence of appropriate use of internal expertise and support (eg. SENCo, learning mentors and learning support assistants)

- Evidence of appropriate involvement and use of external resources available to school (eg. Educational Psychology, Specialists Advisory Service, Social Care advice and relevant health agency input).

- Evidence of the use of SMART targets
• The setting has responded to the external advice provided but it is clear that the child/young person requires support beyond that which can reasonably provide by the setting’s delegated budget

• Evidence provided should be up to date and normally be no more than 18 months prior to the request for an EHC assessment, but for early years cases would normally be less than 12 month. Evidence provided which is more than 2 years prior to the request for the assessment will not be considered.

7. Guidelines to Request an EHC Statutory Assessment

In completing a request for an assessment the setting or parent/carers or young person should be mindful of using the 4 categories set out below:

i Communication and Interaction

ii Cognition and learning

iii Social Emotional and Mental health difficulties

iv Sensory and/or physical difficulties.

It is possible that the child/young person may have special educational needs which fall into more than one of these four categories. In some exceptional circumstances, it is possible for a combination of slightly less severe special educational needs to have a cumulative effect on a child or young person’s educational progress. A statutory assessment for an EHC Plan will be considered if the cumulative effect may call for special provision which cannot reasonably be provided within the resources normally available to the child or young person’s setting (i.e. there is clear evidence that the provision needed will exceed the £6000 of delegated funding).
i. Category of Need: Communication and Interaction

Expected actions prior to requesting statutory assessment:

- Evidence of partnership working with child/young person and family
- Involvement, implementation and evaluation of advice from relevant specialists
- Programmes of support, intervention and reasonable adjustments implemented, evaluated and reviewed
- Evaluated provision mapping
- Detailed assessment of progress
- Evidence of actions implemented from multi-professional meeting
- Planning for all key stage transitions
- Child/young person’s views obtained
- Family views obtained
- Setting based screening for language, communication, interaction (e.g. Language Link, Speech Link)
- Setting based screening for learning

a) Nature and Severity of need

One or more of the following will apply:

- *Severe speech sound *difficulties/disorder/impairment
- Severe expressive language difficulties/disorder/impairment
- Severe receptive language difficulties/disorder/impairment
- Severe communication difficulties/disorder/impairment
- Severe attention/listening difficulties/disorder/impairment
- Severe auditory processing difficulties/disorder/impairment
- Severe interaction difficulties/disorder/impairment
- A diagnosed condition which includes long term and severe speech and or communication difficulties/disorder/impairment among its effect, which may include a sensory impairment such as hearing
*The terms severe/ significant and complex are used by different professionals and are used as descriptors for different assessment materials. Therefore, the terminology used when looking at the threshold criteria may be used interchangeably. The importance is the evidence submitted that demonstrates the level of functioning, the impact on learning and the responsiveness to interventions.

**The terms difficulties/disorder/impairment are used by different professionals and are used as descriptors for different assessment materials.

It is essential the child/young person’s special educational needs have been assessed and advised by relevant professionals, strategies implemented and monitored with no or very limited progress in learning.

b) Impact on Learning and progress

Child/young person’s rate of progress is unsatisfactory. For example:

- Gap between child/young person and peers is significantly widening beyond expectations
- Progress is slowing in relation to peers starting from the same baseline
- Progress is slowing in relation to child/young person’s own previous rate of progress
- Adequate progress has been achieved only because of consistently high levels of intervention, beyond normally expected setting-based responses
- Is likely to require continued access to education/training to support successful transition to adult life

Indicated and evidenced by:

- Setting tracking data over time
- Curriculum and standardised assessments
- Professional and specialist judgements over time
- Annotated work samples, observations
c) Impact on curriculum access & participation

Child/young person’s difficulties manifest in one or more of the following ways:

- The child/young person’s reduced language and communication, skills are insufficient to meet the content, language or cognitive demands of the normally differentiated curriculum.
- Child/young person’s pace of learning is inadequate to meet the time and pace requirements of the normally differentiated curriculum.
- Child/young person’s language and communication difficulties impede ability to learn from normal range of differentiated teaching methods and styles.
- Child/young person lacks competencies and skills needed to utilise and learn from normally used teaching materials and equipment.
- Necessary specialist inputs cause child/young person’s regular absence from some class lessons.
- The impact upon curriculum access, as above, is of a severity as to require careful overall planning to minimise barriers to learning and enhance curriculum access.
- This may include a supported, adapted or specific, highly individualised curriculum response. For example:
  - Supported, reduced or alternative curricular content
  - Increased emphasis on core curriculum areas or language development
  - Specialist teaching approaches
  - Significantly adapted or alternative materials and equipment
  - Augmentative or alternative communication methods
  - Teaching of social skills

Indicated and evidenced by:

- Setting-based curriculum records and judgements over time
- Professional and specialist advice
- Records of planning, curricular and teaching adaptations

d) Impact on personal and social development

Child/young person’s difficulties have prevented the development of functional independence skills. This has impacted on the child/young person’s ability to understand, express themselves, socially interact and socially communicate appropriately. This requires planning,
support and specific teaching around issues such as:

- Understanding language and routines
- Discuss a range of setting
- Using expressive language
- Social interaction
- Imagination and play for learning
- Speech sound production

Child/young person’s difficulties may affect the development of functional social skills and relationships. This requires planning, support and specific teaching around issues such as:

- Feelings of social isolation
- Inappropriate social behaviours
- Dependency on others
- Making & maintaining peer relationships

Child/young person’s difficulties adversely and significantly affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal
- Work avoidance
- Changeable behaviours
- Frustration
- Depression
- Attention seeking

Indicated and evidenced by:

- Setting-based records, observations, assessments and judgements, over time
- Specialist assessment and advice
- The views of the child/young person and parent/carer
ii. Category of Need: Cognition and Learning

a) Expected actions prior to requesting statutory assessment:

- Evidence of partnership working with child/young person and family
- Involvement, implementation and evaluation of advice from relevant specialists
- Programmes of support, intervention and reasonable adjustments implemented, evaluated and reviewed
- Evaluated provision mapping
- Detailed assessment of progress
- Evidence of actions implemented from multi-professional meeting
- Planning for all key stage transitions
- Child/young person’s views obtained
- Family views obtained
- Setting-based screening for learning

b) Nature and severity of need

Child/young person has long-term and *severe/significant/complex difficulties with most aspects of thinking and learning. For example:

- Acquiring concepts
- Developing & applying learning skills
- Processing & retaining information
- Generalising learning, concepts, skills
- Acquiring specific skills

Or

Child/young person may or may not have a diagnosed condition which includes cognitive impairment among its effects. Child/young person has long-term and significant difficulties with most aspects of thinking and learning, as above.

Indicated and evidenced by:

- Setting-based records, assessments and judgements, over time, of child/young person’s learning needs, style, and difficulties.
- Professional and specialist assessments
Diagnosis by an appropriate agency.

* The terms severe/ significant and complex are used by different professionals and are used as descriptors for different assessment materials. Therefore, the terminology used when looking at the threshold criteria may be used interchangeably. The importance is the evidence submitted that demonstrates the level of functioning, the impact on learning and the responsiveness to interventions.

**The terms difficulties/disorder/impairment are used by different professionals and are used as descriptors for different assessment materials.

It is essential the child/young person’s special educational needs have been assessed and advised by relevant professionals, strategies implemented and monitored with no or very limited progress in learning.

c) Impact on learning and progress

Child/young person’s achievements are significantly below functional expectations

Developmental assessments that refer to age norms should exercise caution in interpretation of such levels, especially for younger children:

d) Child/young person’s rate of progress is unsatisfactory.

For example:

- Gap between child/young person and peers is significantly widening beyond expectations
- Progress is slowing in relation to peers starting from the same baseline
- Progress is slowing in relation to child’s own previous rate of progress
- Adequate progress has been achieved only because of consistently high levels of intervention, beyond normally expected setting-based responses
- Child /young person is likely to require continued access to education/training to support successful transition to adult life
Indicated and evidenced by:

- Setting tracking data over time
- Curriculum and standardised assessments
- Professional and specialist judgements over time
- Annotated work samples.

e) Impact on curriculum access and participation

Child and young person's difficulties manifest in one or more of the following ways:

- The child/young person's level of cognitive functioning and reduced learning skills are insufficient to meet the content and cognitive demands of the normally differentiated curriculum
- Child/young person's pace of learning is inadequate to meet the time and pace requirements of the normally differentiated curriculum
- Child/young person's limited learning skills impede ability to learn from regular range of differentiated teaching methods and styles.
- Child/young person lacks competencies and skills needed to utilise and learn from regularly used teaching materials and equipment
- Necessary specialist inputs cause child's regular absence from some class lessons

The impact upon curriculum access, as above, is of a severity as to require careful overall planning to minimise barriers to learning and enhance curriculum access.

This will include specific highly individualised curriculum responses.

For example:

- Reduced or alternative curricular content
- Increased emphasis on core curriculum areas
- Specialist teaching approaches
- Significantly adapted or alternative
- Materials and equipment

Young person requires continued access to education/training to support successful transition to adult life.
Indicated and evidenced by:

- Setting-based curriculum records and judgements over time
- Professional and specialist advice
- Records of planning and curricular and teaching adaptations.

**e) Impact on personal and social development**

Child/young person’s difficulties have prevented the development of functional independence skills which impedes child/young person’s ability to manage independently the requirements of the setting.

This requires planning, support and specific teaching around issues such as:

- Basic self care
  - Personal safety awareness
  - Remembering and following routines
- Remembering and following instructions
- Managing possesses
- Task organisation

Child/young person's difficulties affect the development of functional social skills and relationships. This requires planning, support and specific teaching around issues such as:

- Isolation
- Inappropriate social behaviours
- Dependency
- Making & maintaining peer relationships

Child/young person’s difficulties adversely and significantly affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal
- Work avoidance
- Changeable behaviours
- Frustration
  - Personal organisation

Indicated and evidenced by:
- Setting-based records, observations, assessments and judgements, over time
- Specialist assessment and advice
- The views of the child and parent/carer
iii. Category of Need: Social, Emotional and Mental Health Difficulties

a) Expected actions prior to requesting statutory assessment:
   - Evidence of partnership working with child/young person and family
   - Involvement, implementation and evaluation of advice from relevant specialists
   - Programmes of support, intervention and reasonable adjustments implemented, evaluated and reviewed
   - Evaluated provision mapping
   - Detailed assessment of progress
   - Evidence of actions implemented from multi-professional meeting
   - Planning for all key stage transitions
   - Child/young person's views obtained
   - Family views obtained
   - Setting based screening for social, emotional and mental health difficulties
   - Setting based screening for learning

* The terms severe/ significant and complex are used by different professionals and are used as descriptors for different assessment materials. Therefore, the terminology used when looking at the threshold criteria may be used interchangeably. The importance is the evidence submitted that demonstrates the level of functioning, the impact on learning and the responsiveness to interventions

**The terms difficulties/disorder/impairment are used by different professionals and are used as descriptors for different assessment materials

It is essential the child/young person's special educational needs have been assessed and advised by relevant professionals, strategies implemented and monitored with no or very limited progress in learning.

b) Nature & severity of need

Child/young person has long-term and severe difficulties in managing emotions and/or social interactions. These may present as behaviours which are:
   - Disruptive, inattentive or hyperactive
Defiant, confrontational, aggressive
Unpredictable, excessive, hypersensitive
Socially immature, inappropriate, isolated
Self harming, depressive symptoms

Child/young person shows specific behaviours which are long-term consequences of assessed emotional, or mental health conditions, or result from trauma or abuse. For example

The child/young person has severely greater difficulties in managing the curriculum or setting goals, or in acquiring learning skills and competencies in specific area(s)

Indicated and evidenced by:

- Setting-based records, assessments and judgements, over time, of child/young person’s BESD and learning needs, style, and difficulties.
- Professional and specialist assessments
- Diagnosis by an appropriate agency

**c) Impact on learning and progress**

Child/young person's emotional, or social or development is severely impaired or delayed

Child/young person's social or emotional development demonstrates an unsatisfactory level of progress over time despite evidenced based interventions.

Child/young person's achievements are severely below functional expectations (see Cognition and Learning Criteria) or below assessed capability

Child/young person's rate of progress is unsatisfactory. For example:

- Gap between child/young person and peers is significantly widening beyond expectations
- Progress is slowing in relation to peers starting from the same baseline
- Progress is slowing in relation to child/young person’s own previous rate of progress

Adequate progress has been achieved only because of consistently high levels of intervention, beyond normally expected setting based responses

Is likely to require continued access to education/training to support successful transition to adult life
Indicated and evidenced by:

- Setting tracking data over time
- Curriculum and standardised assessments
- Professional and specialist judgements over time
- Annotated work samples, observations

**d) Impact on curriculum access & participation**

Child/young person’s social, emotional and mental health difficulties manifest in one or more of the following ways:

- Severe impact on expected cognitive and learning skills development with the curriculum impedes the child/young person’s ability to learn from normal range of differentiated teaching methods and styles.
- Child/young person’s pace of learning, or ability to sustain focus, is inadequate to meet the time and pace requirements of the normally differentiated curriculum
- Child/young person lacks competencies and skills needed to utilise and learn from normally used teaching materials and equipment
- Necessary specialist inputs cause child/young person’s regular absence from some class lessons
- Child/young person’s difficulties impede their ability to fully participate in the wider life of the setting

The impact upon curriculum access, as above, is of a severity as to require careful overall planning to minimise barriers to learning and enhance curriculum access.

This will include specific highly individualised curriculum responses. E.g.

- Reduced or alternative curricular content including teaching specific social /emotional skills programmes
- Increased emphasis on core curriculum areas
- Specialist teaching approaches
o Significantly adapted or alternative materials and equipment
o Therapeutic interventions

Indicated and evidenced by:

o Setting-based curriculum records and judgements over time
o Professional and specialist advice
o Records of planning and curricular and teaching adaptations

e) Impact on personal and social development

Child/young person’s difficulties have prevented the development of functional independence skills which impedes child/young person’s ability to manage the requirements of the setting. This requires planning, support and specific teaching around issues such as:

o Self care, personal safety awareness
o Remembering, recognising and adhering to rules, routines, instructions
o Managing time, timetables, possessions, tasks and organisation
o Personal organisation

Child/young person’s difficulties affect the development of functional social skills and relationships. This requires planning, support and specific teaching around issues such as:

o Isolation
o Inappropriate social behaviours
o Under/over-reliance on other(s)
o Making & maintaining peer relationships
o Anger management, emotional literacy

Child/young person’s difficulties adversely and severely affect development of confidence. This requires planning, support and specific inputs around issues such as:

o Withdrawal
o Work avoidance
o Changeable behaviours
o Frustration
o Depression
Attention seeking

Indicated and evidenced by:

- Setting-based records, observations, assessments and judgements, over time
- Specialist assessment and advice, professional assessments
- The views of the child/young person and parent/carer
iv. **Category of Need: Sensory and/or Physical Needs**

a) Expected actions prior to requesting statutory assessment:

- Evidence of partnership working with child/young person and family
- Involvement, implementation and evaluation of advice from relevant specialists
- Programmes of support, intervention and reasonable adjustments implemented, evaluated and reviewed
- Evaluated provision mapping
- Detailed assessment of progress
- Evidence of actions implemented from multi-professional meeting
- Planning for all key stage transitions
- Child/young person’s views obtained
- Family views obtained
- Setting based screening for sensory and or physical difficulties. (This may include risk assessments)
- Setting based screening for learning

* The terms severe/ significant and complex are used by different professionals and are used as descriptors for different assessment materials. Therefore, the terminology used when looking at the threshold criteria may be used interchangeably. The importance is the evidence submitted that demonstrates the level of functioning, the impact on learning and the responsiveness to interventions

**The terms difficulties/disorder/impairment are used by different professionals and are used as descriptors for different assessment materials**

It is essential the child/young person’s special educational needs have been assessed and advised by relevant professionals, strategies implemented and monitored with no or very limited progress in learning.
b) Nature & severity of need

Child/young person have moderate to profound, severe, significant and complex sensory/physical/medical difficulties of a permanent nature that impacts significantly on learning.

Children who present with significant sensory issues which impact upon their ability to participate in activities of daily living and access the educational environment and curriculum.

Deteriorating and Life Limiting presentation which has a significant impact on daily functioning, independence well being and access to education.

Indicated and evidenced by:

- Setting-based records, assessments and judgements, over time, of child/young person's learning and access needs, and other difficulties.
- Professional and specialist assessments, parent/pupil consultation
- Diagnosis by an appropriate agency

c) Impact on learning and progress

Child/young person’s motor function is significantly impaired and this is significantly limiting learning opportunities.

- Sensory function is significantly impaired e.g. hearing or visual impairment and this has significantly limited their access to learning opportunities.
- Medical difficulties that prevent the child's ability to make progress and or cause a slowing of their progress

Indicated and evidenced by:

- Setting tracking data over time
- Curriculum and standardised assessments
- Professional and specialist judgements over time
- Annotated work samples

d) Impact on curriculum access & participation

Child/young person’s difficulties manifest in one or more of the following ways:

- Significant motor skills challenges
- Significant postural control challenges
- Significant sensory impairment challenges
- Significant planning and coordination challenges
- Sensory processing challenges
- Significant multi-sensory impairment

To access the curriculum and participation in the educational and social environment of the setting, the child may require:

- Assistance to participate in learning activities.
- Assistance to participate in self-care activities.
- Extensive differentiation of the curriculum.
- Differentiation of the style and pace of learning.
- Differentiation of teaching approaches and methods.
- Specialist equipment to support posture and mobility
- Specialist equipment for manual handling
- Specific, specialised program
- Specialist seating
- Specialist equipment for mobility
- Specialist equipment for moving and handling
- Specialist equipment for basic self-care activities
- Consideration of personal safety
- Specific specialised hearing and non-sighted technologies
- Mobility training

Indicated and evidenced by:

- Setting-based curriculum records and judgements over time
- Professional and specialist advice
- Records of planning and curricular and teaching adaptations
e) Impact on personal and social development

Child/young person’s difficulties have prevented the development of functional independence skills which impedes child/young person’s ability to manage independently the requirements of the setting. This requires planning, support and specific teaching around issues such as:

- Basic self care
- Personal safety, participation in routines, communication of instructions
- Managing possessions
- Task organisation
- Personal organisation

Child/young person’s difficulties affect the development of functional social skills and relationships. This requires planning, support and specific teaching around issues such as:

- Isolation
- Inappropriate social behaviours
- Dependency
- Making & maintaining peer relationships

Child/young person’s difficulties adversely and severely affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal
- Work avoidance
- Changeable behaviours
- Frustration
- Depression
- Personal organisation

Indicated and evidenced by:

- Setting-based records, observations, assessments and judgements, over time
- Specialist assessment and advice
- The views of the child/young person and parent/carer
## Timeline for the statutory assessment process

### Education, Health and Care needs assessment – 20 week process.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0 - 6 weeks or earlier if possible</strong></td>
<td><strong>7-16 weeks</strong></td>
<td><strong>16-20 weeks</strong></td>
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<tr>
<td>- A request for an EHC needs assessment submitted to the SEN team by the school/setting/parent/carers or the young person.</td>
<td>- SEN team will seek further advice from professionals</td>
<td>- Following the week 14 meeting if it is clear that if an EHC Plan is not required or dispute about outcomes or provision or placement the case to be taken back to SEN Panel for a decision.</td>
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<tr>
<td>- The SEN team prepare the request for SEN Panel</td>
<td>- SEN or appropriate professionals contact or meet with parents to discuss Section A and B of the EHC Plan (ie parent and child’s/young person’s views, aspirations and special educational needs)</td>
<td>- SEN consult with Schools/settings using the agreed draft EHC Plan</td>
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<tr>
<td>- The SEN Panel considers the request for EHC needs assessment based on the criteria set by Education, Health and Social Care.</td>
<td>- Using the advice and evidence from the request the SEN Team to draft sections A and B of the EHC Plan in preparation for the Multi Agency meeting.</td>
<td>- Discuss with parent/young person a personal budget, if appropriate</td>
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<tr>
<td>- If agreed to proceed, SEN team will set date for Multi Agency meeting at Week 14 to agree contents of the EHC Plan</td>
<td>- Sections A and B sent to parents and all professionals involved in draft format in preparation of the EHC Plan meeting.</td>
<td>- Finalise EHC Plan (week 20)</td>
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<tr>
<td>- If an EHC assessment is not necessary, SEN team will inform child/young person’s parents and setting</td>
<td>- Meeting held with parents/child/young person and all professionals involved to agree the outcome and provision sections of the EHC Plan (Sections E and F) – Week 14</td>
<td>- If EHC Plan is not necessary the SEN team will inform parents with recommendations</td>
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<td>- If dispute about provision and/or placement LA to finalise the EHC Plan to enable the parent to consider mediation or appeal to SENDIST</td>
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</tbody>
</table>