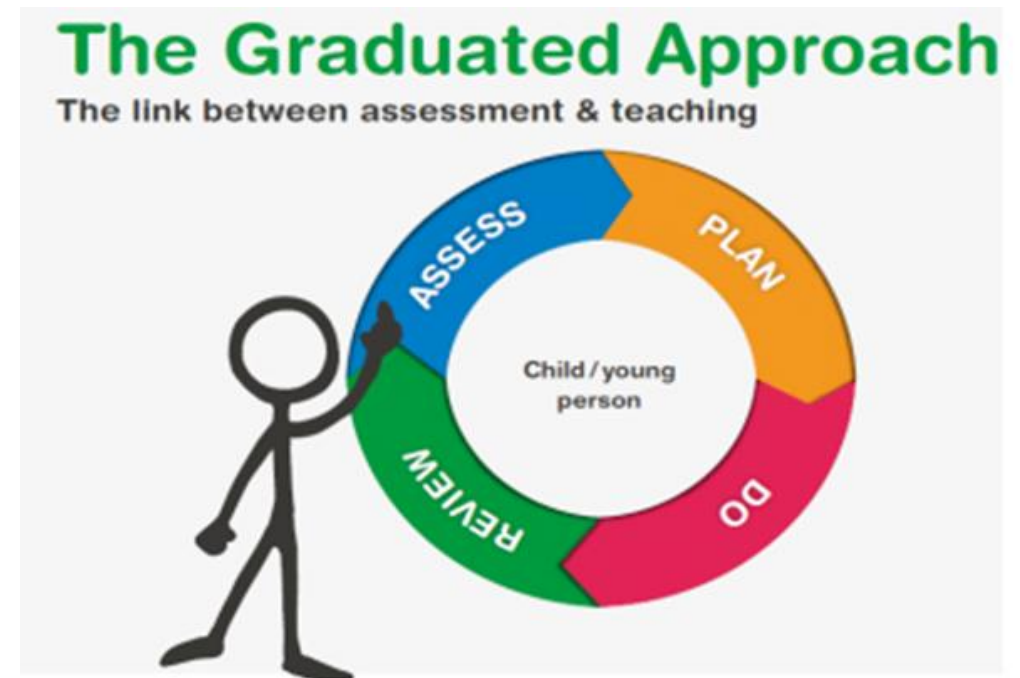




Education, Health & Care (EHC) Needs  
Assessment / Statutory Assessment

# SEN Support (K)

- Most children with Special Educational Needs (SEN) will have their needs met **through Quality First Teaching and Mainstream Core Standards**
- **Some C/YP may require SEN Support.**
- This involves the **4-Stage-Cycle** (sometimes referred to as The Graduated Approach); where parents/carers and pupils work with schools to explore, agree and review the provision together.
- Schools can also access **Specialist advice** and support, via the Local Offer.
- Students do not need a **diagnosis or an EHC Plan** for schools to access this support.





What support is available within our Local Offer?

# Local Offer

Inclusion and Attendance Adviser (PIAS)

SEND Inclusion Adviser

**High Needs Funding / SENIF**

**Inclusion Forum Team (LIFT)**

**Specialist Teaching Service (STLS)**

Kent Educational Psychology Service (KEPS)

Pupil Referral Unit

Kent Health Needs (Rosewood School)

Alternative Curriculum Placement (e.g. Woodpecker Court)

Portage (Pre-School)

Virtual School Kent (VSK)

Early Help

Social Services

Community Paediatrician

Physiotherapists

CAMHS

Speech and Language Therapists (SALT)

School Nursing Team

Occupational Therapists (OT)

IASK



# What is the purpose of an EHC Needs Assessment?

Helps identify the Education, Health and Care needs which are making it difficult for a **C/YP to learn.**

This **information-gathering** will identify the support / provision required to meet those needs.

It is the first step in getting an EHC Plan.

# EHC Needs Assessment Threshold:

- Section 36 (8) Children and Families Act, 2014 states:

(8) The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection (7), the authority is of the opinion that—

- (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 EHC plan.

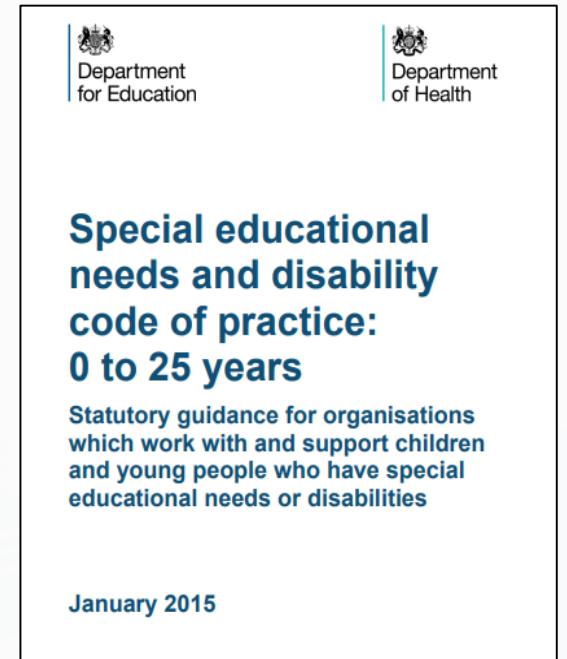
The Act is saying that an EHC Needs Assessment may be needed if the support for a C/YP goes beyond the resources normally available to a setting for SEN Support.

Chapter 9 of the SEN Code of Practice gives further guidance of the EHC Needs Assessment processes.

## Deciding whether to proceed with assessment:

The SEND Code of Practice states that, when a Local Authority receives a request for an EHC Needs Assessment, they should consider:

- \* **Academic attainment** and rate of **progress**
- \* Whether, where progress has been made, it has only been as the result of intervention and support, **over and above what is usually provided.**
- \* The nature and **extent of SEN.**
- \* The **action** already being taken by the setting.
- \* Physical, emotional and social development and health needs, and **what has been done to meet these.**
- \* If 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.**



Paragraph 9.14, SEN Code of Practice (2015).

# Who can request an EHC Needs Assessment?


- The child's **parent** or someone with **parental responsibility**.
- A **young person** between the ages of 16-25 years.
- The **educational setting**.

## **SEND Code of Practice 2015, Paragraph 9.8.**

- In addition, **anyone else can bring** a child or young person who has (or may have) SEN to the attention of the local authority.
  - *This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff, or a family friend.*
- **SEND Code of Practice 2015, Paragraph 9.9.**







Voice of Child and Family for Education, Health and Care Plan needs assessment

Name of child/young person  
*Picture/Drawing or photo (optional)*

[Full Name's] Provision Plan (Date created _____)				
1. The Outcome I am working towards.		Outcome (L):		
2. Changes that will be made to the National Curriculum or my course.				
3. What I need to help me. (resources)		4. Resources/training for which funding has been applied/agreed		
5. Ways to help me best. (strategies)				
6. Intervention I need, who recommended it and minimum time required	7. Who will provide this and when.	8. What I need to achieve by the next review (short term target).	9. How well did it work? <small>(At each review the school must insert new row below each intervention row. This is where details of any agreed adjustment to provision and/or targets should be inserted)</small>	Date
				Date
				Date
				Date
In-year meeting 1	Young person/parent/carer signature:	Provider signature:	Comments	Date
In-year meeting 2	Young person/parent/carer signature:	Provider signature:	Comments	Date

# How can you request an EHC Needs Assessment?

- <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/education,-health-and-care/Education-Health-and-Care-EHC-Needs-Assessments-requests>

- [SENNorth@kent.gov.uk](mailto:SENNorth@kent.gov.uk)
- [SENSouth@kent.gov.uk](mailto:SENSouth@kent.gov.uk)
- [SENWest@kent.gov.uk](mailto:SENWest@kent.gov.uk)
- [SENEast@kent.gov.uk](mailto:SENEast@kent.gov.uk)



**Advice and Information for Statutory  
Needs Assessment from Education Setting  
(School)  
For  
(INSERT CHILD/YOUNG PERSON'S NAME)  
Appendix 2**

**SEND Regulations 2014.**

**Information and advice to be obtained of EHC Needs Assessments**

**6.—(1)** Where the local authority secures an EHC needs assessment for a child or young person, it must seek the following advice and information, on the needs of the child or young person, and what provision may be required to meet such needs and the outcomes that are intended to be achieved by the child or young person receiving that provision.

**Duty to co-operate in EHC needs assessments**

**8.—(1)** Where a local authority requests the co-operation of a body in securing an EHC needs assessment in accordance with section 31 of the Act, that body must comply with such a request within 6 weeks of the date on which they receive it.

This form is to be completed and returned to the SEN area office.

Please note that all the information on this form will be copied to parents (for under 16's), the young person and all agencies directly involved in the education of the child or young person.

# How can you request an EHC Needs Assessment?

## 2. Setting context

Name & address of EY provider/ School/College/Setting the child/young person is currently on roll to. State if dual-rolled or in alternative provision and the date of placement:			
Type of setting: <i>e.g. pre-school /primary/secondary/FE</i>			
Date child/young person joined EY provider/school/setting:			
If child/young person joined in last 18 months give name & address of school/setting previously attended:			
Number on roll:		% SEN on roll:	

## 3. Background

*Only factors which relate to the child/young person's educational needs require comment, and any relevant family background information must be factual.*

How has the child/young person and/or parents/carers engaged in this process?

Relevant family/background facts:

Are there any known health/medical conditions that impact on the child/young person's SEN?

<b>Early Help:</b> Is this child/young person receiving Early Help?	Yes/No  If yes, please attach the referral and state level of support.
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<b>Social Services:</b> Is the	Yes/No  If yes, please state date of referral.
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<b>Exclusions and Attendance</b>	
Overall attendance rate at date of review for this academic year:	%
Overall attendance rate for last academic year:	%
Does the child/young person receive any of their education off-site for any part of the week?	Yes/No
If yes, please state where they attend and for how much time (in hours):	
Is the child/young person on a reduced timetable?	Yes/No
If yes, please state hours attending and what plans are in place to re-integrate to full time:	
If yes, please attach a copy of their record of exclusions including reasons and length of fixed term exclusions.	

<b>4.2 Evidence of the relevant and purposeful action the setting has taken to meet its best endeavours duty</b>	
School age	
Is the child/young person receiving SEN Support?	Yes/No
When were they first recorded as receiving SEN Support?	Date
Does the child/young person have identified needs or needs that are currently being explored? If yes, please specify:	Yes/No
Does the child have any diagnoses? If yes, please specify:	Yes/No
Is there a personalised plan in place for the child/young person, and has it been reviewed across a minimum of three cycles of Assess Plan Do Review? If yes, please attach.	Yes/No
If no, how are the child/young person's needs being met through the setting's core offer?	
Has the setting sought advice through the Local Inclusion Forum Team (LIFT)? If yes, please provide outcome form(s).	Yes/No
How has the school engaged with the parents/carers/young person? Please provide dates of meetings held over the last 12 months:	
Please tell us what additional support you consider is required in addition to the provision you have put in place, which you believe the school is unable to make via reasonable adjustments and/or via High Needs Funding (HNF) or Pupil Premium if applicable:	
If HNF has been awarded, please give total amount and date of award:	Yes/No Date

### 5.External agency involvement

Name of professional and external agency	Date of last involvement
Details of recommendations and implementation	Evidence of impact
Name of professional and external agency	Date of last involvement
Details of recommendations and implementation	Evidence of impact
Name of professional and external agency	Date of last involvement
Details of recommendations and implementation	Evidence of impact

### 6a. Attainment and Progress – Early Years Foundation Stage (EYFS)

For pupils in EYFS – attainment and progress check at age 2.  
Portage Profile.  
For pupils in KS1 - Summary of Early Years Foundation Stage Profile.

Please explain how your setting measures progress.

Please describe the child/young person's progress since joining your setting and how this compares to peers with similar starting points.

### 6b. Attainment and Progress – School Age

Attainment by subject	End of Previous KS	Current Attainment (at time of request)
English:		
Reading:		
Writing:		
Mathematics:		
KS4 accreditation gained: (GCSE/BTEC 2)		
KS5 accreditation gained: (A Level/BTEC3)		
Any other accredited or non-accredited programmes of study:		
List any other standardised assessment information such as Reading Age etc. not previously recorded:		



- Year 8 students

6b. Attainment and Progress – School Age		
Attainment by subject	End of Previous KS	Current Attainment (at time of request)
English:		Grade 4 on 1-9 GCSE scale. (FFT20 – 5)
Reading:		Reading age 12/9, no progress since yr 7
Writing:		Grade 4 in English on 1-9 GCSE scale.
Mathematics:		Grade 4 in Maths on 1-9 GCSE scale. (FFT20 – 4)

6b. Attainment and Progress – School Age		
Attainment by subject	End of Previous KS	Current Attainment (at time of request)
English:	Working below expected level	Working well below expected level
Reading:		
Writing:	Working below expected level	Working well below expected level
Mathematics:	Working below expected level	Working below expected level

6b. Attainment and Progress – School Age		
Attainment by subject	End of Previous KS	Current Attainment (at time of request)
English:	No KS2 data – working below identified on transition notes from Primary	Working below
Reading:	Working below	Working below
Writing:	Working below	Working below
Mathematics:	No KS2 data – working below identified on transition notes from Primary	Working below

6b. Attainment and Progress – School Age		
Attainment by subject	End of Previous KS	Current Attainment (at time of request)
English:	Not available	Below Expected
Reading:		Below expected
Writing:		Below Expected
Mathematics:		Below Expected

6b. Attainment and Progress – School Age		
Attainment by subject	End of Previous KS	Current Attainment (at time of request)
English:		not known
Reading:		not known
Writing:		not known
Mathematics:		not known

## 7. Description of the child/young person's current Special Educational Needs

Please complete all sections or state if Not applicable (N/A)

**Communication and Interaction (C&I)** – e.g. ASD, articulation, fluency, willingness to communicate, vocabulary, understanding and language structure. Additional language/s spoken. Social skills and interaction – EY, school, home, within the community.

**Brief description, information and assessments:**

**Strengths/Progress:**

**Difficulties:**

## 7. Outcomes that are suggested for the child/young person

(at least one for each area of need and at least one to support any period of transition – generally three or four in total)

If you have not provided personalised plans, please list suggested outcomes for education:

See attached Provision Plans.

Intervention Specify what type of intervention is needed and for what area of need e.g. C&I, C&I, SEMH, S&P.	Frequency/duration Specify the minimum time needed/how many times a day or week/over how many weeks.	Who to deliver Specify who will need to deliver this i.e. Qualified Teacher or TA/L SA/HLTA overseen by a Qualified Teacher.
<b>SEMH:</b> In-school intensive-support nurture group, focusing on emotional regulation and social skills.  XXX has attended this provision twice.	Ratio: 1 teacher and 2 TAs for 6 students Frequency: Daily Duration: 6 weeks	Delivered by: Qualified Teacher (SEMH background)
<b>SEMH - Pupil Referral Unit (ELA)</b>  XXX has spent two terms (15 weeks) in this setting.	Ratio: 1 teacher and 2 TAs for 8 students Frequency: Daily Duration: 6 weeks	Delivered by: Qualified Teacher (SEMH background)
<b>SEMH - Alternative Curriculum - (off-site Forest School provision) Woodpecker Court.</b>	Ratio: 1 teacher and 2 TAs for 10 students Frequency: 2 days a week (10 hours a week) Duration: 6 weeks	Delivered by: Qualified Teacher (SEMH background)
<b>SEMH - Home Tuition:</b>	Ratio: 1:1 Frequency: 2 hours daily (English and Maths) Duration: 6 weeks	Delivered by: Qualified Teacher / Tutor

<b>Specialist Support Worker (STLS):</b> Beckie Davis Working alongside support staff to upskill 1:1 in emotional regulation.	<b>Ratio:</b> 1:1 <b>Frequency:</b> 1 hour <b>Duration:</b> 12 weeks	<b>Delivered by:</b> Specialist Support Worker (STLS) Overseen by Specialist Teacher for SEMH
<b>Please suggest any strategies or resources for the child/young person:</b>		
<b>Where outcomes have been recommended by another professional, please record here:</b>		
Outcome	Name of Professional	Which Agency

9. Other information	
<i>Please list all the documents you have attached as relevant evidence to support this application.</i>	
<i>Document type/author:</i>	<i>Date:</i>

10. Contact completing this report			
<b>Name (in caps):</b>			
<b>Designation/Job title:</b>			
<b>Telephone No:</b>		<b>Email:</b>	
<b>Signature:</b>		<b>Date:</b>	

Please return completed Appendix together with all supporting reports to:	
<b>East Kent</b>	Brook House, Reeves Way, <u>Whitstable</u> , Kent, CT15 3SS Tel: 03000 42 11 60 Email: <a href="mailto:SENEast@kent.gov.uk">SENEast@kent.gov.uk</a>
<b>North Kent</b>	Joynes House, New Road, Gravesend, Kent, DA11 0AT Tel: 03000 41 93 45 Email: <a href="mailto:SENNorth@kent.gov.uk">SENNorth@kent.gov.uk</a>
<b>South Kent</b>	Kroner House, <u>Eurogate</u> Business Park, Ashford, Kent, TN24 8XU Tel: 03000 42 08 89 Email: <a href="mailto:SENSouth@kent.gov.uk">SENSouth@kent.gov.uk</a>
<b>West Kent</b>	Worrall House, 30 Kings Hill Avenue, West <u>Malling</u> , Kent, ME19 4AE Tel: 03000 42 09 97 Email: <a href="mailto:SENWest@kent.gov.uk">SENWest@kent.gov.uk</a>



Why might the LA refuse to carry  
out an EHC Needs Assessment?

## Why might the LA refuse to carry out an EHC Needs Assessment?

The LA has not been given enough information to judge whether the child or young person is **making progress**.

The **setting could do more, by utilising the Local Offer**, to assess and or meet the child's SEN.

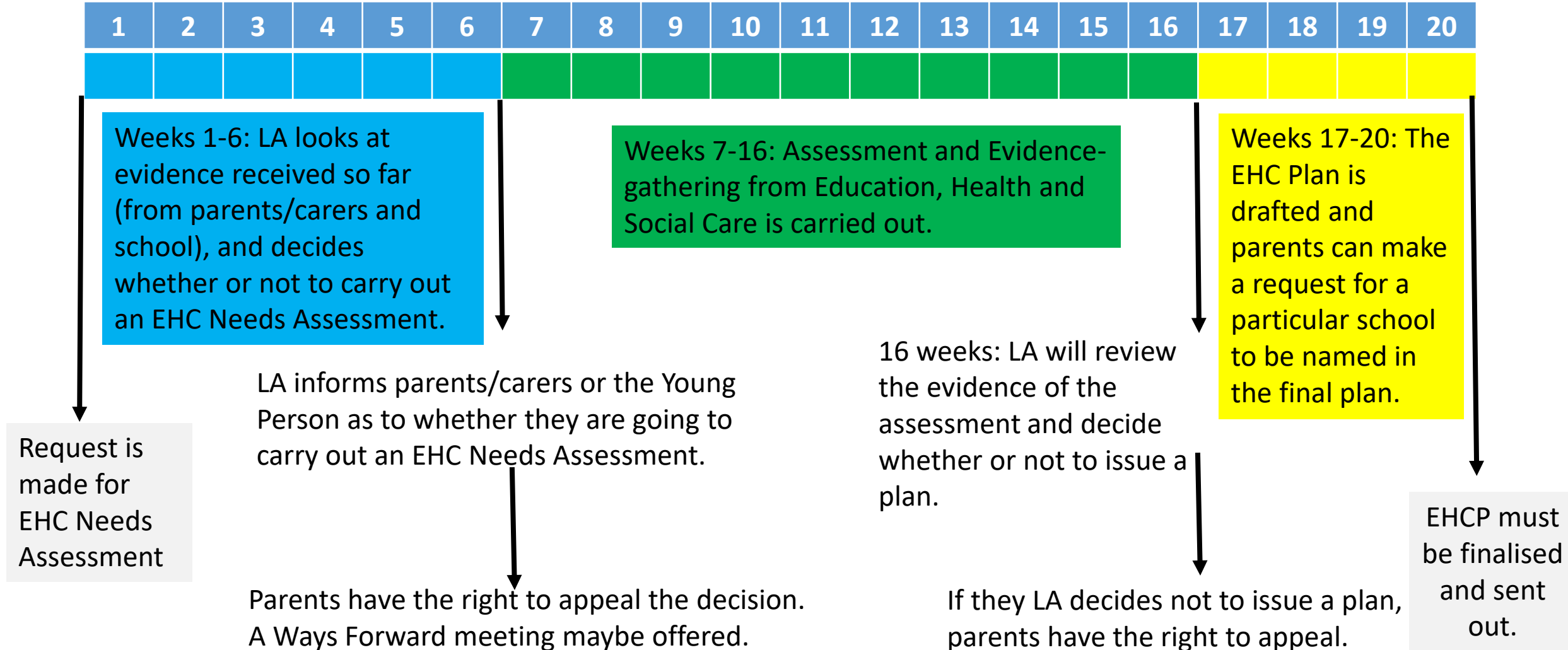
The LA may feel that **advice or support from a specialist service** is just beginning, and would like to allow **time to assess the impact of this intervention**.

The LA may feel that the **child's needs can be reasonably met within the resources available to schools** at a SEN Support level.

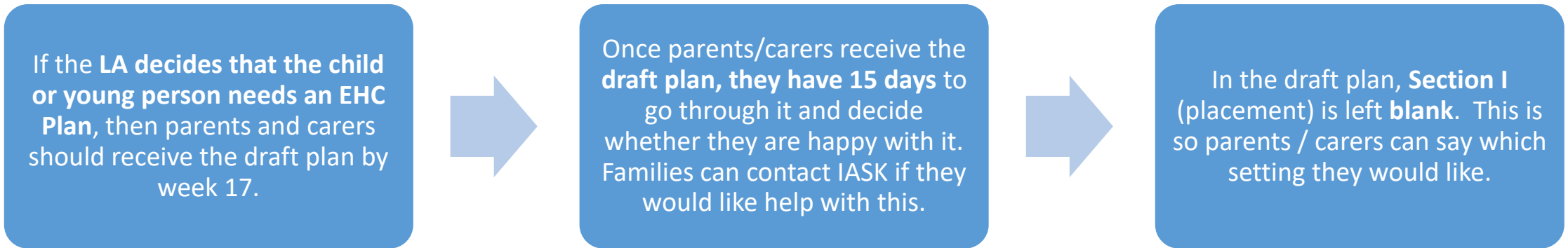


# Time Frame of Whole Assessment Process:

The whole process should be completed within **20 weeks**.



# Finalising the Plan: The last 4 weeks of the 20 week process



17	18	19	20
<p>Draft plan issued. Parents and carers need to read it and check they are happy with the contents. They have 15 days to do this. Parents / carers can request a school.</p>		<p>LA will consult with the setting that parents/carers have named. That setting has 15 days to go through the information about the child and decide if their setting can meet needs.</p>	
		<p>Parents / Carers have the right to appeal.</p>	<p>EHC Plan finalised and sent.</p>

# Consultations:

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Children and Families Act, Part 3 (CFA 2014) Section 33, says that Local Authorities **must name a mainstream school** or mainstream post-16 institution in the Plan, unless that would be **incompatible** with, either:

- The wishes of the child's parents or young person, or;
- The provision of efficient education for others.

“Efficient education” doesn't mean the “gold standard” of education.

The LA will have to show that the other children in the class would not receive “**a suitable, appropriate education in terms of their age, ability, aptitude** and any special educational needs they may have” (SEND Code of Practice, ‘COP’, paragraph 9.79)