



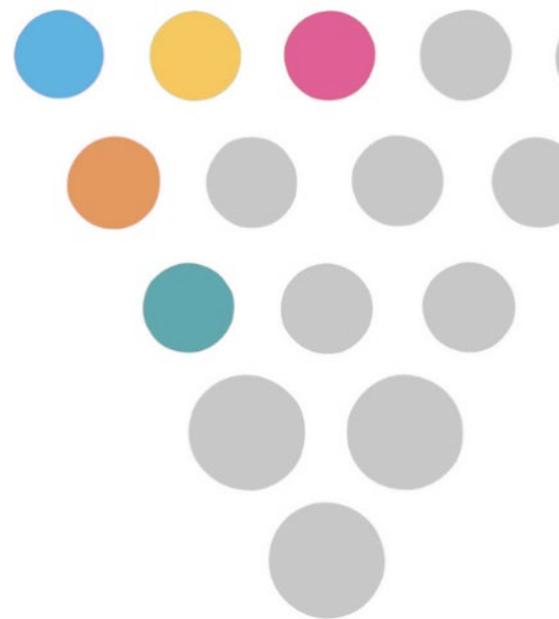
Education, Health and Care Needs Assessment

Guidelines for educational settings completing statutory Educational Health Care (EHC) needs documentation

April 2019 (to be revised by September 2020)

Children's Health and Wellbeing

SEND



Contents

Introduction.....	4
Who is this guidance for?	4
Requests for an EHC needs assessment not initiated by the child or young person’s educational setting	4
Personal Budgets	5
Before completing the EHC needs assessment request form.....	5
The EHC needs assessment request form	5
Completing the EHC needs assessment form	6
Name of educational setting	6
Child or young person’s details	6
Person/s with legal responsibility details.....	6
To be completed by young person 16+	7
To be completed by person/s with legal parental responsibility.....	7
Support to access process	7
Services/professionals involved with the child or young person in relation to their special educational needs.....	8
Person completing the form on behalf of the educational setting	8
Checklist of attached evidence.....	8
Educational Advice: Part 1.....	8
1:1 Legal names and details	8
1:2 Background context.....	9
1:3 Attendance	9
1:4 What are the main forms of communication that the child or young person is able to use? How can they provide their views?	9
1:5 What are the child / young person’s views about their education? How do you know this?.....	10
1:6 For a child under the age of 16 what are the views of the person/s with legal parental responsibility about their child’s education and progress?.....	10
1:7 Communication and interaction	11
1:8 Cognition and learning	11
1:9 Social, emotional and mental health	11
1:10 Sensory and / or physical needs.....	11

1:11 Summary of provision at SEN Support	12
1:12 Child or young person’s level of academic attainment and rate of progress over the previous three terms.....	12
1:13 Information and evidence that when progress has been made it has only been as a result of sustained additional support and instruction at SEN support.....	12
1:14 For a young person who has completed the compulsory stage of their education, how will accessing further education, training or apprenticeship build on earlier learning and support transition into adulthood?	13
Submitting the request for an EHC needs assessment	13
What to do when an EHC needs assessment has been agreed	13
Educational Advice: Part 2	14
2:1 Any additional or significantly different information about the child or young person’s special educational needs since the request was made	14
Educational outcomes and provision	14
2:2 Communication and interaction	14
2:3 Cognition and learning	14
2:4 Social, emotional and mental health	14
2:5 Sensory and / or physical needs.....	14
2:6 Year 9 onwards preparing for adulthood. Training, work, employment and independent living.....	15
2:7 Additional information you may wish to provide	15
2:8 Name of educational setting	15
Name of responsible person	15
Signed	15
Position held	15
Date.....	15

Introduction

Throughout this document the term parents is used to refer to the person/s with legal parental responsibility. Educational setting is a term for education providers eg early years provider, FE college, school.

This document should be read in conjunction with the Guide to the Education, Health and Care (EHC) needs assessment process and the Guidelines on helping a child or young person to contribution to their Education, Health and Care (EHC) needs assessment: The All About Me profile document. Electronic copies of these documents can be found in Cornwall's SEN file on the SEND Forms and Guidance webpage at www.cornwall.gov.uk/senfile.

Who is this guidance for?

This document provides guidance for all educational settings on how to complete the:

- Education, health and care (EHC) needs assessment request form and what evidence is required in order to support the request
- Educational advice if an EHC needs assessment is agreed.

Requests for an EHC needs assessment not initiated by the child or young person's educational setting

Sections 9:8 – 9:10 of the SEND Code of Practice

www.gov.uk/government/publications/send-code-of-practice-0-to-25

set out the people who have a specific right to ask a local authority to conduct an EHC needs assessment. This list includes a young person over the age of 16 but under the age of 25 and a child's parent/s.

Ideally when a young person, a child's parent/s or other person who know the child or young person well, wants to request an EHC needs assessment this is done in partnership with the child or young person's educational setting. However, requests for an EHC needs assessment can be made independently.

When a request for an EHC needs assessment is made independently of an educational setting, the Statutory Special Educational Needs (SEN) Service contacts the setting and requires completion of the *Request for an EHC Needs Assessment Form for Educational Settings* that includes evidence of the support in place for the child or young person at SEN support.

Opinions can vary, and the child or young person's educational setting may assess that the child or young person's SEN are being appropriately met at SEN support, or, that whilst an EHC needs assessment might be appropriate in the future, at the present time there are different or more extensive application of interventions which still need to be put in place and evaluated at SEN support.

Education, Health and Care Needs Assessment Guidelines for educational settings completing statutory Educational Health Care (EHC) needs documentation

When this is the view of the education setting, this needs to be made clear within the form.

Personal Budgets

A personal budget is an amount of money identified by the local authority to deliver the provision set out in an EHC plan under the Children and Families Act 2014. This is directly accessed by a very small number of families. In Cornwall we also offer personal budget statements that provide information without parent/s taking financial responsibility. The young person or the child's parent/s should be made aware of personal budgets at the start of the EHC needs assessment process. Please signpost the young person or the child's parent/s to the personal budget information on the Local Offer website once they have agreed to the request for an EHC needs assessment:

www.cornwall.gov.uk/health-and-social-care/childrens-services/children-and-young-people-with-disabilities/direct-payments-and-personal-budgets/

If an EHC needs assessment is carried out, the young person or the child's parent/s will also be sent information about personal budgets when the draft EHC plan is sent to them.

Before completing the EHC needs assessment request form

Please read these guidelines before completing the form to clarify who to involve in the decision to request an EHC needs assessment and who should sign the form.

The EHC needs assessment request form

By completing the EHC needs assessment request form you are:

- asking the local authority to consider whether to conduct an EHC needs assessment for a child or young person aged between 0 - 25 under the requirements set out in the Children and Families Act 2014
- or, you are providing information when a third party has requested an EHC needs assessment

The EHC needs assessment request form must be word processed. You should ensure that you save a copy of this. If an EHC needs assessment is agreed you will be asked to provide any further relevant information which has not already been submitted in the EHC needs assessment request form.

The EHC needs assessment request form is colour coded. The boxes in yellow are completed and submitted by the educational setting in order to request an EHC needs assessment.

The boxes in green are only completed if the local authority has agreed that an EHC needs assessment is required.

The form has been designed so that the majority of the information is provided at the request stage of the process. This will ensure that all requests for an EHC needs assessment provide a robust and comprehensive picture of the level and complexity of the child or young person's SEN and the effectiveness and impact of the support they have already received at SEN support. This will assist the local authority when making the decision as to whether an EHC assessment is required. The detailed information provided at the request stage is used to avoid the educational setting having to duplicate information when an EHC needs assessment has been agreed.

When an EHC needs assessment is agreed the Statutory SEN Service will contact the educational setting and request that Part 2 (boxes in green) of the EHC needs assessment form is completed and returned. Both Part 1 and Part 2 are the educational advice, if an EHC plan is issued.

By completing Part 1 and 2 of the EHC needs assessment form the educational setting will have completed their educational advice. An electronic copy should be kept by the educational setting.

Completing the EHC needs assessment form

Name of educational setting

- Please complete in full.

Child or young person's details

- Check that the child or young person's details are accurate and up to date.
- For a young person aged 16+ please ensure you have their permission to include their details.

Person/s with legal responsibility details

- Confirm that it is the contact details of the person/s with legal parental responsibility you are entering on the form. For a Child in Care, discuss this with the child or young person's social worker.
- If more than one person has legal parental responsibility, please ensure you include details for each person.
- Check that the parent/s contact details are accurate and up to date. Have they moved, changed phone number or email address?

To be completed by young person 16+

- The application should be discussed with the young person. Please ensure that the form is signed by the young person themselves if they are 16 years of age or older.

To be completed by person/s with legal parental responsibility

- After compulsory school age (the end of the academic year in which they turn 16) it is the young person themselves who should be involved in the decision to request an EHC needs assessment and it is the young person who should sign the form. It should be assumed that the young person has the capacity to make a specific decision about their education, unless they have been assessed under The Mental Capacity Act, 2005 not to have the capacity.
- However, even when the decision making moves from the parent to the young person, 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. It is likely that parents will remain closely involved in the majority of cases. You will need to bear this in mind when discussing this with the young person and/ or their parent/s.
- Please get the young person or their parent/s to answer yes or no to the questions asked on the form and ask them to specify if there are any professionals they do not wish to share information with.
- Please obtain the signature of the young person or parent/s.
- It is also important to discuss with the young person and/or parent/s that the decision whether to proceed with an EHC needs assessment is made by the local authority (Cornwall Council) and if the decision is not to proceed with an EHC needs assessment, that the child or young person's special educational needs will continue to be met at SEN support.

Support to access process

- In this section please outline any communication requirements of the child, young person or person/s with legal parental responsibility to enable their full engagement in the EHC needs assessment process eg British Sign Language, translation etc.

Services/professionals involved with the child or young person in relation to their special educational needs

- In accordance with the Code of Practice: 6.59 a school (*educational setting*) should involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.
- Please provide the contact details of any professionals involved with the child or young person.
- All supporting evidence, including reports from external professionals / specialists should be based on current need according to type. According to the nature of the child or young person's special needs, reports more than 12 months old may be of limited value. Please indicate on the form whether the involvement has been within the last 12 months and whether or not a report is attached.

Person completing the form on behalf of the educational setting

- The form may be signed and dated by the person completing the form, or signed and dated by the head / principal of the educational setting.

Checklist of attached evidence

- Please ensure that all of the requested evidence is provided. It is the quality of the evidence and information provided, rather than the quantity, which is important.

Educational Advice: Part 1

Part 1 of the Educational Advice must start on a completely separate page and not back on to the information you have provided so far. Please insert blank pages if required.

1:1 Legal names and details

Check that the child or young person's details are accurate and up to date.

A parent (or parents) or other person with parental responsibility should be named in this section. For a young person aged 16+ please ensure you have their permission to include their details.

1:2 Background context

Please include details of any educational settings:

- Previously attended
- Currently attended
- Concurrently attended. This should include details of:
 - Being educated off-site e.g.as a result of a behavioural, medical or other need
 - Flexi-schooling - only attending the educational setting on a part-time basis as a result of an agreement between the setting and home
 - Dual registration i.e. attendance at college or other alternative provider as part of a personalised timetable

In the supporting evidence please provide details of the child or young person's educational provision, on a daily basis across the academic week.

1:3 Attendance

Provide details regarding the child or young person's:

- Attendance percentage over time
- Attendance/non-attendance patterns over time
- Reasons for non-attendance
- Details of any part time arrangements:
 - Why is the child or young person on a part time timetable?
 - When was the part-time arrangement reported to the Local Authority?
 - How long has the child or young person been on a part time timetable?
 - What is the plan and the anticipated timescale by which the child or young person will be attending full time?

1:4 What are the main forms of communication that the child or young person is able to use? How can they provide their views?

Indicate the child or young person's main forms of communication. This might include augmented forms of communication, speaking to a trusted adult, writing, picture exchange (PECS) etc.

1:5 What are the child / young person's views about their education? How do you know this?

This only needs to be a brief summary of the child or young person's **own** views about their learning and education and how you obtained their views.

A brief summary is all that is required at this stage of the request for an EHC needs assessment. If the EHC needs assessment goes ahead, then the child or young person will be asked to complete (with assistance if required) an All About Me form.

The summary will vary according to the child or young person's special educational needs, but factors such as age, being non-verbal or having significant and complex needs should not in themselves be regarded as barriers to gathering the child or young person's views or preferences.

This might include topics such as:

- Do they enjoy learning?
- What do they think they are good at?
- What do they want to get better at?
- What do they think is the best way to support them?
- Where do they want to go to school/college?
- What do they want to achieve in the future?
- Any other information the child or young person wishes to share

Please attach a copy of any information produced by the child or young person as supporting evidence.

If despite your best endeavours the child or young person chooses not to share their views please indicate on the form what steps you took and that the child or young person chose not to participate.

1:6 For a child under the age of 16 what are the views of the person/s with legal parental responsibility about their child's education and progress?

A brief summary of parental views is all that is required at this stage of the request for an EHC needs assessment. If the EHC needs assessment goes ahead, then the parent/s will be asked to make a formal parental contribution. Parent/s may of course wish to provide a more detailed contribution at this stage.

This section also needs to be completed for young people over the age of 16 who have been assessed under the Mental Capacity Act 2005 not to have the capacity to make a decision about their education.

1:7 Communication and interaction**1:8 Cognition and learning****1:9 Social, emotional and mental health****1:10 Sensory and / or physical needs**

Under each of the four main areas of special educational need, in bullet form please indicate:

What's working well

At SEN support as part of the graduated response what is working well for the child or young person. This could be a particular approach or intervention, the use of specific resources such as visual timetables, time out card etc.

Strengths

Describe the child or young person's strengths.

Identified special educational needs

Not all children and young people will have special educational needs in all of the four main areas of need, when this is the case please enter *no special educational needs currently identified* under the appropriate area of special educational need.

Provision at SEN support

Detail the nature and level of SEN support provision which has been made using delegated resources.

Be specific – what interventions are in place? Who does what? How frequently? Is the support delivered by appropriately trained staff? How is the additional support provided? Individually, via small group work etc.

There is no prescription as to the number of cycles of assess-plan-do-review a child or young person will have received prior to a request for assessment being made. As a general guide usually a child or young person will have received SEN support for at least 2 or 3 graduated cycles before a request for EHC needs assessment is made.

Attach evidence of the graduated cycles of assess-plan-do-review. Whilst formats may vary, this should include individualised SEN support plans which have outcome focused SMART targets; that detail strategies, duration of teaching programmes, timetables of interventions, adult/student ratios. These should also clearly indicate the impact of the provision provided at SEN support.

1:11 Summary of provision at SEN Support

Provide an overview of the SEN support arrangements and provision put in place to date. This should include details about:

- The child or young person's assessed special educational needs
- Interventions to achieve individual outcomes put into place
- The effectiveness of these interventions and how they have been reviewed and amended as necessary
- The use of all relevant available resources

1:12 Child or young person's level of academic attainment and rate of progress over the previous three terms

Changes to the national curriculum and national guidance state that educational settings can determine their own approach to recording progress data. This means that there are a variety of ways in which progress towards outcomes is recorded and evidenced.

Progress information in any format is acceptable, providing it is clear what the rate of progress is, and how this compares to the expected rate of progress. The information you provide needs to be clear to professionals who do not have a close knowledge of your setting/school and the way progress is recorded and tracked by your staff.

This should include:

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress over time
- Whether the young person has made expected progress

1:13 Information and evidence that when progress has been made it has only been as a result of sustained additional support and instruction at SEN support

If appropriate, within this section please provide information and supporting evidence that where progress has been made, it has only been as the result of sustained additional support and intervention at SEN support. (In schools this is provision via delegated SEN funding up to the government prescribed support level of £6,000 per annum).

If appropriate attach:

- An example of current unaided independent work, dated and annotated
- An example of current aided work, dated and annotated

1:14 For a young person who has completed the compulsory stage of their education, how will accessing further education, training or apprenticeship build on earlier learning and support transition into adulthood?

Please only complete this section if the young person has completed the compulsory stage of their education (the end of the academic year in which a young person turns 16).

Submitting the request for an EHC needs assessment

Please save the form electronically.

You should use encrypted email (we use Egress) to send all the documents to statutorysen@cornwall.gov.uk electronic copies must include signatures.

or

A hard copy of the completed form, together with all supporting evidence, reports and records should be sent to the Statutory SEN Service at Together for Families, 3W, County Hall, Truro TR1 3AY.

What to do when an EHC needs assessment has been agreed

If an EHC needs assessment is agreed the educational setting will be prompted at the appropriate time to complete the Educational Advice: Part 2 (boxes in green) section of the form.

At this time complete and sign Part 2 (boxes in green) of the EHC needs assessment form.

Read the *Guidelines on helping a child or young person to contribution to their Education, Health and Care (EHC) needs assessment: The All About Me profile* document.

Help the child or young person, if appropriate, to complete their All about Me profile. It may be helpful to discuss with parent/s how best to gather a child or young person's views.

Educational Advice: Part 2

2:1 Any additional or significantly different information about the child or young person's special educational needs since the request was made

Only complete this section if required. This may include:

- Positives, such as progress made as a result of the support the child or young person has received
- Education, health or social care professional information received since the request for an EHC needs assessment was submitted
- Any change of educational setting
- Exclusions
- Reduced timetable

Educational outcomes and provision

2:2 Communication and interaction

2:3 Cognition and learning

2:4 Social, emotional and mental health

2:5 Sensory and / or physical needs

In this section please suggest the educational outcomes that you think should be put into place for the child or young person over the next three to four years and the provision required.

Please do not include outcomes for health or social care needs as these can only be made by an appropriate health or social care professional.

The outcomes and provision should relate to the special educational needs identified earlier in the form. Delete or insert rows as required.

Not all children and young people will have special educational needs in all of the four main areas of need, when this is the case please enter *no special educational needs currently identified* under the appropriate area of special educational need.

Outcomes can be defined as the expected benefit or difference made to a child or young person as a result of an intervention. Outcomes need to clearly state where the child or young person will be at / what they will be doing / what they will have achieved after an intervention has been in place eg "Frankie will be able to....."

In Cornwall, outcomes in an EHC plan should be written in terms of what the child or young person will be able to achieve over three to four years. This may coincide with the end of a key stage or phase of education or span two key stages.

Outcomes should be **Specific, Measurable, Achievable, Relevant and Time-limited**.

The provision should also be SMART and any suggested interventions should be evidenced based. Please ensure that you do not explicitly name and recommend one particular type of provision or product.

2:6 Year 9 onwards preparing for adulthood. Training, work, employment and independent living

This section should only be completed for children and young people in Year 9 and above. Preparing for adulthood outcomes should focus upon:

- Higher Education and/or employment - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living - this means young people have choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Participating in society - including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life - ensuring access to the right health professionals who understand the individual's learning difficulties and disabilities

2:7 Additional information you may wish to provide

Separate documents **should not** be attached.

Only complete this section if you wish to provide any additional information you believe is relevant and pertinent to the EHC needs assessment.

2:8 Name of educational setting

Name of responsible person

Signed

Position held

Date

Sign the completed EHC needs assessment form. It is not necessary to sign and date each separate page.

At this stage a copy of the completed EHC needs assessment form and a copy of the child or young person's All About Me profile should be sent to the Statutory SEN service.

You should use encrypted email (we use Egress) to send all the documents to statutorysen@cornwall.gov.uk electronic copies must include signatures.

or

You may post documents to the Statutory SEN Service, Together for Families, 3W County Hall, Truro, TR1 3AY.

Document information

Contacts

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April 2019

Further information

You can find out more information at www.cornwall.gov.uk/senfile

Alternative formats

If you would like this information in another format please contact: **Cornwall Council, County Hall, Treyew Road, Truro TR1 3AY**

Email: equality@cornwall.gov.uk Telephone: **0300 1234 100**

www.cornwall.gov.uk

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