



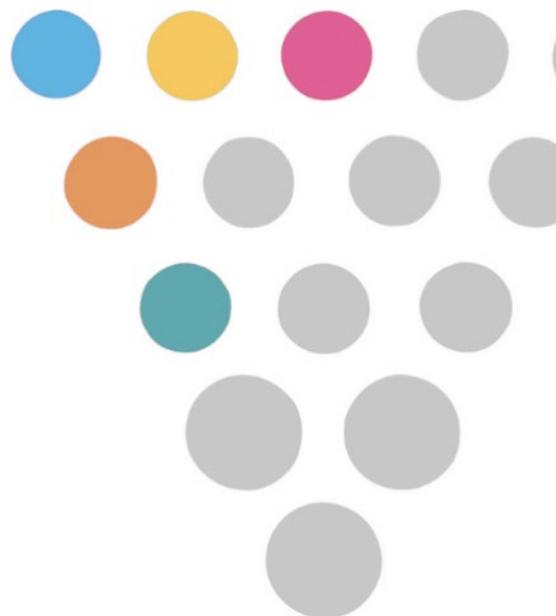
Education, Health and Care Needs Assessment

A guide to the Education, Health and Care (EHC) needs assessment process

April 2019 (to be revised by September 2020)

Children's Health and Wellbeing

SEND



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Introduction

Definition of Special Educational Needs (SEN)

The Special educational needs (SEND) Code of Practice January 2015 defines SEN: www.gov.uk/government/publications/send-code-of-practice-0-to-25

xiii. A child / young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition, in paragraph xiv above, when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

P15-16 SEND Code of Practice

The majority of children and young people with SEN will have their needs met within local mainstream educational settings¹. Some children and young people may require a statutory assessment so that the local authority (Cornwall Council) can decide whether it is necessary to make provision in accordance with an education, health and care (EHC) plan. The purpose of an EHC plan is to make special educational provision to meet the SEN of the child or young person, to secure the best possible outcomes including, as they get older, preparing them for adulthood.

¹ In this document educational settings is used to describe wherever a child or young person is being educated e.g. early years providers, schools and post 16 providers

This document provides guidance for considering whether there is a need to undertake a statutory assessment of a child or young person's needs. This assessment is referred to as an education, health and care (EHC) needs assessment.

An EHC needs assessment may result in an education health and care plan (EHC plan). When it does not, the information gathered can be used to inform arrangements for the child or young person at SEN support. SEN support is also explained in the SEND Code of Practice 2015 and in Cornwall Council's SEN file on the Council website.

Children and young people can have an EHC plan between the ages of 0 and 25 whilst in education or training. The term children is used for 0 – 16 year olds and the term young people for 16+ - 25 year olds. When a young person is aged 16 or over their own views and opinions take precedence over those of their parents / carers².

Children and young people with SEN may also have social care and / or health needs. This document should be read in conjunction with:

- The Special educational needs and disability code of practice: 0 to 25 years issued by the DfE and DOH (January 2015). Chapter 9 focusses on EHC needs assessments and plans.
www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Cornwall's SEND Local Offer (section regarding EHC needs assessments and EHC plans) www.cornwall.gov.uk/localoffer
- The electronic Cornwall SEN File www.cornwall.gov.uk/senfile

Who is this guidance for?

This information may be helpful for:

- young people and their supporters
- parents and carers³ and their supporters
- anyone meeting the needs of the child or young person at SEN support including:
 - staff from educational settings
 - local authority practitioners, including education and social care staff
 - health practitioners, including paediatricians, therapists and Child and Adolescent Mental Health Service (CAMHS) staff

² Unless the young person does not have the mental capacity see Annex 1 SEND Code of Practice p273

³ In this document parents and carers is used to describe the person/s with legal parental responsibility

Why request an EHC needs assessment

Every educational setting in Cornwall should provide high quality teaching that is differentiated, personalised and age appropriate for all children and young people, including those who have SEN.

The majority of children / young people who have SEN, will have their needs met through the additional and different provision provided at SEN Support⁴ in their early years setting, school or college. A person-centred approach must be taken and the 'assess, plan, do, review' cycle used.

A minority of children and young people, who have the most complex needs, may require more intensive specialist help. If a child or young person has significant needs that are likely to be long term then an EHC needs assessment might be the next step.

What is the purpose of an EHC needs assessment?

An EHC needs assessment is an opportunity for multiple agencies to define an individual's needs and, if required draw up an EHC plan. An EHC needs assessment will ascertain whether the child or young person:

- has SEN that are long term (lasting over a year) severe and complex and has possible SEN related social care and / or health needs
- has SEN that have not responded to sustained, relevant and purposeful measures taken by the educational setting and external agencies
- needs SEN provision which cannot reasonably be provided within the delegated resources available to mainstream educational settings
- requires an EHC plan to ensure that their needs are met

What is an EHC plan?

An EHC plan is a legal document for children and young people with complex SEN. For a young person⁵ (aged 16-25) to have an EHC plan they must be in education, apprenticeship or training.

The aspirations, needs and outcomes for a child or young person are central to an EHC plan. The plan is developed through a person-centred approach which involves practitioners and other supporters working in partnership with the child and their parents or with the young person.

⁴ See 1.24-1.29 p 25 – 26 and chapters 5, 6 and 7 of the SEND Code of Practice

⁵ The term young person refers to young people between the ages of 16 and 25

The purpose of an EHC plan is to:

- record the views, interests and aspirations of the child and their parents, or the young person
- specify the child or young person's SEN
- document the child's or young person's health needs which relate to their SEN
- document the child or young person's social care needs which relate to their SEN
- describe the outcomes sought for the child or young person. These should focus on education and training, health and care outcomes that will enable the child or young person to progress in their learning and, as they get older, to be well prepared for adulthood
- detail the SEN provision required to meet the outcomes sought for the child or young person
- ensure that education, health and social care services work together to meet the child or young person's SEN and to support the outcomes sought for the child or young person
- prepare young people for adulthood from the earliest years⁶

Who can request a statutory EHC needs assessment?

- A young person over the age of 16 but under the age of 25
- A child's parent or carer, when the child is under 16 or over 16 if the young person is unable to do so⁷
- A person acting on behalf of an educational setting eg special educational needs co-ordinator (SENCO). This should ideally be with the knowledge and agreement of the parent / carer or young person where possible⁸
- Other people who know the child / young person well, eg health and social care professionals, early years practitioners, members of youth offending teams, probation officers, family friend. This should ideally be with the knowledge and agreement of the parent / carer or young person where possible

⁶ Further information re EHC plans can be found 9.1 – 9.7 p160 – 169 of the SEND Code of Practice

⁷ In accordance with the Mental Capacity Act see Annex 1 SEND Code of Practice p273

⁸ See SEND Code of Practice 9.8 and 9.10 p143 - 144

Requests for EHC needs assessments are usually made by the educational setting, school or college, when the family, the educational setting and professionals involved feel that the needs of an individual child or young person may not be best met at SEN Support.

How can an EHC needs assessment be requested?

Educational settings

Educational settings in partnership with the young person and / or their parents or carers, can request an EHC statutory assessment by completing the 'Request for an Education Health and Care Needs Assessment' form and appending relevant up to date evidence.

Please follow this link for further information:

www.supportincornwall.org.uk/kb5/cornwall/directory/site.page?newlocaloffer%20hannel=0&id=ldp8-KsO-yY

The young person, their parent or carers and other people who know the child or young person

The young person and / or their parents or carers and other people who know the child or young person may request an EHC needs assessment independently of an educational setting. It is not necessary to complete the 'Request for an Education Health and Care Needs Assessment' form. The person making the request should write by post or email to Cornwall Council's Statutory SEN Service⁹, giving the reasons why they think an EHC needs assessment is necessary. The Statutory SEN Service then:

- contacts the young person, the parents or carers or the person who knows the child or young person well to inform them that information is being requested from the child or young person's main educational setting, if they have one. Children and young people will be invited to provide information about themselves, with support as appropriate, and parents or carers of children are invited to provide their own views
- contacts the child or young person's main educational setting and asks them to complete a 'Request for EHC Needs Assessment' form and provide evidence of the support in place for the child or young person at SEN support level of the SEND Code of Practice.

⁹ The Statutory SEN Service is responsible for carrying out statutory EHC needs assessments and maintaining EHC plans and statements of educational need for children with Special Educational Needs **Education, Health and Care Needs Assessment** A guide to the Education, Health and Care (EHC) needs assessment process

If the child / young person is not attending an educational setting:

- a range of further information will be sought from the family
- contact will be made with any previous settings attended
- contact will be made with the Elective Home Education Coordinator (EHEC) if appropriate

Who decides whether an EHC needs assessment takes place?

The decision whether or not to start an EHC needs assessment is made by a panel of professionals. For more information about the panel please see the Cornwall Council website

www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/education-health-and-care-needs-assessments-and-planning/statutory-special-educational-needs-panel/#films

For example the panel could comprise:

- Members of the Council's Statutory SEN Service
- Senior Educational Psychologist
- Health Professionals
- Senior Social Worker
- Representatives of SEN Support Services
- Representatives of schools and settings (SENCOs or Headteachers)

Recommendations and decisions are based on the written evidence presented – further information can be found in section 11 of this document.

Parents and educational settings are informed of the Panel's decision by their SEN Casework Officer via phone if possible or email. A formal letter is sent to confirm the decision. If an EHC needs assessment is not going ahead, the letter will state any reasons why. The Statutory SEN Service will always offer the opportunity to meet with parents and / or educational settings to discuss the reasons for the decision and the way forward for the individual child or young person.

Who an appeal if a decision has been made not to carry out an EHC needs assessment?

It is only the young person themselves and / or their parents or carers who have the right to appeal if the decision is made not to carry out an EHC needs assessment¹⁰. The Statutory SEN Service always welcomes the opportunity to meet with the young person and / or their parent or carers to discuss this decision.

If an agreement cannot be reached then the option of a formal mediation meeting is available to the young person and / or their parents. Mediation is provided by trained and accredited advisers who are independent of the Council and health services. Mediation is at no financial cost to the young person or parents / carers.

When a decision not to assess has been made the decision letter will include information about arranging a meeting with a member of the Statutory SEN Service, mediation and rights of formal appeal.

A request for mediation must be made within two months of the date of the local authority's decision not to proceed with an EHC needs assessment¹¹.

Educational settings do not have a formal right of appeal. The local authority always wishes to engage with educational settings to discuss how a child or young person's needs can be met and how needs and provision can be evidenced when an EHC needs assessment is requested.

Who can support young people and parents / carers with EHC needs assessments?

The SEND Code of Practice (2.4 p30) describes the impartial information, advice and support that must be available to young people /parents / carers throughout the EHC assessment and planning process.

Cornwall Council commissions a local organisation to provide a SEND Information, Advice and Support Service (SENDIASS) for parents and young people: www.cornwallsendiass.org.uk

Further information about this service can be found on Cornwall's SEND Local Offer at www.cornwall.gov.uk/localoffer

¹⁰ See SEND Code of Practice 11.44 p259

¹¹ Further information regarding disagreement resolution can be found in chapter 11 p244 of the SEND Code of Practice

Considerations when deciding about an EHC needs assessment

The local authority will carry out an EHC needs assessment for children and young people who have SEN and there is evidence that there may be:

- special educational needs that are long term, severe and complex, **and**
- the level/severity of special educational need remains, despite sustained, relevant and purposeful measures taken by the educational setting and external agencies; using a graduated approach which includes successive assess, plan, do, review cycles¹², **and**
- the necessary special educational needs provision cannot reasonably be provided within the resources normally available to mainstream educational settings

In some instances when the above evidence is not available an EHC needs assessment is still appropriate. For example, this could be when the child or young person develops severe and complex needs as a result of an illness or accident¹³ or moves into Cornwall having not previously had access to an EHC needs assessment. **Cornwall Council will always prioritise the best interests of a child or young person.**

First Consideration

The child / young person may have long-term, severe and complex needs

The child or young person's needs are significantly greater than the majority of children of the same age. The needs are long-term and require specific resources or provision in order to achieve long-term positive outcomes.

Level of need indicators

- **Long-term and significant needs** can be evidenced by specialist professional assessments which show evidence of a high level of educational, social and / or medical need
- **The achievements and rates of progress of the child or young person are significantly below expectations** despite appropriate evidence-based, targeted interventions, or achievements and / or rates of progress show some improvement but are still below expectation despite evidence of consistently high levels of intervention over time

¹² See 'SEN support in schools' 6.44-6.62 p100-103 SEND Code of Practice

¹³ see 9.16 p146 SEND Code of Practice

- **The high level of need impacts on learning and participation** and there is evidence of this over time
- **The level of need impacts on personal and social development** and there is evidence of this over time

Please see Annex 1 of this document for more detailed guidance regarding complexity and severity of need.

Second consideration

Planning and Provision at SEN Support

Planning indicators

Person-centred planning

Plans at SEN support are developed in partnership with the child, young person and whenever possible their parents or carers and include the use of planning tools such as a 'One Page Profile'. See the Cornwall SEN File for further information regarding 'One Page Profiles'. When a young person is aged 16 or over their own views and opinions take precedence over those of their parent / carers.

Outcomes focussed planning

At SEN support the outcomes sought for the child or young person inform the support and interventions which are then put in place. Person-centred outcomes describe what the child or young person will achieve and are SMART:

- Specific – is it clear to everyone what it actually means?
- Measurable – how will you know if the outcome has been achieved?
- Achievable – is it a realistic target for the child / young person?
- Relevant – is it a priority? Is it as important as the other outcomes?
- Time-limited- by when exactly should/could it be achieved?

The graduated response for children and young people at SEN support is used across Cornwall.

Graduated approach

The graduated response for children and young people at SEN Support is used across Cornwall. www.cornwall.gov.uk/graduatedresponse

The assess, plan, do review cycle is central to the graduated response:

Assess identifies the child or young person's SEN

Plan uses person-centred planning to identify and record the outcomes, support and provision required

Do ensures that appropriate intervention and support is in place

Review considers the effectiveness of the intervention and support and the impact on progress; this then informs any adjustments to the ongoing provision

In partnership with child or young person and their parents / carers

The teacher and SENCO, in consultation with the child or young person and / or their parents / carers discuss and agree:

- outcomes sought for the child or young person
- impact of the interventions and support
- adjustments to provision, additional interventions and support
- involvement of appropriate specialists and how recommendations will be implemented and reviewed
- date for review and further planning

Successive assess-plan-do-review cycles, are revisited, refined and revised in light of the growing understanding of the child or young person's needs and the progress they are making

Evidence based SEN support interventions are implemented, evaluated and revised as part of the successive assess-plan-do-review cycles

Effective provision indicators

Quality first teaching All teaching accessed by the child or young person is differentiated, age appropriate and personalised

Needs determine provision Progress is monitored over time and reasonable adjustments are made in accordance with the Equality Act 2010¹⁴

Outcomes determine provision There is a clear link between person centred outcomes and provision at SEN support. It might be that provision has not already been made at SEN Support - panel takes different circumstances into consideration

¹⁴ See SEND Code of Practice 6.9 p93, 5.10 p80 and 7.7 p113

Third consideration

Use of SEN resources

Fully costed individual provision plan/timetable shows how the educational setting has made provision. In some cases children and young people have not been attending an educational setting and the panel considering the request will take individual circumstances into consideration.

Additional targeted intervention. It is explained what is included in arrangements for the child or young person

Advice from local authority services and other agencies has been accessed, as appropriate, implemented, and evaluated, over a period of time using the assess, plan, do, review cycle.

The delegated funding has been used fully and appropriately

Annex 1: Additional detail for first consideration

Special Educational Needs are described under the following four headings in SEND Code of Practice 6.28 – 6.35 pages 97–98.

Communication and interaction

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)

Cognition and learning

- Moderate learning difficulty (MLD)
- Profound and multiple learning difficulty (PMLD)
- Severe learning difficulty (SLD)
- Specific learning difficulty (SpLD)

Social, emotional and mental health

Sensory and / or physical

- Hearing impairment (HI)
- Multi-Sensory impairment (MSI)
- Physical disability (PD)
- Visual impairment (VI)

Some children and young people have needs that fit into one discrete area, some have needs that span two or more areas and for a small number of children and young people the precise nature of their need may not be clear.

Whatever the nature of a child or young person's needs, a graduated approach should be used and the 'assess, plan, do, review cycle' implemented¹⁵. It may be necessary to test out interventions as part of this process, to judge their effectiveness for the child or young person, as this will provide further information about the precise nature of their needs.

In exceptional circumstances, it may be possible for a number of less severe special educational needs to have a cumulative effect on a child or young person's educational progress and an EHC needs assessment may be appropriate even though any one need may not be at the level that would usually be considered to require an EHC needs assessment.

This annex provides more detailed information relating to the four areas of SEN.

¹⁵ SEND Code of Practice 5.36 – 5.46 p86 – 87 (early years) and 6.44 – 6.56 p100-102 (schools)

Communication and interaction

Children and young people with communication and interaction needs have difficulty in communicating with others. This may be because they have difficulty expressing themselves, understanding what is said to them and / or they do not understand or use the social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome, are likely to have particular difficulties with social interaction, communication and imagination which can impact on how they relate to other people.

Possible indicators of need

In the Early Years – tracked progress¹⁶ indicates a significant developmental delay, which could be 1 year behind at 24 months, 2 years behind at 48 months.

In the Early Years or school a speech and language therapist identifies severe language disorders affecting vocabulary, phonology and a range of significant and complex **communication** difficulties including expressive and receptive language, semantics and pragmatics.

The child or young person presents with frequent and intense social interaction difficulties which severely impact on their access to the curriculum eg severe difficulties in following instructions, highly atypical behaviours, significant resistance to changes in routines, highly inappropriate social behaviour leading to social isolation.

Additional indicators which may also be present

Associated social, emotional and / or mental health difficulties and / or speech and language difficulties affecting self-esteem, social skills and relationships and / or involvement from a wider multidisciplinary team is required to plan and monitor progress and / or requires additional support from social care where the child / young person's disability has a substantial or critical impact on the quality of the child / young person's life and / or information from health and / or social care professionals indicates continuing health care needs or that a continuing health care needs assessment is necessary.

¹⁶ eg could track using 'Development Matters', 'EY developmental journal' or 'Every Child a Talker tracker'

Cognition and learning

Children and young people with cognition and learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range, including:

- moderate learning difficulties (MLD)
- severe learning difficulties (SLD) - associated mobility and communication difficulties and support is needed in all areas of the curriculum
- profound and multiple learning difficulties (PMLD) - severe learning difficulties as well as a physical disability or sensory impairment
- specific learning difficulties (SpLD) - one or more specific aspects of learning are present as in dyslexia, dyscalculia and dyspraxia

Possible indicators of need

In the EY the progress check at age 2 indicates that there is a concern the child may have a developmental delay. The delay could be

- Foundation Stage 1 at or below 18 - 24 months
- Foundation Stage 2 at or below 24 - 30 months

with progress towards the Early Learning Goals being significantly slower than for other children of the same age.

In school or further education attainment in key areas of the curriculum is well below age-related expectations with significant difficulties with most aspects of learning, for example:

- acquiring concepts
- developing and applying learning skills
- processing and retaining information
- generalising learning, concepts, skills
- acquiring specific skills

Additional indicators which may also be present

Associated social, emotional and / or mental health difficulties and / or involvement from a wider multidisciplinary team being required to plan and monitor progress and / or requires additional support from social care where the child / young person's disability has a substantial or critical impact on the quality of the child / young person's life and / or information from health and / or social care professionals indicates continuing health care needs or that a continuing health care needs assessment is necessary, and / or has a condition which may severely affect cognition and learning over time.

Social, emotional and mental health

Children and young people with social, emotional and / or mental health needs may become withdrawn or isolated or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. DfE guidance Mental Health and Behaviour in Schools: www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Possible indicators of need

- Displays emotional and / or social difficulties which are barriers to the individual's own learning and or that of the group eg emotional and behavioural difficulties of considerable duration and frequency in a variety of situations in the educational setting
- clear evidence that an individualised behaviour support programme has been implemented (outlining outcomes and interventions) and of appropriate modifications to the learning environment that have not significantly impacted upon the child or young person's needs
- little measurable improvement despite a carefully designed series of interventions involving outside agencies as part of the assess, plan, do review cycle
- a wider multidisciplinary team is involved in planning and monitoring the child / young person's needs and progress

Under the Equality Act 2010 if a child / young person has a recognised medical condition (including a mental health condition) educational settings are expected to provide effective support to enable them to access and enjoy the same opportunities as other children and young people.

Additional indicators which may also be present

Requires additional support from Social Care because disability has a substantial or critical impact on quality of life and / or information from health and / or social care professionals indicates continuing health care needs and / or that a continuing health care needs assessment is necessary and / or the child or young person has a condition significantly affecting their social, emotional and mental health.

Sensory and / or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi- sensory impairment (MSI) will require specialist support and / or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access the full curriculum.

Possible indicators of need

- Evidence of physical disability and / or sensory impairment that is complex, severe and long-term
- evidence from a specialist that the level of need is above that which is provided at SEN support
- has an individual healthcare plan, drawn up in partnership with parents and relevant health care professionals.

If a child / young person has a recognised medical condition, schools are expected to provide effective support to enable access to the same opportunities at school as other pupils¹⁷.

Additional indicators which may also be present

Adaptations made to the school environment to meet duties under the Equality Act 2010 and / or associated social, emotional and / or mental health difficulties and / or involvement from a wider multidisciplinary team is required to plan and monitor progress and / or requires additional support from social care because a disability has a substantial or critical impact on quality of life and / or information from health and / or social care professionals indicates that the individual has continuing care needs or that a continuing care needs assessment may be necessary and /or the child or young person has a degenerative condition.

¹⁷ See SEND Code of Practice 6.11 p94 and DfE guidance Supporting Pupils at School with Medical Conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Young people in further education, training or apprenticeships

For all four areas of need general indicators which may be present

The young person must be in Further Education or training or apprenticeship and it is clear that their chosen route is appropriate.

- The young person's rate of attainment against their study programme is of constant concern despite relevant modifications and interventions over time
- assessments show that the young person is unable to access Further Education, an apprenticeship, internship, vocational training or other post 16 course without high levels of additional support
- assessment and revision of the use of assistive technology and aids has not enabled progression or greater independence
- the vocational curriculum and / or physical learning environment has been made significantly different but additional learning and / or mobility support is required
- additional strategies and support have been provided, reviewed and modified over a period of time without sufficient impact for the young person
- the young person has accessed additional assessment, advice and / or support over time from relevant specialists and this has been acted upon without sufficient impact for the young person
- the young person's study programme, care and / or health support requires significant revision as a result of a progressive or acquired disability
- assessments administered over time together with discussions at reviews, indicate that an EHC assessment may be necessary as the basis for supporting or determining an appropriate future further educational programme
- the young person acquires SEN through illness or accident, or has an existing condition that requires increasing support as they get older

Communication and interaction

The young person may have:

- severe language delay or impairment that has been diagnosed by a speech and language therapist
- severe language disorders affecting vocabulary, semantics, phonology and / or language organisation
- a range of significant and complex communication difficulties
- severe social communication difficulties which present as frequent and intense social interaction difficulties that act as a barrier to accessing the academic and social curriculum

Cognition and learning

The young person may have:

- significant delay in reasoning and application skills
- substantial difficulties within the social context of the study programme placement and requiring constant monitoring and a high level of additional support
- complex cognitive difficulties that act as a barrier to progressing on a study programme despite interventions from relevant agencies or staff with appropriate qualifications
- a condition which severely affects cognition and learning

Social, emotional and mental health

The young person may have:

- high levels of emotional and challenging behaviour and / or social difficulties which consistently and excessively create barriers to their learning and / or that of their peers
- the needs described above continue despite an individualised behaviour / risk management programme and additional pastoral and learning support but progress is not felt to be appropriate
- intervention from a wider multi-disciplinary team

Sensory and / or physical needs

The young person may need:

- a physical and learning environment that has to be significantly different
- additional mobility support
- a high level of support to access the physical learning environment
- additional support because assistive technology and differentiated materials have been implemented with little impact on progression or greater independence / self-study

The young person may have a physical disability and / or sensory impairment that is complex, severe and long-term and / or a degenerative and potentially life limiting condition which impacts on independence, well-being and access to education.

Annex 2

EHC needs assessment checklist

Educational settings have found it helpful to use the checklist below when requesting EHC needs assessment:

EHC needs assessment checklist		
1. The child or young person may have long-term, severe and complex needs	Yes / No	Evidence
1.a May have long-term and significant needs		
1.b Achievements and rates of progress are significantly below expectations		
1.c The level of need impacts on learning and participation and / or personal and social development		
2. Effective Planning and Provision	Yes/No	Evidence
2.a Person-centred planning is in place		
2.b There is a focus on outcomes		
2.c A clear cycle of assess, plan, do, review is in place (commonly, but not exclusively, over at least three planning cycles)		
2.d Planned interventions are evidence based		
2.e Quality first differentiated and personalised teaching is in place		

2.f Provision is linked to the type and level of the child or young person's needs		
2.g Provision is linked to the agreed outcomes		
2.h Effective evidence-based interventions are in place		
3. Full use of the allocated SEN resource	Yes/No	Evidence
3.a A fully costed individual provision plan or map is available		
3.b Additional targeted intervention has been provided		
3.c Advice from local authority services, and / or skilled internal staff and other external agencies has, when appropriate, been sought and action taken in response to recommendations made		
3.d The impact of additional provision has been evaluated and adjustments made when required		

Document information

Contacts

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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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