

Bath and North East Somerset

GUIDELINES for Educational Settings on
INITIATING A
STATUTORY Education, Health and Care Needs
ASSESSMENT -
Children and Young People 0-25

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INTRODUCTION

This document has been written in response to the reforms described in the SEND Code of Practice 0-25. It provides guidance for decision-making in relation to requests for statutory EHC needs assessments.

The guidance should be considered together with key national statutory documents such as the SEND Code of Practice 2015, the Equality Act 2010 and other relevant statutory instruments, which outline duties on local authorities, schools, settings and colleges related to inclusion, equality and disability. In line with national legislation the local authority considers all the needs of children and/or young people individually and will depart from the guidelines where there is a compelling reason to do so in any particular case.

Developing effective guidelines is a dynamic process. The local authority together with educational settings across all age groups, parents and carers work together to monitor the effectiveness of these guidelines and will make adjustments where necessary.

GOVERNING PRINCIPLES

Bath and North East Somerset Local Authority and its partners are committed to:-

- ensuring equal opportunities for all children and young people – **all** early years practitioners, teachers, tutors are skilled and confident to support **all** children and young people, including those with special educational needs.
- ensuring that special educational needs are identified early and accurately so that appropriate interventions can be put in place to support progress.
- promoting and developing local provision so that children and young people are able to be taught within their local community.
- promoting openness and encouraging participation of children, young people and their families in all decisions regarding special educational needs.
- Ensuring fair, transparent and consistent allocation of resources that supports achieving good outcomes for children and young people with special educational needs.

WHO DOES THIS GUIDANCE APPLY TO?

Some children and young people may have special educational needs at some stage during their education.

The SEND Code of Practice defines Special Educational Needs (SEN) as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her:

- A child of **compulsory school age or young person** has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability, which prevents or hinders him/her making use of educational facilities of a kind generally provided for others of the same age in mainstream educational settings.

- **Children under compulsory school age** have special educational needs if he or she is likely to fall with the above definition when they reach compulsory school age or would do so if special educational provision was not made for them.
- For **children aged two or more** special educational provision is educational or training provision if it 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.
- For **children under two years** of age, special educational provision means educational provision of any kind.

(p15-16, SEND Code of Practice)

What is not special educational need but could impact on the child/young person ability to learn?

Early years settings, schools and colleges have a duty to monitor progress of all children and young people. Sometimes lack or slow progress becomes a cause for concern. A delay in learning may not indicate that a child or young person has special educational need that calls for special educational provision. Quality of teaching and learning should always be considered as a possible reason for unexpected slow progress and widening gaps in attainment.

Educational settings should also carefully consider if issues other than special educational need impact on progress and/or attainment. They may include:

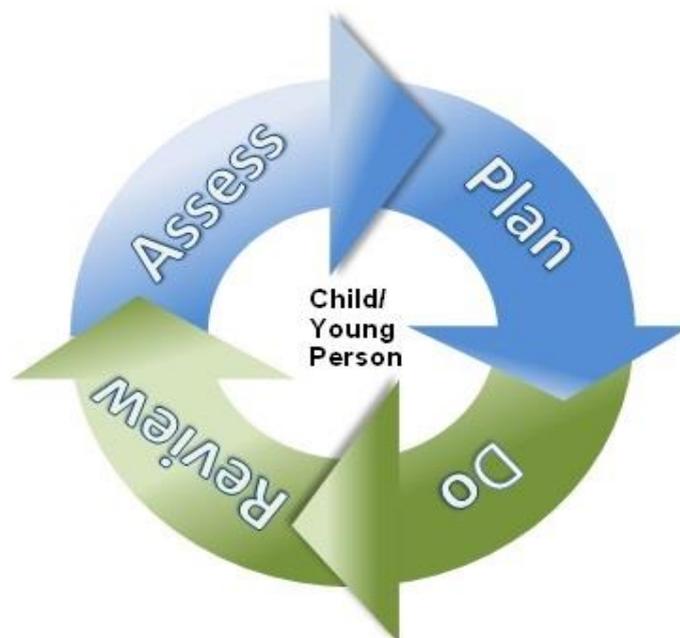
- Disability (the code of practice outlines the reasonable adjustment duty for all settings schools and colleges provided under the Disability Equality legislation; these alone do not constitute SEN).
- Attendance and punctuality.
- Health and welfare.
- English as additional language.

WHAT ACTION SHOULD BE TAKEN WHEN A SPECIAL EDUCATIONAL NEED IS IDENTIFIED?

Once the special educational need is identified it is very important that special educational provision is made. The provision should be evidence based, focused on the identified need and its impact should be monitored over time. The assessment process and information gathering should include early discussion with the child/ young person and their family.

The **SEN Support** is known as the Graduated Approach and it adopts 4 stages:

Assess Needs – Plan – Do – Review CYCLE



Assess Needs:

Early years practitioners, class or subject teachers, tutors should work with the SENCO (or SEN lead in colleges) to carry out a clear analysis of the child/young person's needs.

This process should draw on a range of assessments and experiences of the child/young person. For example it should take into account previous and current rate of progress, attainment levels, subject teacher assessments, observations carried out by teachers and support staff, progress in comparison to peers and national data, the views and experience of parents, the child/young person's own views and, if relevant, advice from external support services.

In some cases, external professionals from educational support services, health or social care may already be involved with the child or young person. These professionals should liaise with the early years/school/college to help inform the assessments so that the type and severity of special educational need can be established.

Plan:

If a special educational need is identified the early years setting/school/ college should provide appropriate SEN support.

In consultation with the child/young person and their parent/carers the early years practitioner, teacher or tutor and the SENCO should agree the type and level of adjustments, interventions and support as well as the expected outcomes. The type of support should be based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

All members of staff who work with the child/young person should be made aware of the support plan.

Do:

The early years practitioner, teacher or tutor should remain responsible for working with the child/young person on a daily basis. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO should support the early years practitioner, teacher or tutor in any further assessments of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The SENCO will also arrange additional support, professional guidance or training for members of staff working with the child/young person.

Review:

The effectiveness of the support and the impact on the child/young person's progress should be reviewed by the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the child/young person and their family. This should feed back into the analysis of the pupil's needs.

The early years practitioner, teacher or tutor, working with the SENCO, and in consultation with child/young person and their family should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

The review process helps to ensure that support and interventions are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their

effect is monitored. The way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

It is essential that the views of children, young people and their families are evidenced through the graduated approach (cycles of assess-plan- do review).

In Bath and North East Somerset a detailed Graduated Approach tool has been developed to guide educational settings in meeting the needs of children and young people with special educational needs and/or disability, [which can be viewed here](#).

WHAT IS A STATUTORY EHC NEEDS ASSESSMENT?

The vast majority of children and young people with special educational needs or disabilities have their needs met within local mainstream early years settings, schools or colleges. They should provide high quality teaching that is differentiated, personalised and age appropriate for **all** children/young people, including those who have special educational needs. SEN support, through the graduated approach allows for special educational needs to be identified early so that help and support can be delivered without delay.

Nationally, it is expected that only children and young people with the most persistent and significant level of special educational needs require an EHC needs assessment (approximately 2.9% of the total population have EHC plans).

Where **despite** the early year settings, schools or colleges, having taken **relevant and purposeful** action to identify, deliver and review the SEN support (Graduated Approach) and the child or young person is not making expected progress, a request for an Education Health and Care needs assessment may be considered. Early years settings, schools and colleges will be required to provide the evidence of actions already taken and reviewed over time (at least six months). *(9.1-9.7, SEND Code of Practice)*

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 SEN support provided by the early years setting/school/college.

(9.6 SEND code of Practice)

Who can request an EHC needs assessment?

- Educational setting (early years, school, college with the knowledge of the parents or young person).
- The child's parent.
- The young person over the age of 16 but under the age of 25.
- Anyone else who knows the child or young person for example foster parent, health or social care professional.

WHO DECIDES WHETHER AN EHC NEEDS ASSESSMENT SHOULD GO AHEAD?

It is the duty of the Bath and North East Somerset Local Authority to consider requests for an EHC needs assessment.

The local authority will be guided in its decision making by a moderating panel comprising of the SEN Manager, a Senior Inclusion Officer, an Educational Psychologist, and representatives from schools, health and social care services. The final decision is the responsibility of the Local Authority and is based on the evidence provided and the law as set out in the SEND Regulations.

The local authority must have regard to the views of parents, children and young people and ensure that they have access to impartial information, advice and support so that they can take part in the assessment and planning process.

PRINCIPLE CONSIDERATIONS FOR DECISION MAKING

Each request for a statutory EHC needs assessment is considered individually.

Written evidence is presented to the members of the moderating panel to ensure consistency and transparency of decision-making.

In line with the requirements set out in the SEND code of Practice (9.14), the decision to undertake statutory assessment is informed by three principle considerations:

1. The severity, complexity and long-term nature of the special educational need

The key issue will be whether the severity of child/young person's difficulties will prevent them accessing learning. The severity of need will be considered within the context of:

- (i) standardised tests and teacher/practitioner assessment levels which provide objective evidence about attainment and progress (Appendix A);
- (ii) the percentage of the population achieving the same level or below;
- (iii) observations and assessments over time (typically at least six month).

2. Despite relevant, purposeful, evidence based support and making reasonable adjustments the child/ young person is not making progress.

N.B. National financial regulations specify that a child/young person is described as having high need if in addition to the universally available good teaching and learning (equivalent of £4K) the educational institution should provide additional SEN support costing over £6K (the provision should be additional to or different from usual differentiation or general approaches).

3. Progress over time

It is expected that all children/young people's progress is regularly assessed and monitored. Progress is principally about learning and teaching practice rather than 'within the child' barriers to achievement.

In some cases, despite consistent application of quality first teaching and appropriate, focused additional support the child/young person is not making anticipated progress. Concerns about progress can be characterised by progress which:

- Is significantly slower than that of peers starting from the same baseline
- Child/young person fails to match or better previous rate of progress
- Child/ young person fails to close the attainment gap or the gap widens

(6.17, 9.14, SEND Code of Practice)

Some children and young people have needs that span across two or more areas of SEN. It may be possible for a number of less severe special educational needs to have a significant cumulative effect on a child/young person's progress and an EHC needs assessment may be appropriate. The Graduated Approach should be followed in all cases so that interventions can be tested over time.

It is expected that the vast majority of requests for statutory assessment will follow the above guidelines however in line with the SEND Code of Practice (9.16) the local authority considers the needs of all children and/or young people individually and will depart from the guidelines where is a compelling reason to do so in any particular case.

EXCEPTIONAL CIRCUMSTANCES

In exceptional circumstances it may be necessary to request a statutory assessment without the evidence of actions taken by the early years setting school or college. These circumstances include:

- A child/young person, previously not know to the LA or educational setting (for example mover in from abroad or a different local authority who has been in receipt of a very high level of support without the requirement of an EHC plan) whose learning difficulties are so severe that they are likely to require immediate specialist support, aid or adaptations over and above that normally available through the graduated response at SEN support.

or

- An unexpected/sudden and significant special educational need which occurred as a result of a medical condition or an accident

Appendix A

Consideration 1 - The severity, complexity and long-term nature of the special educational need

The Code of Practice describes Special Educational Needs (SEN) in four broad areas of need:

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

The following are guidelines only. These scores are not used in isolation and should be considered with the full set of considerations as set out above.

It is likely that the child/young person may have needs across more than one area of special educational needs.

Cognition and learning

Chronological Age	Early Years Foundation Stage (EYFS)	
0-4	More than 50% delay in several aspects of the three prime areas which result in having a significant impact on accessing the EYFS. Additional evidence from the four specific areas of learning will be considered if appropriate.	Nursery/pre-school
4-5		Reception

Chronological Age	Attainment Level on a recognised and approved test	National Curriculum	National Curriculum Year
5-6	Two or more years below chronological age	Below P4 in all core subjects	Year 1
6-7	Below 5 years	Below P5 in all core subjects	Year 2
7-8	Below 5 years 6 months	Below P6 in all core subjects	Year 3
8-9	Below 6 years	Below P7 in all core subjects	Year 4
9-10	Below 6 years 3 months	Below P8 in all core subjects	Year 5
10-11	Below 6 years 9 months		Year 6
11-12	Below 6 years 9 months	Working within Key stage 1 in all core subjects	Year 7
12-13	Below 7 years		Year 8
13-14	Below 7 years 3 months	Working within Key stage 1 /emerging key stage 2 in	Year 9

14-15	Below 7 years 9 months	all core subjects	Year 10
15-16	Below 8 years		Year 11
Post 16	Additional to the above, consideration should be given to the specific education and/or training pathway the young person has chosen to do		Year 12 +

Additional assessment evidence may be provided to support understanding of the severity of need. Typically standardised scores with 2 standard deviations from the mean i.e. 70 or below, taken over time, provides helpful and appropriate supporting evidence as part of an assessment profile.

Evidence of Special Educational Need

The evidence of the relevant assessments should be recorded using the following:

- request for statutory EHC needs assessment and SEN support form
- internal or external reports/assessments/consultation records used by external agencies
- summary of the analysis of assessments and the rate of progress (especially in case of any inconsistencies in assessment results)
- minutes of the SEN Support meeting where a decision to make a request for an EHCNA was made

Communication and interaction:

Children and young people with communication and interaction needs have difficulties in communicating with others. This may be because they have:

- speech and language delay
- developmental language disorder and/or speech sound disorder
- social communication difficulties
- a combination of language and social communication needs.

Speech and language delay (receptive and /or expressive language) and / or disorder:

Speech sound difficulties

Children with speech sound difficulties can have a range of impairments that need on-going support, classified as the following:

Impairment	Area of deficit
Delayed speech	The child is using only a few contrasts in their phonological system, resulting in the use of a few sounds in the place of non-developed sounds.
Consistent speech sound disorder	Speech which contains unusual/non-developmental sound patterns which are used in a consistent manner.
Inconsistent speech sound disorder	Speech has a high degree of variability (40% or more). The child will therefore often produce the same word in different ways.
Developmental verbal dyspraxia	Another form of speech disorder resulting from an underlying impairment of motor planning, characterised by inconsistency.

These speech sound impairments can directly impact on learning, as difficulties relate to:

- Acquisition of sounds
- Development of the sound system
- Phonological awareness
- Phonological processing skills

- Associated literacy difficulties - Difficulties linking spoken sounds to written letters and segmenting, blending and manipulating sounds in words.

Children with a severe speech sound disorder, whose difficulties are impacting on: their functional communication, interaction with others and/ or their learning, will meet the criteria for statutory EHC needs assessment. Children make progress with their speech sounds when there is joint working between the speech and language therapy team, families and their educational setting.

Age	Discrepancy
Below 4	More than 50% delay
4	21 months
5	25 months
6 and above	Additional assessment evidence may be provided to support understanding of the severity of need. Typically standardised scores with 2 standard deviations i.e. standard score of 70 or below or a percentile rank of 2 or below, taken over time, provides helpful and appropriate supporting evidence as part of an assessment profile

Difficulties with Social Communication Difficulties:

Area of Need	Examples of Nature/Severity of Need
Impairment of social interaction	<ul style="list-style-type: none"> ▪ Frequent and intense social interaction difficulties which severely impact on learning and social interaction e.g. severe difficulties in following instructions, significant resistance to change in routines. ▪ Lack of social and emotional reciprocity ▪ Significant impairment in the ability to develop meaningful peer relationships leading to highly inappropriate social behaviour, causes social isolation/anxiety
Impairment of social communication	<p>Non verbal:</p> <ul style="list-style-type: none"> ▪ Limited use of gestures ▪ Limited inappropriate facial expression ▪ Unable to read emotion from facial expression ▪ Clumsy/gauche body language <p>Verbal:</p> <ul style="list-style-type: none"> ▪ Significant impairment in the ability to initiate, sustain or end a conversation with others ▪ Stereotyped and repetitive use of language or idiosyncratic language ▪ Speech that is formal, pedantic, long winded and repetitive ▪ Comprehension with a tendency to be literal and concrete leading to difficulties in understanding of simile, metaphor, humour, sarcasm which has significant impact on access to learning or interaction with peers.
Impairment of imaginative thinking/behaviour	<ul style="list-style-type: none"> ▪ Inflexible adherence to specific routines and rituals ▪ Stereotyped and repetitive motor mannerisms (whole body movements, hand flapping) ▪ Persistent preoccupation with objects ▪ Highly atypical behaviour such as obsessive challenging and/or withdrawn behaviours and signs of distress or emotional disturbance without obvious cause
Sensory difficulties	<ul style="list-style-type: none"> ▪ Easily distracted/upset by noise, touch, light ▪ Unusual responses to sensory difficulties

As an indicator, children and young people with complex needs are likely to display a range of difficulties in three out of 4 areas above (one or more in each area)

Evidence of Special Educational Need

The evidence of the relevant assessments should be recorded using the following:

- request for statutory EHC needs assessment and SEN support form
- internal or external reports/assessments/consultation records used by external agencies
- summary of the analysis of assessments and the rate of progress (especially in case of any inconsistencies in assessment results).
- risk assessments
- minutes of the SEN Support meeting where a decision to make a request for an EHCNA was made

Social, emotional and mental health difficulties

It is critical that schools differentiate between those pupils that are experiencing social, emotional and mental health difficulties associated with a pupil's special educational needs and those which are associated with disaffection or difficulties that a child/young person might be experiencing due to their social or domestic circumstances. Pupils have special educational needs when they have significant difficulties with learning and/or they have a disability that is preventing or hindering their access to educational experience.

A small proportion of children and young people will demonstrate severe and complex difficulties in the area of social, emotional and mental health difficulties.

They are likely to continue to demonstrate a range of behaviours to a severe degree, for example:

- Very poor concentration and attention skills.
- Evidence of mental health needs of a severe nature such as anxiety, depression, attachment disorders.
- Continual high- level, disruptive behaviour.
- Conduct disorders, e.g. defiance, aggression, self harming.

Area of Need	Nature and Severity of Need
Access to the curriculum and impact on learning	<ul style="list-style-type: none"> ▪ Severely reduced ability to focus, engage and participate in learning, inadequate to meet the requirements of an already appropriately differentiated Curriculum ▪ Rate of progress is unsatisfactory or rate of progress only achieved when consistent, high levels of interventions are in place and they are beyond that normally expected.
Impact on safety/ welfare of the child/ young person and/or others	<ul style="list-style-type: none"> ▪ Evidence of mental health needs for example attachment difficulties, high levels of anxiety, mood swings depression which significantly impact on relationships with adults and peers ▪ History of self harming ▪ Frequent and regular episodes of destructive behaviours, e.g. damaging property ▪ Frequent and regular aggressive verbal and physical behaviours or withdrawn /isolated behaviours

The degree of difficulties will be assessed against the evidence of:

- The level of inappropriateness of behaviours particularly in relation to age and context.
- Frequency (at least daily incidents)
- Severity/intensity.
- Its persistence over time.
- Impact on learning and progress
- Progress over time (this should include information about progress against appropriately focused and relevant targets)
- Medical evidence and advice on the type and severity of mental health condition (s)

Evidence of Special Educational Need

The evidence of the relevant assessments should be recorded using the following:

- request for statutory EHC needs assessment and SEN support form
- internal or external reports/assessments/consultation records used by outside agencies
- summary of the analysis of assessments and the rate of progress (especially in case of any inconsistencies in assessment results)
- risk assessments
- behaviour logs (frequency charts)
- Thrive assessments
- minutes of the SEN Support meeting where a decision to make a request for an EHCNA was made

Sensory and/or physical needs:

Vision Impairment (VI)

Consideration for a statutory EHC needs assessment will be guided by the evidence of:

- Child/young person is registered blind or partially sighted (very limited functional vision as an indicator, pupils who have a distance vision of 6/24 or poorer for distance or N12/14 or N24 depending on age may be a cause for concern) therefore unable to access the curriculum without substantial mediation and/or adaptation of materials or the learning environment (evidence from an ophthalmologist/orthoptist must be provided) and/or use of alternative/tactile means of accessing print.
- Evidence of progressive visual impairment where the functional vision is expected to deteriorate.
- Evidence that the child/young person's visual difficulties significantly impair his or her mobility, emotional or social development, access to the curriculum, ability to take part in classroom activities or participation in early years/ classroom/school/college life.
- Evidence that the child/young person's visual difficulties place him/her under significant stress with associated withdrawn or frustrated behaviour.

Hearing Impairment (HI)

Consideration for a statutory EHC needs assessment will be guided by the evidence of:

- Child/young person experiences a sensori-neural hearing loss (as an indicator an average hearing loss in the better ear of 71-95 dBHL) and a long term, chronic conductive hearing loss (evidence from audiological and medical sources must be provided)
- The hearing loss is such that a pupil is unable to access the curriculum without substantial mediation and/or adaptations of curricular materials and/or the learning environment (modifications of materials likely to require adult support and/or specialist equipment, including adaptations to the acoustic environment).
- Progressing hearing loss exists to such a degree that the child/young person's functional hearing can be expected to deteriorate.
- The child/young person's hearing loss significantly impairs his/her emotional or social development, ability to take part in early years/classroom/school/college activities.
- Evidence based on specific examples that the child/young person's hearing difficulties place him/her under immense stress with associated withdrawn or frustrated behaviour.

It is likely that additional consideration should be given to the child/young person's language needs specified in the communication and interaction.

Multi Sensory Impairment (MSI)

Some children and young people have a combination of vision and hearing difficulties (deaf/blind)

Consideration for a statutory EHC needs assessment will be guided by the evidence of a combination of factors – refer to VI and HI above.

Physical Difficulties (PD)

Consideration for a statutory EHC needs assessment will be guided by the evidence of:

- The child/young person is unable to participate in the curriculum without significant adult support and/or substantial adaptation of teaching materials and the learning environment compared to the majority of other children /young people of the same age.
- The child/young person experiences significant self help and/or mobility difficulties in relation to others of the same age group for example high level of adult support is needed to meet basic care needs.
- The condition gives rise to serious safety issues requiring close adult supervision.
- There is a substantial evidence base upon specific examples that the child/ young person's inability to take part in early years/school/ college life places him/her under significant emotional or physical stress.

Evidence of Special Educational Need

The evidence of the relevant assessments should be recorded using the following:

- request for statutory EHC needs assessment and SEN support form
- internal or external reports and assessment
- summary of the analysis of assessments and the rate of progress (especially in case of any inconsistencies in assessment results)
- minutes of the SEN Support meeting where a decision to make a request for an EHCNA was made

Consideration 2 and 3 - Despite the graduated SEN support the child/young person is not making expected progress.

In considering a request for a statutory EHC needs assessment the local authority will require evidence of the graduated response, which shows that despite the relevant, evidence based actions taken by the educational setting the child or young person continues to experience significant difficulties and is not making progress. It is expected that the evidence will include:

- At least two cycles of assess plan review SEN Support stage, typically over a period of at least 6 months.
- Information about the provision and support already in place which reflects the delegated resources for SEN (a high need pupil is a pupil whose provision costs more than £10K).

The evidence should demonstrate:

- The support provided by the early years setting/ school/college have been proportionate and relevant to the assessed special educational need. Quality of support should also be considered (for example is this support evidence based, is it delivered by appropriate staff, is it relevant to the identified need)
- How the special educational provision have been planned and how does it relate to the short term targets and longer term outcomes
- How different teaching/support approaches, materials and/or equipment are used, how the environment has been adapted
- What are the outcomes of the support already in place is the child/young person making progress, if not does the support need to change rather than increase.
- Specialist advice of the relevant professional has been used to consider the additional assessments, effectiveness of support and monitoring of outcomes.

The local authority will expect for the special educational provision to be:

- Evidence based.
- Relevant to the type of identified SEN.
- Proportionate to the severity of SEN.

Request for the EHC needs assessment should outline how a statutory EHC needs assessment would enhance the special educational provision already in place and how is it going to be additional and different from the expectations set out through the SEN Support (as set out in the [Graduated Approach tool](#)).

The educational settings should engage the relevant outside agencies necessary to support the pupil, and to obtain their written opinions, before submitting a request for a statutory assessment. N.B. One –off reports are not able to provide evidence of progress over time. The LA should be able to clearly determine the recommendations of outside agencies, see evidence of how these recommendations have been implemented and a review of their effectiveness.

Evidence of Special Educational Need

The evidence of the relevant assessments should be recorded using the following:

- request for statutory EHC needs assessment form and SEN support form
- internal or external reports which outline recommendations, strategies and /or adaptations
- minutes of the SEN support meeting where a decision to make a request for an EHCNA was made

Appendix B - Checklist for educational settings

Please use this checklist to ensure that:

- the request is appropriate
- attached evidence supporting all 3 considerations outlined in the guidance
- ensure that all sections of the application are fully completed and relevant evidence is attached.

Please note that failure to provide appropriate documentation may result in unnecessary delays.

Criteria	Evidence		Attached Yes/No
	Please review and list the evidence provided as part of your application and its relevance to the criteria set out in the guidance. For example:		
Consideration 1 - The severity, complexity and long-term nature of the special educational need	Cognition and learning	E.g. Cognitive assessments, summary of teacher assessments/observations	
	Communication and interaction	E.g. Speech and Language Assessments / Reports	
	Social Emotional and Mental Health	E.g. Thrive assessment, behaviour log, medical reports	
	Visual impairment (only if relevant)	E.g. Ophthalmological report, specialist VI teacher assessment	
	Hearing Impairment (only if relevant)	E.g. Audiological reports, specialist HI teacher assessment	
	Physical Development (only if relevant)	E.g. Medical advice	
Consideration 2 - Despite relevant, purposeful, evidence based support and making reasonable adjustments, it is not possible to meet the special educational needs within existing/delegated resources	Rate of progress	Evidence of progress over time	
	Analysis of the rate of progress	This may include information about specific interventions that escalated progress, contextual background information, explanation of any inconsistencies in assessment results.	
Consideration 3 - Despite relevant, purposeful, evidence based support the child/young person is not making expected progress over time	Person centred planning	E.g. Evidence of child/young person and family's contribution.	
	Focus on outcomes/targets	E.g. Clear link with assessed need and support	
	Differentiated quality first teaching	E.g. Examples of how who school/class approach to learning has been differentiated	
	Clear cycle of assess-plan- do- review (at least 2 cycles over minimum of 6 months with appropriate advice from relevant specialist implemented over time)	E.g. Evidence based strategies in place, evidence of regular reviews, support relevant and proportionate to the assessed needs, impact monitored and evaluated.	
Application made under exceptional circumstances	Provide the detail of exceptional circumstances Please provide detail on exceptional circumstances and reasons why the usually expected cycle of assess- plan – do – review cannot be followed before the application is made under the 3 considerations set out above.		

EY settings/schools/colleges must ensure that the parent signing the form has parental responsibility and that they have given informed consent for the request to be made. Forms that are not signed will be returned. A 'Request for an EHC Needs Assessment form' will always be asked for, even if a parent makes the initial request.

The request should be sent in to the following address;

**Statutory SEN Service
Lewis House
Manvers Street
Bath
BA1 1JG**