

Request for a Southwark Education, Health and Care Needs Assessment

Background

The majority of children and young people with SEN or disabilities (SEND) will have their needs met within local mainstream early years settings, schools or colleges (COP, Chapters 5, 6 and 7). The educational setting should be consulting with other professionals and fully utilising their delegated budget in order to meet a child or young person's (CYP) SEND prior to considering an Education Health and Care needs assessment (EHCNA) request.

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

In considering whether an EHC needs assessment is necessary, Southwark local authority will consider whether there is evidence that despite the early years' provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

Key Notes

1. Professionals should work together with the CYP and their parent/carer to make a request. In the majority of cases, it is advisable for the educational setting to lead the process – this ensures that all relevant information can be shared in a timely manner. A multi-agency meeting should be held before any request is made, to ensure that everyone involved with the CYP is working together.
2. There is a 20-week time limit is a legal requirement for local authorities to follow (from the point the assessment request is accepted until an EHCP – if agreed to – is finalised).
3. A SEND officer will review the request within 48 hours of receipt and check that all the required documentation is included and completed. A team member may be in touch to ask for additional information and the 20-week process will not commence until all necessary information is received by the SEND team.
4. A SEND officer will inform the parent and the school when the process has commenced and again within 6 weeks whether the SEND Panel has decided to embark on a statutory EHCNA.
5. Statutory advice and consultations for school places cannot be responded to by schools in the 6-week holiday period. Therefore, in order to adhere to statutory timescales, settings should endeavour to make requests in the Autumn and Spring terms to prevent unnecessary delay.
6. Where a child/young person is due to move settings in the next six months (e.g., spring and summer terms for Nursery, Year 6, Year 11), it is advisable to wait until a term has been completed in the new setting. This allows for a more robust EHCNA request (and, if agreed, an EHCP which better matches the new setting). This also ensures that phase transfers can be completed in a timely manner.

Completing each section of the form

General Information:

- Please ensure that all of the boxes are filled out.

NB:

- If the CYP does not have a UPN assigned, please write N/A

- Please consider whether the parent/carer may have needs during the process – e.g. should they be pointed towards SIAS or will they need a translator?
- Details of parental responsibility: please ensure all parents are given. Where a parent is prevented from key knowledge (e.g. CYP's address), this must be explained, e.g. through a court order.

Details of recent involvement of external agencies:

- Please list all agencies who have worked with the CYP over the last 12 months (no older!)
- Please try to provide an email address where possible.

All About Me:

- There are two options of the form to use – please use the appropriate one for the age of the CYP
- Please ensure that this is the CYP's voice– you may use pictures or other methods to aid communication.
- Please note if someone helped the CYP fill this out and how they helped (e.g. Ms B typed the CYP's answers; Mr Y showed the X a range of pictures to choose from etc.)

Parent/carer views:

- This should include the parent/carer views on what they are concerned about in the CYP's education and their skills overall (e.g. ability to make and keep friends, to be safe, to be independent).
- Parents can also detail elements from the CYP's background which have affected them, e.g. family background.
- An EHC needs assessment (and indeed an EHCP itself) is about the CYP's engagement with education (and/or supported employment) – it is not a mechanism for affecting the CYP's housing situation (although a CYP's SEN can be used to support a housing claim).
- It is important to also details the CYP's strengths.
- Please list the current aspirations that the parents/carers have for the CYP.
- This section can be filled out separately and attached to the request if that is helpful for the parents/carers.
- If two parents/carers wish to fill out the section separately, please provide both responses.

What has led us to this application?

- My journey so far – use this paragraph to detail the CYP's educational journey, diagnostic processes, and any key details you feel are important to discuss (did they miss some school due to injury, holiday, moving locations etc? have they had to move a lot? is there key social care involvement which is helpful to detail?)
- Timeline – dates of plans starting, TAC meetings, assessments, diagnoses given, FTEs etc.

Graduated Response - Assess:

- For CYPs at secondary school and older, please focus on the PfA areas (Preparation for Employment; Friends, Relationships and Community Participation; Health; Independent Living)
- Any diagnoses - these MUST be evidenced by accompanying documents.
- Multi-Agency Support (health and social care) – this section (if needed) can include strengths and needs which are focussed on wider life outside of education (e.g. engagement with other services).
- Curriculum attainment – Where specific NC testing, use the names: GCSE, AS-Levels, BTEC etc. If you use Southwark STAR (emerging, developing, secure), please just write Southwark STAR. If

you are using branch maps, please just write branch maps. Otherwise, please explain your system of assessment and explain how it compares to age-related expectations.

- Write the curriculum areas you are providing information for – this should be the core areas of study until post-16 (e.g. for EYFS, the areas would be – CLL, MD, PD, PSED).
- If you wish to detail last year's attainment as well (to show progress, or lack of it), please add to this section.

Graduated Response – Plan, Do, Review:

- There are spaces each term for two targets for each area of concern (if the CYP has needs in all 4 areas, this would be 8 targets each term). These targets need to be SMART.
- Multi-agency planning, including the best ways to help me (school advice or specialist advice) – copy in any advice from agencies; write teacher's 'reasonable adjustments' (e.g. sitting near the front of class, pen grips, visual timetables).
- Be sure that your 'plan, do, review' is clear and details exactly what is in place for the CYP. The provision may be repeated in the following terms (if it is working) but the targets should be amended in light of the review. New provision may also be added in.
- DO NOT copy provision from one section (e.g. Preparation for Employment/Cognition and Learning) into a second section – choose the most appropriate place to match the provision to the outcome. If TA support is aiding multiple areas, write this in the "best ways to help me" in the other areas.
- Ensure that the provision does not add to more than 6.5 hours each day!
- The costed provision map should match with the 'plan, do, review' document and can use the setting's costings. *(Please be aware that the LA may still not apply the full funding if the amount spent by the school is far above the average).*

Multi-Agency Meeting

- This is a vital part of the process – it allows everyone involved to work together and to decide whether a needs assessment is needed.
- "Holistic" outcomes – there should be no more than 6. These should be based on the CYP's aspirations and be SMART. They should be for at least 3 years in the future.
- Please be aware that a needs assessment is focussed on the current situation of the CYP – requests which are focussed on "protecting them moving forwards" or which are focussed on the next stage of their educational journey are not likely to be successful as this requires imagining a future need.

Checklist:

- Please include a diagnostic report where the diagnosis impacts on the CYP's needs (e.g. Autism) – these are the only documents which may have been written over 12 months previously.
- Include any TAC minutes where these show multi-agency working (within the last 12 months).
- Include any professional reports written over the last 12 months.
- Include a maximum of TWO pieces of the CYP's learning, where these are useful to demonstrate need.
- List any parent/carer voice sections which are being appended.
- List a parent/carer signature document if this is being appended.
- The SEN team will read through this appendix and check that everything has been included before sending the request through to the panel. They will be in touch if anything is missing.