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| **Guidelines for schools, colleges and settings on**  **requesting a statutory education, health and care (EHC)**  **assessment** |

This document provides Leicester City’s guidance to schools, colleges and settings on writing a request for an EHC needs assessment.

A request made by a school, college or setting for an EHC needs assessment will need to provide the following information in order for the Local Authority to determine whether an assessment is appropriate (a pro forma for completing this information is available on the SES webpages):

1. Details of the child/young person and their parents/carers

2. The school, college or setting details

3. The child or young person’s academic attainment (or developmental milestones for younger children) and rate of progress

This section should contain the child or young person’s current academic attainment within the core subjects of the National Curriculum. Please record the date when this assessment was made. This assessment should be as recent as possible and certainly within 3 months of the date on which the request for a statutory assessment was made.

Where at all possible, this should represent the child or young person’s independent performance. Where it is judged that the child or young person’s performance is not fully independent of adult support; the nature and level of support provided to the child or young person should be fully described.

To enable an understanding of the progress that is being made, the child’s or young person’s independent academic attainment over time should be included. Ideally, this will be attainment within the core subjects of the National Curriculum for the previous 3 years (where applicable). Please add a comment on the child’s rate of progress over this period as reflected in their academic attainments.

For children whose attainment is below level 1, P level assessments should be reported.

For children within the foundation stage, the Early Years Foundation Stage Profile should be used. For children below foundation stage, appropriate developmental assessments can be used (e.g. Leicester City’s ‘Next Steps’).

For young people in further education, previous academic attainment should be reported alongside other relevant vocational and academic achievement.

4. The nature, extent and context of child or young person’s special educational needs and/or physical, emotional and social development and health needs.

This section should provide information about the nature of the child or young person’s special educational needs and/or physical, emotional and social development and health needs, including details of when concerns were first identified and the nature and results of assessment/information gathering to clarify their learning difficulties and needs. Please include relevant information supplied by the child or young person and parents/carers and assessments and advice provided by outside agencies.

Outline the extent and context of the child or young person’s learning difficulties and needs and the implications of this for their learning and development under the four areas of special educational needs. With respect to each separate area of special educational needs, please give as much information as possible about what the child or young person can do within that particular area of difficulty:

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and physical development

5. Action taken by the early years provider, school or post-16 institution and provision made to address difficulties and the progress achieved.

This section should contain details of the graduated approach involving increasingly detailed and specialist assessments, planning, interventions and reviews in successive cycles in order to match interventions to the child or young person’s special educational needs. It is helpful to lay this information out as a chronology that makes clear:

* Start and finish dates of specific interventions and provision
* Frequency and durations of sessions of specific input and/or support (where this was on a group basis please indicate group size)
* A brief reference to indicate that the interventions deployed have an evidence base for efficacy
* A clear indication of the outcomes each intervention was designed to achieve
* The relevant skills, knowledge and/or experience of staff delivering the interventions
* The outcomes achieved by the child or young person on each occasion of reviewing their progress
* The adjustments made to interventions where this has been required in order to better secure outcomes
* How advice received from outside agencies has been implemented
* How the child or young person and their parents/carers have been involved at each point of planning and review

Where relevant, please indicate provision made by the school, college or setting that you consider to be over and above that which would be usually expected of Leicester City mainstream settings for SEND children or young people (for schools, please refer to Leicester City Provision for SEND pupils in mainstream settings/schools available on the SES webpages).

6. Where a young person is aged over 18, their age and whether remaining in education or training would help them to progress, building on what they have learned before and helping them to make a successful transition to adult life.

This section is only relevant for the age group indicated.

7. Relevant documentation.

Where relevant, please include and refer to existing documentation such as:

* National Curriculum tracking data for the child or young person
* Individual provision map for the child or young person
* Individualised targets/personalised plans
* Setting/school provision map
* Setting/school assessment data/observations
* Outcomes/data of setting/school interventions
* External agency reports
* Behaviour records
* Exclusion data
* Attendance data
* School Contract
* Minutes of review meetings (including Early Support/CAF/PSP/PEP where applicable)
* EYFS 2 year progress check
* Foundation Stage Profile

It is helpful if the documents could be referenced, annotated and/or highlighted within the request.

8. Parental or young person’s (16+) signature

9. Signature of the person completing the request