

Leicester City Statutory Education, Health and Care Needs Assessment Process

April 2017



Introduction

Following the introduction of the Children and Families Act 2014, Leicester City has developed a new approach and set of processes for supporting children and young people with special educational needs and/or disabilities (SEND).

Key features include:

- Publication of a local offer containing information about provision for children and young people with SEND across education, health and care services
- A new statutory assessment process covering the 0 - 25 age range with co-ordinated assessment and outcome focused planning
- The child and young person and the family at the centre of person centred planning and decision making processes
- Stronger focus on high aspirations and on improving outcomes for children and young people including transition to further education/ training, employment and independent living and support
- EHC plans to replace Statements of Special Educational Needs and Learning Difficulty Assessments (for young people in college) providing greater personalisation of support including the option of a personal budget
- Joint planning and commissioning of services to ensure close co-operation between education, health and social care services.

Children and young people who currently have Statements of Special Educational Needs or a 139a Learning Difficulties Assessment will have these replaced by EHC plans. This will be carried out over a 3 year period with those children or young people who are about to leave their current placement being prioritised first. Children or young people with Statements or Learning Difficulties Assessment will continue to have the same rights and support up to the point that this is replaced by an EHC plan.

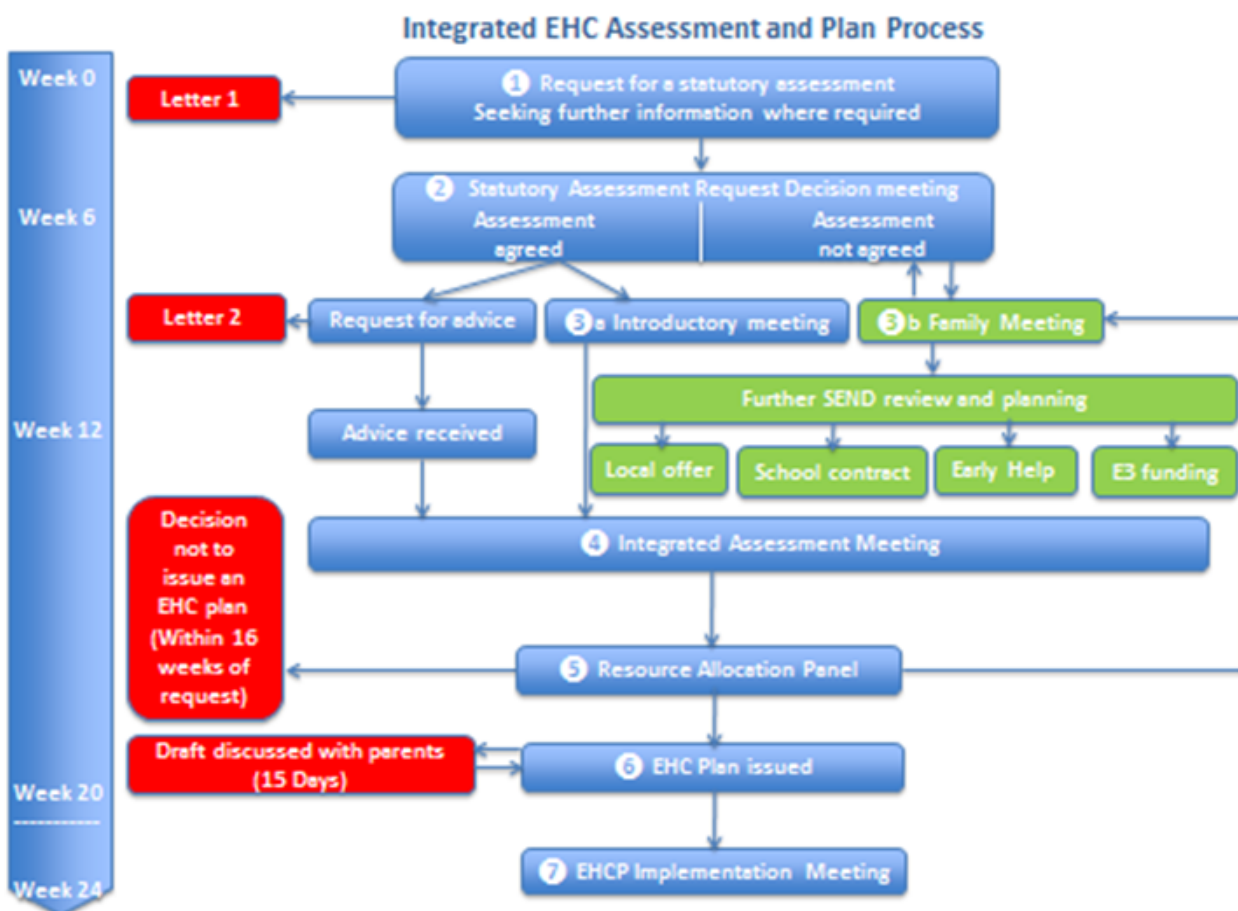
Leicester City Local Offer is available from:

<https://mychoice.leicester.gov.uk/>

Overview of statutory assessment process

For children or young people undergoing statutory assessment, Leicester City has developed the following 7 stage process:

1. Request for a statutory assessment
2. Statutory Assessment Request Decision Meeting
3. Introductory Meeting or Family Meeting
4. Integrated Assessment Meeting (IAM)
5. Resource Allocation Panel
6. Process to agree final EHC Plan
7. Implementation Meeting



The statutory assessment process should be completed within 20 weeks (ie, from date on which the request is received by the Local Authority to the date on which the final EHC Plan is issued).

Stage 1 - Request for a Statutory Assessment

A request for a statutory assessment for a child or young person can be made by:

- The child's parents/carers
- A young person over the age of 16 but under the age of 25
- A young person in a youth custodial establishment
- The school or college which the child or young person attends

In addition, anyone else can bring a child or young person who has (or may have) special educational needs to the attention of the Local Authority with the knowledge and agreement of the parent or young person where possible. This could include:

- Foster carers
- Health and social care professionals
- Early years practitioners
- Youth offending teams, probation services
- A family friend.

Where parents/carers on behalf of their child or the young person wish to request a statutory Education, Health and Care Needs assessment, they should put this in writing to the Local Authority (Special Education Service) or by email to ses@leicester.gov.uk. The Special Education Service is the service that administers the EHC statutory assessment process.

The request for a statutory assessment can simply take the following form:

Dear Sir/Madam

*Your address
Telephone Number
Date*

I wish to request a statutory Education, Health and Care Needs Assessment for NAME. (Please include the child or young person's date of birth, your relationship to this person and any other information that you would consider relevant to your request).

Yours Sincerely

Full name

The address to contact Leicester City Council to request a statutory assessment is:

Special Education
Service 10 York Road
Leicester
LE1 5TS

Schools, settings and professionals working with young people should submit a formal request for assessment using the Requesting a Statutory Assessment pro-forma, available on the Special Education Service website. Anyone else wishing to bring a child or a young person to the Local Authority's attention should do so in writing to the Special Education Service at the addresses above.

When a request is received by the Special Education Service, this is logged and a letter (letter 1) is sent to the following notifying them that the Local Authority is considering a request for an assessment:

- The child's parent or the young person
- The setting or school where the child or young person attends
- The health service
- The Psychology Service
- The Social Care Service

Where the request is made by a parent/carer or by a young person or a non-school based professional, the Special Education Service may request further information from the school or setting which the child or young person attends or, for a child or young person not in a school or setting, from professionals who know the child or young person.

Stage 2 – Statutory Assessment Request Decision Meeting

The request (and any further information, where relevant) is considered at the weekly Statutory Assessment Request Decision Meeting in order to determine whether the request meets the criteria for a statutory assessment.

In considering a request for a statutory assessment, the Local Authority will pay particular attention to:

- The views, wishes and feelings of the child or young person and their parents
- The child or young person's academic attainment and rate of progress
The nature, extent and cause of the child or young person's special educational needs and/or physical, emotional and social development and health needs
- The action already taken and progress achieved

The decision about whether to agree to a request for a statutory assessment has to be made within 6 weeks of the original request.

For those requests for a statutory assessment which have been agreed, a member of the Special Education Service will contact the parents/carers and/or young person and, in liaison with the Independent Supporter (where involved), organise an Introductory Meeting. The role of the Independent Supporter is to provide the parents/carers and/or young person with independent information, advice and support.

At the same time, advice about the child or young person's education, health and care needs is requested (letter 2) from the following:

- Parents/carers and/or young person
- The child or young person's school, college or setting
- A qualified teacher of the hearing and/or visually impaired where the child has a visual and/or hearing impairment
- Health care professionals
- An Educational Psychologist
- Social care professionals
- Any other professionals that the parents/carers or young person would wish the Local Authority to approach
- Any other advice that the Local Authority considers relevant

For those requests for a statutory assessment which have **not** been agreed, a member of the Special Education Service will contact the parents/ carers and/or young person to organise a Family Meeting.



Introductory Meeting

For requests which have been agreed as a statutory assessment, the Education, Health and Care Inclusion Officer and/ or the Independent Supporter (where involved) will meet with the parents/ carers or young person to:

- Explain the assessment process
- Building on information already received, find out further information about the child or young person's needs by completing a Personal Profile
- Where relevant, explain support available through the Local Offer
- Help the parents/carers and the child or young person plan for their involvement in the statutory assessment and the Integrated Assessment Meeting.

The child or young person's Personal Profile is a document that is compiled with the parents/ carers or young person and records the following information:

- Contact details for the child and parents/ carers or young person
- Child/young person's views, interests and aspirations, and those of their parents/ carers for them
- Information about the child or young person's education, health and care needs
- What is important to and for the child or young person
- What is working/not working for the child or young person
- Outcomes that are important for the child or young person
- Details about professions currently involved with the child or young person.

Following the Introductory Meeting, this information is written up and agreed with the parents/carers or young person as an accurate record of their views and information. Subject to the parents/carers or young person's permission, this information is shared with all the professionals who are providing advice to the statutory assessment. This is to ensure that parents/carers and/or the young person do not have to repeat this information to each professional as part of the assessment process. Additionally, parents/ carers or young person have the option of putting their views and information in writing and this can be sent to the Special Education Service.

The Special Education Service then organises the Integrated Assessment Meeting in line (as far as possible) with the parents/carers or young person's preferences for dates, venue and person to facilitate the meeting.

Family Meeting

For requests which have not been agreed as a statutory assessment, the Education, Health and Care Inclusion Officer will organise a Family Meeting with the parents/carers or young person to:

- Explain the Local Authority's decision in not agreeing to a statutory assessment
- Explain support available through the Local Offer
- Provide information regarding mediation and advice including SENDIASS and the SEND tribunal appeals process.

The Education, Health and Care Inclusion Office will then liaise with the child or young person's school, college or setting to ensure that this decision is discussed at the next special educational needs planning and review meeting in order to explore further options for support.

Integrated Assessment Meeting

The Integrated Assessment Meeting is the meeting where the assessments findings are discussed and a description of the child or young person's education, health and care needs is co-produced.

The Special Education Service would normally invite the following to attend the Integrated Assessment Meeting:

- The parents/carers
- Anybody that the parents/carers wishes to attend with them
- Child or young person
- Independent Supporter (where involved)
- Professionals who have provided advice and/or who are currently working with the child/young person.

Information from the child or young person's Personal Profile and advice is summarised by the Education, Health and Care Inclusion Officer and circulated beforehand to everyone attending the Integrated Assessment Meeting. This is the starting point for the discussion which is led by a facilitator (agreed with the family at the Introductory Meeting) and follows a person centred process and meeting format.

Resource Allocation Panel

The Resource Allocation Panel is the meeting where decisions in relation to statutory EHC assessments and EHC Plans are agreed. This meeting is attended by:

- Education, Health and Care Inclusion Officer
- Representatives from schools/settings, Special Educational Needs Support Services and parent/carers groups
- Education, health and care commissioners

This panel decides whether a EHC Plan is required to make the provision necessary to enable the child or young person achieve the outcomes that have been identified for them and where this is the case, the level of funding (including Personal Budget) and placement.

Where it is decided at the Resource Allocation Panel that an EHC Plan is not required the Education, Health and Care Inclusion Officer in liaison with the Independent Supporter (where involved), will arrange a Family Meeting with the parents/ carers or young person in order to explain the Local Authority's decision and the reasons for this. Within 16 weeks of the original request this should subsequently be confirmed in writing to the parents/carers or young person along with a summary of the outcomes of the statutory EHC assessment (ie, the child or young person's views, interests and aspirations, their special educational needs and health and care needs, outcomes and special educational provision and health and care provision). Information should also be provided about mediation and advice including SENDIASS and SEND Tribunal appeals process.

The Education, Health and Care Inclusion Officer liaises with the child or young person's school or setting to arrange that this is discussed at the next special educational needs planning and review meeting in order to explore further options for support.

Process to agree final EHC Plan

Following the decision made at Resource Allocation Panel, the Education, Health and Care Inclusion Officer will send the parents/carers and/or young person a proposed draft EHC Plan (with no named placement at this stage) informing them that they have a 15 day period within which they can give their views and/or make any representations on the content of the plan and to express any preference they have for placement. The Education, Health and Care Inclusion Officer should advise the parents/ carers and/or young person where they can find information about relevant schools and colleges and offer to meet with them where they request this in liaison with the Independent Supporter (where involved).

The Education, Health and Care Inclusion Officer will consult schools and/or colleges in line with the type of provision that was agreed at Resource Allocation Panel and parental/carers or young person's preference.

Following discussion with parents/carers and/or the young person and the resolution of any issues in relation to the content of the plan and agreement from the school and/or college as to placement, the Education, Health and Care Inclusion Officer will issue a final EHC Plan with a named school, college or setting. This should be completed within 20 weeks of the date when the request for a statutory assessment was first received.

Where it has not been possible to resolve a disagreement with parents/carers and/or the young person about the content of the plan and/or placement, the Education, Health and Care Inclusion Officer will provide information about mediation and advice including SENDIASS and SEND Tribunal appeals process.

Implementation Meeting

The EHC Plan implementation meeting is a planning meeting that follows the completion of the statutory EHC needs assessment and the production of an EHC Plan. The purpose of the meeting is to plan the short term and yearly targets, support and monitoring to enable the child or young person to achieve the outcomes in their EHC Plan.

This meeting should be held within 4 - 6 weeks of the date on which the final EHC Plan was issued.

The Education, Health and Care Inclusion Officer will ask the child or young person's school, college or setting to arrange and organise this meeting and to invite the child, parents/carers or young person along with the Independent Supporter (where involved) and the professionals who were involved in the assessment.



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Special Education Service

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