Best Endeavours/Reasonable Adjustment Forms A and B Annotated

The annotated templates of form A and B are designed to provide guidance to support the effective completion of forms A and B.

# Meeting the Need of My Child (Form A) To be completed electronically or typed up after the meeting and shared with all attendees.

The purpose of Form A is to provide structure to facilitate a supportive/constructive discussion around practice/next steps where a concern about the progress and/or wellbeing of a CYP which may be related to a SEND (Special Educational Needs and Disability), has been identified.

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| **What is the concern?** |
| **Why has this meeting been called, who has raised the concern and what is the nature of that concern?**  Why? The concern might relate to lack of progress, wellbeing, behaviour etcetera. Please summarise the reason for the concern being identified here.  By whom? A concern may be raised by a parent/carer, SENCO (Special Education Needs Co Ordinator), School, or specialist expert e.g., Specialist Teacher/EP.  What is the nature of the concern? Please specify these here, providing concrete examples wherever possible.  NB A concern might relate to a child who has an identified SEND, in which case it is helpful to briefly summarise the CYP’s needs here, to ensure shared understanding of what these are and to inform the identification of any actions required. Where a CYP has a recognised need, it is likely that concerns may relate to practice/ support – e.g., a concern that actions taken or not taken to support identified need is having a negative impact on progress/wellbeing or experience.  However, a CYP does not need to be on the SEN (Special Education Needs) support register or have an EHCP (Education Health Care Plan) for consideration re the possible relevance of ‘best endeavours/reasonable adjustments’ to be appropriate. Where there are concerns about progress or wellbeing, consideration should always be given as to whether the concern may be related to an undiagnosed/unrecognised SEND. Recognising this and taking appropriate action to address it would fall within the ‘best endeavours/reasonable adjustments duty.’  Where there is no diagnosis, therefore it is helpful to consider how long there has been a concern, whether it is felt this relates to a SEND, and if so, what?  Is the impact ‘more than minor or trivial,’ is it one which can be appropriately amended through the provision of special educational provision, and who else, where appropriate, might need to be involved e.g., a referral to specialist expert to support an understanding of need and/or the provision of early intervention may be appropriate. |
| **Are these concerns shared by others?** |
| **Is there agreement that these concerns about the CYP’s progress, wellbeing and/or experience are well placed?**  Please note any outcomes from discussion where – i.e., why these concerns are shared/ not shared including any supportive information/evidence offered to support views held which have not already been captured. |
| **What impact is this having on the child?** |
| **Decisions about ‘best endeavours/reasonable adjustments’ should always be focussed on the impact it is having on the CYP. How is the CYP affected?**  Is the CYPis at a substantial disadvantage in comparison with non-disabled /non-SEND peers, e.g., because of action taken, or not taken. Describe how, providing concrete examples wherever possible.  Whether a pupil with SEND is at a substantial disadvantage or not will depend on the individual, the impact their SEND has on them and their context/ situation. To determine this, it is helpful to consider whether the disadvantage could be described as anything more than minor or trivial, how often does the disadvantage occur/apply, in what circumstance or context? For example, is it in all lessons, or just some, or maybe it is during breaks, why do you think it is happening, and to what extent is it impacting on the CYP- whether that relates to progress, wellbeing, or experience?  Finally consider- Is there agreement that these concerns are having a negative impact on the CYP’s progress, wellbeing and/or experience?  Please note any outcomes from discussion here – i.e., why these concerns are shared / not shared including any supportive information/evidence offered to support views held which have not already been captured. |
| **Discussion outcome – Is there agreement that this concern falls within the ‘best endeavours/reasonable adjustments’ duty?** |
| Based on the discussions so far, is there a consensus that the CYP has a SEND which is impacting on progress and/or wellbeing which can and should be appropriately addressed through the provision of ‘best endeavours/reasonable adjustments?  Summarise the outcomes of discussion here. |
| **Where there is consensus, what needs to be done, by whom and by when?** What needs to happen to address the disadvantage/s identified? |
| **Actions** |
| **By Whom** |
| **By When** |
| **Process for review?** |
| How and when will the impact /outcome of any agreed actions be reviewed? |
| **Where there is no consensus, what will happen next?** |
| The Process for resolving disputes is set out in the framework. Please refer to this and identify who will be referring the case on, where it is going and what the timescales for making a referral are. |
| **Date of Meeting:** |
| **Attended By:** |

# Best Endeavour/ Reasonable Adjustment Unresolved Concern Form B (To be completed electronically)

Form B is used where a concern has been raised but not resolved through an informal meeting using form A. It will be completed by a specialist with relevant experience and expertise who will review existing information, seeking additional information where required, and come to a judgment.

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| **This form has been completed by an appropriate specialist (insert name and role) from within the authority on (insert date). In completing this form, the following sources have been drawn on:** |
| Reference to the original paperwork, including form A: Yes/No- comments? |
| Conversations with relevant parties: Specify who and summarise key points arising. |
| Reference to the supporting guidance: Yes /no – where appropriate specify page numbers/ relevant points. |
| Examples of practice delivered to other children with similar needs in similar schools within Leicester City: Where appropriate provide examples, without naming child or school. |
| Other: Please specify. |
| **What was the original concern?** |
| Please summarise here the nature of the concern, the reason it was raised and the person who raised it. Identify also whether these concerns are shared. |
| **Based on your review, is there evidence to suggest that the concerns about the child are SEND related and well placed?** |
| Summarise your judgment, referring to any supporting evidence. |
| **What impact is this having on the child?** |
| Summarise here if/ how the child is being affected? Is there evidence that the CYP is at a substantial disadvantage in comparison with non-SEND/non-disabled peers? If so, please summarise why here, providing concrete examples wherever possible. |
| **Drawing on your evidence base, is it your judgment that this** **falls within the ‘best endeavours/reasonable adjustments’ duty?** |
| Yes/no. Explain your reasons here, providing examples and referencing sources of evidence wherever possible. |
| **Where this is the case,** **what needs to be done, by whom and by when?** What needs to happen to address the disadvantage identified? |
| **Actions** |
| **By whom** |
| **By When** |
| **How and when will the implementation of these actions be reviewed?** |
| **This document was completed by: (Insert Name Role and Signature)**  **and shared with the school on (insert date)** |
| **This document was** *Agreed/Not Agreed by the School representative:*  **(Insert Name Role and Signature) on (Insert date)** |
| **Returned to LA on: insert date.** |