

Hounslow EHC Needs Assessment Guidance for the Multi-Agency SEND Panel

	Consider	Further guidance	Exceptions
1	<p>Is there Information on the nature, extent and context of Child/YP's SEN? <i>(SEND Code of Practice - CoP- 2015 9:14)</i></p> <p>Is the support required additional to: – Ordinarily available provision in mainstream schools and settings – Reasonable Adjustments as set out in The Equality Act 2010 <i>(CoP 5:43; 6:44)</i></p>	<p>Evidence that graduated response as set out in LBH Ordinarily Available Provision guidance has been undertaken</p> <p>Needs that would not routinely require EHCP provision, include:</p> <p>Specific learning difficulties (see LBH SpLD/Dyslexia policy)</p> <p>An exclusively medical need that does not cause an SEN or an exclusively physical/mobility issue <i>(CoP XVIII)</i></p> <p>Behaviour that does not arise from or cause a child's special educational needs <i>(CoP 6:21)</i></p>	<p>An EHCP may be required if there are a high number of different SEN Support interventions or adjustments that would be impractical for classroom staff to deliver within delegated funding</p>
2	<p>Has Request/ Part B Advice Form, completed to a high standard and containing current and relevant evidence, been received from the education setting? <i>(CoP 9.14);</i></p>	<p>Evidence presented will be clear and easily accessible. All the necessary documents will be in one pack (e.g therapy reports) and all those referenced will be included. Information provided will be current (Reports more than 18 months old - 9 months for EY pupils- will need to be updated before submission)</p>	<p>Such evidence may not be necessary if the child has no experience of (early) education, is missing education or the setting would find it very difficult to provide the necessary (updated) information (reasons must be given)</p>
3	<p>Are the CYP's views available? <i>(CoP 1:9; 9.21-9.25)</i></p>	<p>Evidence includes outcomes of conversations using augmentative communication methods, samples of work, photos, observations etc. Evidence should primarily relate to the CYP's view of their strengths and needs in relation to education and aspirations for the future (at an age appropriate level). The All About Me form at back of SA request and Part B can be used.</p>	<p>There will very rarely be a reason why a CYP's views are unavailable. Inability due to age or disability is not acceptable</p>

4	Are the parent's/carer's views available? <i>(CoP 9.21-9.25)</i>	Views should be captured as part a person-centred meeting. If this is not possible, a parental view form/correspondence should also be completed	Parents may need support from the SEN team/SENDIASS/school or setting staff to contribute (CoP 9.26). There will very rarely be a reason why parent/carer views are unavailable.
5	Is there evidence of the action already being taken by the school or other setting to meet SEN? Is there clear evidence relating to how delegated resources have been used to support an Assess, Plan, Do, Review (APDR) cycle? <i>(CoP 6:44 – 6:56; 6:63)</i>	There is a clear, costed, individual provision map, detailing how delegated resources have been used The school or other setting need to have taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person <i>(CoP 6:44)</i>	Some children/young people have special education needs which clearly require special educational provision to be provided by the Local Authority in a timely manner (for example a child with profound and multiple learning disability or a child who requires the curriculum to be delivered in British Sign Language). In these exceptional cases, SEND Panel will make a rapid decision to assess and to issue an EHCP without the need for consideration of the above criteria. In these cases, a child may be placed in a specialist setting prior to the EHCP being issued <i>(CoP 1:29)</i> or provision may be funded in a mainstream setting <i>(2021-22 High Needs Funding Operational Guidance para 81)</i> .
6	Have 2 or more APDR cycles been completed and the impact of these recorded? <i>(CoP 6:44 – 6:56)</i>	The expectation is that a cycle is one term (12 weeks) or 8-12 weeks in early years settings	Emergency or exceptional case as above
7	Where a request has been re-submitted within six months is additional supporting information clearly identified and have current achievement or assessment levels been updated?		
8	Under 5s, has the child received SEN Inclusion Funding at Profound or	There is a clear, costed, individual provision map, detailing how delegated resources or additional funding have been used and the impact on child's progress (inc. in EY setting)	Emergency or exceptional cases as above Or where child has not attended Nursery/EY setting

	<p>Significant (or, in some cases, Severe) level and has the impact of this been evaluated and recorded? (CoP 5:39 – 5:46)</p>		
9	<p>Is there recent evidence that where needs have been identified, assessments have been sought/commissioned from outside agencies and professionals (EP/ SALT/ OT/ PT / SENSS / CAMHS etc, their recommendations implemented and the impact over time clearly evidenced in a provision map? (CoP 6:58 – 6:59) (CoP 6:63)</p>	<p>Assessment by e.g. S & LT should not be delayed pending outcome of EHC needs request</p> <p>When submitting an EHC needs request it is helpful for the school/setting's allocated EP (where one is identified) to be notified. However, providing there is sufficient evidence of the involvement of other appropriate professionals and implementation of their advice, Educational Psychology assessment may not be necessary at this stage.</p>	<p>Some children/young people have very clear, profound or urgent needs, acquired special educational needs (e.g. through a brain injury), or have a rapidly deteriorating condition that requires intervention immediately. In these cases, SEND Panel will make a rapid decision without the need for consideration of the above criteria (and in such cases, could fund provision without an EHCP being in place) (CoP 1:29)</p>

10	<p>Does attainment evidence suggest:</p> <p>a) The CYP is not progressing and is unlikely to do so without additional or different interventions that can only be delivered via an EHCP? (CoP 9:14)</p> <p>b) Even with a high level of support CYP is likely to continue to achieve at a level significantly below their peers (CoP 9:14)</p> <p>c) Even where progress has been made, it has only been as a result of much additional intervention and support over and above that which is usually provided (CoP 9:14)</p>	<p>Current attainment levels should be clear and accompanied by a key</p> <p>If below Age Related Expectations (ARE), the gap with peers should be made explicit</p> <p>KS1/2 pupils likely to be achieving at least 3 years below ARE and pupils in KS3/ to be achieving at least 4 years below ARE</p> <p>EY pupils likely to be achieving at levels significantly less than half their chronological age in a majority of areas (although some pupils with enduring SEN will present with very 'spiky' profiles)</p> <p>Slow progress and low attainment do not necessarily mean that a child has SEN</p>	<p>It should not be assumed that attainment in line with child's age means that there is no learning difficulty or disability (CoP 6.23).</p> <p>Pupils who are achieving within ARE may require an EHCP to address other needs e.g. SEMH or significant medical or sensory difficulties</p> <p>CYP may be progressing due to provision (e.g. online learning / home education) which could not have been achieved in a setting because of needs (e.g. emotional based school non-attendance).</p>
11	<p>Is it clear that the CYP's needs are NOT related to factors that may improve? (CoP 6:21; 6.24)</p>	<p>E.g. EAL, family circumstances, poor housing, a short-term illness</p>	

NB This guidance is provided to support SEND Panel to contribute to discussion. The LA's statutory decision maker will make decisions to assess and issue in line with the relevant sections of the Children and Families Act 2014.

Children and Families Act 2014 s.36

The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted [by the parent or young person], the authority is of the opinion that—

(a) the child or young person has or may have special educational needs, and

(b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan .