

Information on requesting an Education, Health and Care (EHC) needs assessment: March 2017

About this guidance:

This guidance relates to the processes undertaken by the local authority regarding the identification and assessment of children and young people with special educational needs (SEN) and disabilities. This guidance should be read alongside the SEN Coordinated Support Pathway Diagram.

Expiry or review date:

This guidance will be kept under review and updated when necessary.

Which legislation and regulations does this guidance refer to?

- Children and Families Act 2014 Part 3
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
- Special educational needs and disability code of practice: 0 to 25 years (January 2015, DfE &DoH)
- Equality Act (2010)




Who is this guidance for?

- Parents and carers of children and young people with SEN aged 0-25
- Young people with SEN aged 16 - 25
- All education professionals involved in the transfer process:
 - Headteachers, Principals, Senior Leaders, SENCO's and Lead Practitioners working in further education colleges, sixth form colleges, 16-19 academies and other educational settings
 - Connexions
 - LA SEN Team
 - Educational Psychologists
 - Specialist Teaching Team
 - Early Years Specialist Teaching Team







Key Points:




1. The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges.
2. Working together to identify and support children and young people with SEN – My Support Plan
3. Some children and young people may need an education, health and care (EHC) needs assessment
4. Following an EHC needs assessment the local authority will decide whether it is necessary for provision to be set out in accordance with an Education, Health and Care plan

Introduction

	<p>“The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges” (SEND Code of Practice, 9.1)</p>
	<p><u>The definition of Special Educational Needs</u></p> <p>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • has a significantly great difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. <p>A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.</p> <p>Children and Families Act 2014 Section 20</p>
	<p><u>The definition of Disability</u></p> <p>Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision they will also be covered by the SEN definition.</p> <p>SEN Code of Practice, xviii</p>



Working together to identify and support children and young people with SEN - My Support Plan


	<p>ASSESS: The family and/or professional identifies that the child or young person has a special educational need or disability. A lead practitioner will be identified who will meet with the family and gather the information to write a 'My Support Plan' (MSP) with the child, young person and family.</p>
	<p>PLAN: A MSP meeting will be held to pull together all the information gathered. During this meeting outcomes should be identified for the child or young person and provision should be set to meet those outcomes.</p>
	<p>DO: The MSP will then be implemented, putting in place any provision stated in the plan. Progress towards outcomes should be monitored regularly throughout this time.</p>
	<p>REVIEW: A MSP meeting will be held to review the progress. If further advice is needed then this should be sought from the educational psychologist, other educational professionals or health or social care professional.</p>
	<p>ASSESS: The child or young person's special educational needs should then be assessed by that professional, who will make suggestions for appropriate strategies, outcomes and provision.</p>
	<p>PLAN: A MSP meeting will be held to pull together all the information gathered. During this meeting outcomes should be identified for the child or young person and provision should be set to meet those outcomes.</p>

	<p>DO: The MSP will then be implemented, putting in place any provision stated in the plan. Progress towards outcomes should be monitored regularly throughout this time.</p>
	<p>REVIEW: A MSP review meeting will be held to consider progress. If further advice is needed then this should be sought from the relevant professionals and /or educational psychologist. At this stage, if the child or young person requires a higher level of support then a request for an Education, Health and Care (EHC) needs assessment can be made. This application should be supported by the school or setting Educational Psychologist.</p>
	<p>Working Together: Parents, carers and young people can access information, advice and support from YORK SEND Information, Advice and Support Service (SENDIASS) Web: www.yorksendiass.org.uk Tel: 01904 555698/554312</p>



Requesting an Education, Health and Care (EHC) needs assessment

Week 1:


	<p>A request for an EHC needs assessment for a child or young person will usually be made by the child’s school, early years provider or post 16 institution. The request will be accompanied by a ‘Request for Statutory Assessment (RSA)’ form, a copy of the completed, reviewed ‘MSP’ together with any supporting evidence. This can be sent by post or email to the local authority: SENdept@york.gov.uk</p>
	<p>The MSP and any supporting evidence will be read thoroughly and quality assured by a member of the SEN team called the SEN Designated Officer (SENDO). If further evidence is needed then the educational setting who submitted the request will be asked to provide this information.</p>

	<p>All of the evidence submitted will then be considered by the EHC panel. The EHC panel will decide whether the child or young person should continue to be supported with a MSP or whether the child or young person should proceed to an EHC needs assessment.</p>
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Week 2:

 <hr data-bbox="159 918 399 929"/>	<p>After the EHC panel phone calls will be made by the allocated SENDO to:</p> <ol style="list-style-type: none"> 1) Parents or young person 2) The Educational Setting <p>to inform them of the decision made. If the decision is to proceed to an EHC needs assessment the SENDO will explain the assessment process and the importance of the Co-ordinated Assessment Meeting (CAM). If possible a date for the CAM will be arranged during these phone calls.</p>
 <hr data-bbox="159 1232 399 1243"/>	<p>The SENDO will then contact parents and/or young person together with all the professionals involved with the child or young person to:</p> <ul style="list-style-type: none"> • Invite them to the CAM • To ask them if they have any further information they wish to submit about the child or young person.



Week 6:

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Week 9:

 <hr/>	<p>Any additional information gathered from professionals will be sent to the young person, parents and the educational setting two weeks before the CAM.</p>
 <hr/>	<p>The allocated SENDO makes a phone call to</p> <ol style="list-style-type: none"> 1) Parents/young person <ul style="list-style-type: none"> • to check that they are prepared for the CAM • check key issues • if there is anything in particular they wish to discuss 2) The Educational Setting <ul style="list-style-type: none"> • to check the arrangements for where the meeting is to take place and the equipment that may be needed • if there is anything in particular they wish to discuss at the meeting • whether the child or young person will be attending the meeting and / or has a contribution to make at the start of the meeting

Week 11: The Co-ordinated Assessment Meeting

 <p><i>Welcome</i> <i>Glad you're here!</i></p>	<p>Everyone will be welcomed to the meeting by the allocated SENDO. They will introduce themselves and give a brief explanation about what will happen at the meeting.</p>
	<p>Everyone present will be asked to introduce themselves and sign in, giving their names and how they are involved with the child or young person.</p>



The meeting will start with sharing the child or young person’s and families contribution with a particular focus on their highlights in the last year, their successes and achievements and what they want from the future.

A few children may wish to leave the meeting after this.



The meeting will then continue to cover the following sections on the power point, sharing the contributions already made by the child or young person, parents and professionals. Any additional contributions will be made on a flip chart. The sections of the MSP to discuss are;

- highlights
- hopes for the future
- hopes for the coming year
- what is working well?
- what would be helpful / needs to change?



Setting Outcomes: This should be the main focus of this meeting and the role of the SENDO is to facilitate the child or young person, parents and professionals involved in deciding robust outcomes based on the previous discussions, which are then broken down into achievable steps.





Any provision to be met through a personal budget will be discussed.

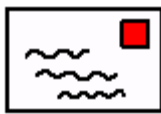


The SENDO will conclude the meeting by thanking everyone for their contribution and explaining what happens next


Week 12: Making decisions following an EHC needs assessment

	<p>The updated MSP is then taken back to EHC panel for the final decision to be made. If it is decided to proceed to an EHC plan, then panel will also decide how much additional funding to allocate, including aspects of provision which is to be provided through a personal budget.</p>
	<p>The allocated SENDO will then make phone call to</p> <ol style="list-style-type: none"> 1) Parents/young person 2) The Educational Setting <p>To inform them of the decision made</p>


By the end of Week 14: Preparation of EHC plans

	<p>The SENDO will prepare a draft EHC plan. The EHC plan will include the information gathered as part of the co-ordinated assessment process. The child's parents and/or young person will be sent a draft of the EHC plan for their approval. They will also be asked to state which educational setting they wish their child or young person to attend. They will be given 15 calendar days to respond.</p>
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By the end of Week 16:

	<p>The educational setting requested by the parents will be sent a copy of the child or young person Education Health and Care plan to confirm whether they are willing to take the child or young person onto their role.</p>
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By the end of Week 18:

	<p>The final EHC plan will be issued to parents / young person and educational setting, with a request to review the plan within the next 12 months or within six months if the child is under five.</p>
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This should all be completed before the end of 20 weeks.