



HILLINGDON
LONDON

London Borough of Hillingdon Guidance to Request an Education, Health and Care Statutory Assessment (age 0 to 25 years)

(Version 17.12.2014)

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Appendix 1: Request for EHC Statutory Assessment

Appendix 2: 20 week process flowchart

RELEVANT LEGISLATION

- Sections 36 – 50 of the Children and Families Act 2014
- The Care Act 2014
- Section 2 of the Chronically Sick and Disabled Persons Act 1970
- Sections 17, 20 and 47 of the Children Act 1989
- Section 2 of the Chronically sick and disabled Persons Act
- Equality Act 2010

RELEVANT REGULATIONS

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Community Care Services for Carers and Children's Services (Direct Payments) Regulations - 2009
- The National Health Service (Direct Payments) Regulations 2013
- The Breaks for Carers of Disabled Children Regulations 2011

Hillingdon Guidelines to Request an Education, Health and Care (EHC) Statutory Assessment (Age 0-25 Years)

Legal Duty

An EHC needs assessment is an assessment of the educational, health care and social care needs of a child or young person

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

Background

The majority of children and young people (CYP) with special educational needs (SEN) or disabilities will have their needs met within their local mainstream educational setting and access to universal services. Some CYP may require an Education, Health and Care (EHC) assessment in order for the Local Authority (LA) to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The '**Special Educational Needs and Disability Code of Practice: 0-25 years**' (July 2014), provides guidance to educational settings, the LA and anyone else that helps to identify, assess and provide support for children and young people with special educational needs and/or disabilities. It sets out the processes and procedures that these organisations should follow to meet the needs of children and young people. Organisations must also take account of the Code of Practice when developing their SEN policies.

The Code of Practice describes how support for CYP with special educational needs/ disabilities should be made by a step by step or a "**graduated approach**". This may be for a varying length of time and is described as "**SEN Support**" in the Code of Practice. Please see 'Setting based graduated approach table' on pages 7/8.

The LA has devolved funding to schools to provide for CYP with SEN in line with Government guidance. These CYP should have their needs met as flexibly as possible within the whole setting's arrangements to support inclusion. Statutory assessment is for CYP who can be described as those experiencing severe, complex, profound and long-term difficulties and who have not responded to a range of interventions over time.

Requesting an EHC statutory assessment

These guidelines relate to CYP who are resident in LBH with a particular focus on who attends LBH settings. The document outlines the Local Authority's (LA) guidance for applying for an EHC statutory assessment. It clearly sets out under each category of need the guidelines and required expectations.

The LA's guidelines to initiate an EHC statutory assessment are in line with the procedures and principles of the Code of Practice for Special Educational Needs and Disability: 0-25 years (July 2014).

Hillingdon settings will involve and work in partnership with a range of agencies to support pupils at **SEN Support**. These may include:

- The Early Years Inclusion Team
- Portage
- Learning Support Services
- Educational Psychology Service
- Outreach from Hillingdon specialist provision
- Behaviour Support Team
- Speech & Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Therapy Service
- Child Development Centre
- Social work team
- Voluntary Sector agencies

Advice and recommendations from such agencies should be followed and implemented using the "**Assess, Plan, Do and Review**" cycle of actions and approach. This should include an Early Help Assessment using the 'Special Educational Needs/Disabilities Team around the Child' (SEND TAC) approach. A reasonable period of time should be given for these to impact on progress and to be evaluated and reviewed with the CYP, their parents/carers and professionals before submitting a request for an EHC statutory assessment.

The LA will consider a request for an EHC statutory assessment from parents/carers and young people 16 - 25 years of age, a setting, or a referral from another agency such as Health or Social Care. This request should be in writing to the SEN Team Manager (see Appendix 1 for Request Form).

Hillingdon Parent Partnership can support parents/carers in making a request. It is advisable for parents/carers considering making a request for an EHC statutory assessment to discuss this with their CYP setting first, as the setting will be asked by the LA to provide evidence of the action they have already taken to help the CYP. The Disability Panel considers requests for an EHC statutory assessment to support the LA Officer to make consistent decisions and will expect to receive the appropriate evidence to support the request. The purpose of any statutory assessment is to clarify the needs of the CYP and the best means of securing progress, as identified by the arrangements in the Code of Practice, in the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The LA will take into consideration:

- Guidance indicators relating to educational attainments and behaviours for learning (see below)
- The seeking and implementation of advice from specialist external agencies,
- The reasonable adjustments which have been made in terms of resources, access and support arrangements
- The further assessments providing evidence of complex needs
- Efficacy of setting interventions
- Areas of difficulty
- Progress over time

SETTING BASED GRADUATED APPROACH TO SUPPORT THE SEN OF CHILDREN/YOUNG PEOPLE

Important Note:

Most needs will be met at an early stage of this model. The pathway for most pupils/students will be one where needs are met early and they need not progress further along it. Only a few pupils/ students will require an education, health and care plan to meet their needs.

ASSESS	PLAN	DO	REVIEW	SIGNPOST
Pupil need identified by school /setting	School/setting involve parent/carer and child/young person to plan and agree programme/provision	Initiate programme/provision to meet the identified SEN	Plan reviewed	Refer to external agencies
School/setting identify special educational needs.	<p>Agree desired outcomes to be achieved through support with parent/carers, child/ young person.</p> <p>This will:</p> <ul style="list-style-type: none"> • Clarify issues/ strengths • Look to the outcomes desired • Agree a plan for interventions/ programme • Local Offer information shared 	Programme/provision initiated and implemented	<p>Intervention reviewed with parent/ carers, child/ young person. In most cases the interventions will either cease, due to the progress made, or another plan put in place (Minimum review held over two terms).</p> <p>Ensure decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and the type of support required.</p>	<p>Following the review the school/setting may refer to external agencies e.g. Education Psychology, Speech and Language Therapist, specialist teachers as required. Continue with the Team Around the Child/ young person/Family approach.</p> <p>Agree desired outcomes to be achieved through support with parent/carers, child/ young person.</p>

ASSESS	PLAN	DO	EVALUATE	REQUEST?
Team Around the Child/ young person/ family approach	TAC meeting -Collate evidence	Continue to Implementation of Actions	Evaluate impact and outcome of intervention	High level unmet needs – decide to request EHCP
<p>School/setting/professionals use the TAC approach to continue to plan programme/ provision. Ensure views of the child/young person are included.</p>	<p>Information collated. Local offer information shared with family.</p> <p>Review the desired outcomes/ aspirations.</p> <p>Impact and the quality of the support and interventions should be evaluated, along with the views of the pupil and their parent/carers.</p> <p>SEN Support should be adapted or replaced depending on its effectiveness in achieving the agreed outcomes.</p>	<p>Graduated response and implementation of agreed actions.</p>	<p>Consideration of outcomes and outstanding unmet need.</p> <p>Most pupils/students will have needs met or will need to follow another assess-plan-do-review cycle.</p> <p>Where, despite the support and purposeful actions to identify, assess and put provision in place to meet the SEN of the child/young person, the child/young person has not made progress, the school/setting /parents could consider requesting an Education, Health and Care assessment.</p>	<p>TAC/young person/family approach with all involved to agree a request for EHC needs assessment</p> <ul style="list-style-type: none"> • Discuss known needs, action implemented and outcomes. • Discuss eligibility criteria. • Note views of all and decide on outcome to request/not request. • Invite SEN representative to support a gap analysis of the evidence. <p>To inform its decision the LA will expect to see evidence of the action taken by the school/setting as part of SEN support.</p>

A. COMMUNICATION AND INTERACTION

Expected actions prior to requesting statutory assessment

- Evidence of partnership working with child/young person and family
- Involvement, implementation and evaluation of advice from relevant specialists
- Programmes of support, intervention and reasonable adjustments implemented, evaluated and reviewed
- Evaluated provision mapping
- Detailed assessment of progress
- Evidence of actions implemented from multi-professional meetings
- Planning for all key transitions
- Child/young person's views obtained
- Family views obtained
- Setting based screening for language, communication, interaction (e.g. Language Link, Speech Link)
- Setting based screening for learning

** The terms severe/significant and complex are used by different professionals and are used as descriptors for different assessment materials. Therefore, the terminology used when looking at the threshold criteria may be used interchangeably. The importance is the evidence submitted that demonstrates the level of functioning, the impact on learning and the responsiveness to interventions.*

***The terms difficulties/disorder/impairment are used by different professionals and are used as descriptors for different assessment materials.*

Nature and severity of need

One or more of the following will apply:

- *Severe speech sound **difficulties/disorder/impairment
- Severe expressive language difficulties/disorder/impairment
- Severe receptive language difficulties/disorder/impairment
- Severe communication difficulties/disorder/impairment
- Severe interaction difficulties/disorder/impairment
- A diagnosed condition which includes long term and severe speech and or communication difficulties/disorder/impairment among its effects, which may include a sensory impairment such as hearing

Impact on learning and progress

Child/young person's rate of progress is unsatisfactory. For example:

- Gap between child/young person and peers is significantly widening beyond expectations
- Progress is slowing in relation to peers starting from the same baseline
- Progress is slowing in relation to child/young person's own previous rate of progress
- Adequate progress has been achieved only because of consistently high levels of intervention, beyond normally expected setting-based responses i.e. costing over £6k pa
- Is likely to require continued access to education/training to support successful transition to adult life

Indicated and evidenced by:

- Setting tracking data over time
- Curriculum and standardised assessments
- Professional and specialist judgements over time
- Annotated work samples, observations

Impact on curriculum access and participation

Child/young person's difficulties manifest in one or more of the following ways:

- The child/young person's reduced language and communication skills are insufficient to meet the content, language or cognitive demands of the normally differentiated curriculum
- Child/young person's pace of learning is inadequate to meet the time and pace requirements of the normally differentiated curriculum
- Child/young person's language and communication difficulties impede ability to learn from normal range of differentiated teaching methods and styles
- Child/young person lacks competencies and skills needed to utilise and learn from normally used teaching materials and equipment even when reasonable adjustments are made
- Necessary specialist inputs cause child/young person's regular absence from some class lessons
- The impact upon curriculum access, as above, is of a severity as to require careful overall planning to minimise barriers to learning and enhance curriculum access
- This may include a supported, adapted or specific, highly individualised curriculum response. For example:
 - Supported, reduced or alternative curricular content
 - Increased emphasis on core curriculum areas or language development
 - Specialist teaching approaches
 - Consistent use of visual support which may include signing, symbols, visual timetables, choice boards and practical demonstrations etc
 - Consistent use of simplified language for teaching, which may include short sentences, simplified vocabulary, increased repetition and use of pauses
 - Specific teaching of concepts and vocabulary
 - Pre-teaching and post-teaching of classroom content

- Significantly adapted or alternative materials and equipment
- Augmentative or alternative communication methods
- Teaching of social skills and conversation skills for the setting

Indicated and evidenced by:

- Setting-based curriculum records and judgements over time
- Professional and specialist advice
- Records of planning, curricular and teaching adaptations

Impact on personal and social development

Child/young person's difficulties have prevented the development of functional independence skills. This has impacted on the child/young person's ability to understand, express themselves, socially interact and socially communicate appropriately. This requires planning, support and specific teaching around issues such as:

- Understanding language and routines
- Using expressive language
- Social interaction
- Imagination and play for learning
- Speech sound production

Child/young person's difficulties may affect the development of functional social skills and relationships. This requires planning, support and specific teaching around issues such as:

- Feelings of social isolation
- Inappropriate social behaviours
- Dependency on others
- Making & maintaining peer relationships

Child/young person's difficulties adversely and significantly affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal
- Work avoidance
- Changeable behaviours
- Frustration
- Depression
- Attention seeking

Indicated and evidenced by:

- Setting-based records, observations, assessments and judgements, over time
- Specialist assessment and advice
- The views of the child/young person and parent/carer

B. COGNITION AND LEARNING

Expected actions prior to requesting statutory assessment:

- Evidence of partnership working with child/young person and family
- Involvement, implementation and evaluation of advice from relevant specialists
- Programmes of support, intervention and reasonable adjustments implemented, evaluated and reviewed
- Evaluated provision mapping
- Detailed assessment of progress
- Evidence of actions implemented from multi-professional meeting
- Planning for all key transitions
- Child/young person's views obtained
- Family views obtained
- Setting based screening for learning

** The terms severe/significant and complex are used by different professionals and are used as descriptors for different assessment materials. Therefore, the terminology used when looking at the threshold criteria may be used interchangeably. The importance is the evidence submitted that demonstrates the level of functioning, the impact on learning and the responsiveness to interventions. Severe is generally acknowledged to be a standardised score of at or below the 1st Centile*

***The terms difficulties/disorder/impairment are used by different professionals and are used as descriptors for different assessment materials*

Nature and severity of need

Child/young person has long-term and *severe/significant/complex difficulties with most aspects of thinking and learning. For example:

- Acquiring concepts
- Developing & applying learning skills
- Processing & retaining information
- Generalising learning, concepts, skills
- Acquiring specific skills

Or, child/young person may or may not have a diagnosed condition which includes cognitive impairment among its effects. Child/young person has long-term and significant difficulties with most

aspects of thinking and learning, as above.

Indicated and evidenced by:

- Setting-based records, assessments and judgements, over time, of child/young person's learning needs, style, and difficulties
- Professional and specialist assessments
- Diagnosis by an appropriate agency

Impact on learning and progress

Child/young person's achievements are significantly below functional expectations. Developmental assessments that refer to age norms should exercise caution in interpretation of such levels, especially for younger children.

Child/young person's rate of progress is unsatisfactory. For example:

- Gap between child/young person and peers is significantly widening beyond expectations
- Progress is slowing in relation to peers starting from the same baseline
- Progress is slowing in relation to child's own previous rate of progress

Adequate progress has been achieved only because of consistently high levels of intervention, beyond normally expected setting-based responses i.e. provision that costs over £6k pa

Child/young person is likely to require continued access to education/training to support successful transition to adult life

Indicated and evidenced by:

- Setting tracking data over time
- Curriculum and standardised assessments
- Professional and specialist judgements over time
- Annotated work samples

Impact on curriculum access and participation

Child and young person's difficulties manifest in one or more of the following ways:

- The child/young person's level of cognitive functioning and reduced learning skills are insufficient to meet the content and cognitive demands of the normally differentiated curriculum
- Child/young person's pace of learning is inadequate to meet the time and pace

requirements of the normally differentiated curriculum

- Child/young person's limited learning skills impede ability to learn from regular range of differentiated teaching methods and styles.
- Child/young person lacks competencies and skills needed to utilise and learn from regularly used teaching materials and equipment even when reasonable adjustments are made
- Necessary specialist inputs cause child's regular absence from some class lessons
- The impact upon curriculum access, as above, is of a severity as to require careful overall planning to minimise barriers to learning and enhance curriculum access

This will include specific highly individualised curriculum responses. For example:

- Reduced or alternative curricular content
- Increased emphasis on core curriculum areas
- Specialist teaching approaches
- Significantly adapted to ensure reasonable adjustments have been made where appropriate
- Materials and equipment
- Requires continued access to education/training to support successful transition to adult life.

Indicated and evidenced by:

- Setting-based curriculum records and judgements over time
- Professional and specialist advice
- Records of planning and curricular and teaching adaptations

Impact on personal and social development

Child/young person's difficulties have prevented the development of functional independence skills which impedes child/young person's ability to manage independently the requirements of the setting.

This requires planning, support and specific teaching around issues such as :

- Basic self care
- Personal safety awareness
- Remembering and following routines
- Remembering and following instructions
- Managing possessions
- Task organisation

Child/young person's difficulties affect the development of functional social skills and relationships. This requires planning, support and specific teaching around issues such as:

- Isolation
- Inappropriate social behaviours
- Dependency
- Making & maintaining peer relationships

Child/young person's difficulties adversely and significantly affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal
- Work avoidance
- Changeable behaviours
- Frustration
- Personal organisation

Indicated and evidenced by:

- Setting-based records, observations, assessments and judgements, over time
- Specialist assessment and advice
- The views of the child and parent/carer

C. SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Expected actions prior to requesting statutory assessment:

- Evidence of partnership working with child/young person and family
- Involvement, implementation and evaluation of advice from relevant specialists
- Programmes of support, intervention and reasonable adjustments implemented, evaluated and reviewed
- Evaluated provision mapping
- Detailed assessment of progress
- Evidence of actions implemented from multi-professional meeting
- Planning for all key transitions
- Child/young person's views obtained
- Family views obtained
- Setting based screening for social, emotional and mental health difficulties
- Setting based screening for learning

** The terms severe/significant and complex are used by different professionals and are used as descriptors for different assessment materials. Therefore, the terminology used when looking at the threshold criteria may be used interchangeably. The importance is the evidence submitted that demonstrates the level of functioning, the impact on learning and the responsiveness to interventions*

***The terms difficulties/disorder/impairment are used by different professionals and are used as descriptors for different assessment materials*

Nature & severity of need

Child/young person has long-term and severe difficulties in managing emotions and/or social interactions. These may present as behaviours which are:

- Disruptive, inattentive or hyperactive
- Defiant, confrontational, aggressive
- Unpredictable, excessive, hypersensitive
- Socially immature, inappropriate, isolated
- Self harming, depressive symptoms
- Child/young person shows specific behaviours which are long-term consequences of assessed emotional, or mental health conditions, or result from trauma or abuse.
- The child/young person has severely greater difficulties in managing the curriculum or setting goals, or in acquiring learning skills and competencies in specific area(s).

Indicated and evidenced by:

- Setting-based records, assessments and judgements, over time, of child/young person's SEMH and learning needs, style, and difficulties
- Professional and specialist assessments
- Diagnosis by an appropriate agency

Impact on learning and progress

Child/young person's emotional or social development is severely impaired or delayed.

Child/young person's social or emotional development demonstrates an unsatisfactory level of progress over time despite evidenced based interventions.

Child/young person's achievements are severely below functional expectations (see Cognition and Learning Criteria) or below assessed capability.

Child/young person's rate of progress is unsatisfactory. For example:

- Gap between child/young person and peers is significantly widening beyond expectations
- Progress is slowing in relation to peers starting from the same baseline
- Progress is slowing in relation to child/young person's own previous rate of progress
- Adequate progress has been achieved only because of consistently high levels of intervention, beyond normally expected setting based responses

Is likely to require continued access to education/training to support successful transition to adult life

Indicated and evidenced by:

- Setting tracking data over time
- Curriculum and standardised assessments
- Professional and specialist judgements over time
- Annotated work samples, observations

Impact on curriculum access & participation

Child/young person's social, emotional and mental health difficulties manifest in one or more of the following ways:

- Severe impact on expected cognitive and learning skills development when the curriculum impedes the child/young person's ability to learn from normal range of differentiated teaching methods and styles.
- Child/young person's pace of learning, or ability to sustain focus is inadequate to meet the time and pace requirements of the normally differentiated curriculum
- Child/young person lacks competencies and skills needed to utilise and learn from normally used teaching materials and equipment even where reasonable adjustments have been made
- Necessary specialist inputs cause child/young person's regular absence from some class lessons
- Child/young person's difficulties impede their ability to fully participate in the wider life of the setting

The impact upon curriculum access, as above, is of a severity as to require careful overall planning to minimise barriers to learning and enhance curriculum access.

This will include specific highly individualised curriculum responses. e.g.:

- Reduced or alternative curricular content including teaching specific social/emotional skills programmes
- Increased emphasis on core curriculum areas
- Specialist teaching approaches
- Significantly adapted or alternative materials and equipment
- Therapeutic interventions

Indicated and evidenced by:

- Setting-based curriculum records and judgements over time
- Professional and specialist advice
- Records of planning and curricular and teaching adaptations

Impact on personal and social development

Child/young person's difficulties have prevented the development of functional independence skills which impedes child/young person's ability to manage the requirements of the setting. This requires planning, support and specific teaching around issues such as:

- Self care, personal safety awareness
- Remembering, recognising and adhering to rules, routines, instructions
- Managing time, timetables, possessions, tasks and organisation
- Personal organisation

Child/young person's difficulties affect the development of functional social skills and relationships. This requires planning, support and specific teaching around issues such as:

- Isolation
- Inappropriate social behaviours
- Under/over-reliance on other(s)
- Making & maintaining peer relationships
- Anger management
- Emotional literacy

Child/young person's difficulties adversely and severely affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal
- Work avoidance
- Changeable behaviours
- Frustration
- Depression
- Attention seeking

Indicated and evidenced by:

- Setting-based records, observations, assessments and judgements, over time
- Specialist assessment and advice, professional assessments
- The views of the child/young person and parent/carer

D. SENSORY and/or PHYSICAL NEEDS

Expected actions prior to requesting statutory assessment:

- Evidence of partnership working with child/young person and family
- Involvement, implementation and evaluation of advice from relevant specialists

- Programmes of support, intervention and reasonable adjustments implemented, evaluated and reviewed
- Evaluated provision mapping
- Detailed assessment of progress
- Evidence of actions implemented from multi-professional meetings
- Planning for all key transitions
- Child/young person's views obtained
- Family views obtained
- Setting based screening for sensory and or physical difficulties which may include risk assessments
- Setting based screening for learning

** The terms severe/significant and complex are used by different professionals and are used as descriptors for different assessment materials. Therefore, the terminology used when looking at the threshold criteria may be used interchangeably. The importance is the evidence submitted that demonstrates the level of functioning, the impact on learning and the responsiveness to interventions*

***The terms difficulties/disorder/impairment are used by different professionals and are used as descriptors for different assessment materials*

Nature & severity of need

Child/young person has moderate to profound, severe, significant and complex sensory/physical/medical difficulties of a permanent nature that impacts significantly on learning.

Children/young people who present with significant sensory issues which impact upon their ability to participate in activities of daily living and access the educational environment and curriculum.

Deteriorating and Life Limiting presentation which has a significant impact on daily functioning, independence, well being and access to education.

Indicated and evidenced by:

- Setting-based records, assessments and judgements, over time, of child/young person's learning and access needs, and other difficulties
- Professional and specialist assessments, parent/pupil consultation
- Diagnosis by an appropriate agency

Impact on learning and progress

Child/young person's motor function is significantly impaired and this is significantly limiting learning opportunities:

- Child/young person's motor function is significantly impaired and this is significantly limiting

learning opportunities; and/or

- Sensory function is significantly impaired e.g. hearing or visual impairment and this has significantly limited their access to learning opportunities
- Medical difficulties that prevent the child's ability to make progress and/or cause a slowing of their progress

Indicated and evidenced by:

- Setting tracking data over time
- Curriculum and standardised assessments
- Professional and specialist judgements over time
- Annotated work samples

Impact on curriculum access & participation

Child/young person's difficulties manifest in one or more of the following ways:

- Significant motor skills challenges
- Significant postural control challenges
- Significant sensory impairment challenges
- Significant planning and coordination challenges
- Sensory processing challenges
- Significant multi-sensory impairment

To access the curriculum and participation in the educational and social environment of the setting, the child may require:

- Assistance to participate in learning activities
- Assistance to participate in self-care activities
- Extensive differentiation of the curriculum
- Differentiation of the style and pace of learning
- Differentiation of teaching approaches and methods
- Specialist equipment to support posture and mobility
- Specialist equipment for manual handling
- Specific, specialised programmes
- Specialist seating
- Specialist equipment for mobility

- Specialist equipment for moving and handling
- Specialist equipment for basic self-care activities
- Consideration of personal safety
- Specific specialised hearing and non-sighted technologies
- Mobility training

Indicated and evidenced by:

- Setting-based curriculum records and judgements over time
- Professional and specialist advice
- Records of planning and curricular and teaching adaptations

Impact on personal and social development

Child/young person's difficulties have prevented the development of functional independence skills which impedes child/young person's ability to manage independently the requirements of the setting. This requires planning, support and specific teaching around issues such as:

- Basic self care
- Personal safety, participation in routines, communication of instructions
- Managing possessions
- Task organisation
- Personal organisation

Child/young person's difficulties affect the development of functional social skills and relationships. This requires planning, support and specific teaching around issues such as:

- Isolation
- Inappropriate social behaviours
- Dependency
- Making & maintaining peer relationships
- Personal resilience

Child/young person's difficulties adversely and severely affect development of confidence. This requires planning, support and specific inputs around issues such as:

- Withdrawal
- Work avoidance
- Changeable behaviours
- Frustration
- Depression
- Personal organisation

Indicated and evidenced by:

- Setting-based records, observations, assessments and judgements, over time
- Specialist assessment and advice
- The views of the child/young person and parent/carer

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

(Please refer to Appendix 2 for the Flow Diagram to look at 20 week process)

Stage 1 0 - 6 weeks (aim to have the decision within 3 weeks)	Stage 2 4-12 weeks	Stage 3 12- 16 weeks	Stage 4 16 -20 weeks
<ul style="list-style-type: none"> • A request for an EHC assessment submitted to the SEN team by the school/setting/parent/carers or the young person. • The SEN team prepares the request for Disability Panel representative. • The Disability Panel considers the request for EHC needs assessment based on the criteria to support LA Officer decision. • If agreed to proceed, SEN team will set date for Multi Agency Outcomes TAC to agree the EHC Plan • <i>If an EHC assessment is not necessary, SEN team will inform parents/setting with recommendations.</i> 	<ul style="list-style-type: none"> • SEN team will seek further advice from professionals. • Using the advice and evidence from the request the SEN team to draft sections of the EHC Plan in preparation for the Multi Agency Outcomes TAC. • The Multi Agency Outcomes TAC held with parent/carers and child/young person to draft the EHC Plan. • Draft EHC Plan shared with parents and professionals involved. 	<ul style="list-style-type: none"> • Draft EHC Plan and all information collected will be submitted to the Disability Panel for a decision if an EHC Plan is necessary and agree Personal Budget and Direct Payment. • If an EHC Plan is necessary, progress to stage 4 • <i>If EHC Plan is not necessary the SEN team will inform parents with recommendations</i> 	<ul style="list-style-type: none"> • SEN consult with Schools/settings using the agreed draft EHC Plan. • SEN team continue to support parents/carers or the young person with personal Budget/Direct Payment (DASH will provide support) • Finalise EHC Plan naming school. • Finalise PB/DP arrangements.

