# SENCO Information Pack

Requesting an Assessment for an Educational Health Care Plan (EHCP)

and transfer of Statements to EHCP

**Assessment of Children & Young People with Special Educational Needs and Disability**

The law regarding assessment and provision for children and young people with SEND changed in September 2014.

The new law means that parents, carers and young people will have more opportunities to express their own views and make some choices about what happens.

This will lead to an EHC Plan instead of a Statement of SEN from September 2014.

The transfer of Statements into EHC Plans will be complete by 31st March 2018





**Referral information**

Code of practice 9.14

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

• evidence of the child or young person’s academic attainment (or developmental milestones in younger children) and rate of progress

• information about the nature, extent and context of the child or young person’s SEN

• evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person’s SEN

• evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided

• evidence of the child or young person’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and

• where a young person is aged over 18, the local authority **must** consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

## Information required from setting or school to inform the assessment process

**Essential Evidence**

* Completed referral form
* Parent/carer views of the needs of their child and the progress they are making – there is a separate proforma (All about Me H &A) provided for this, if a parent has made the request for assessment we will have asked them to complete this already.
* Pupil’s views of their needs and the help and support they feel helps and what more they need – The review documents provide a suitable template but schools are welcome to present this in a format appropriate to the child/young persons age, stage of development and preferred communication method.
* Attendance record for the last 12 months
* Relevant reports from other professionals that school is aware have involvement with the child/young person/family
* Provision Map (this is built into the referral form) – evidence of the provision put in place by school to meet the pupil’s needs. The provision map should be constructed in partnership with the parents, where parents are involved in agreeing the outcomes.

SENCOs may find the following 3 questions helpful in formulating a provision map

* What do you want your child to be able to do in 12 months’ time that they can’t do now?
* What support will they need to help them achieve this?
* Who is best placed to provide this support and how is it best provided?
* Timetable of a typical week in school showing breakdown of support offered and group size
* Progress over time (within referral form) – Strengths and current functioning ***–*** *comment on**what the child or young person can do well or is in the process of developing*
* Person Centred Education Reviews of SEN Support. These may include evidence of person centred tools being used, intervention plans, pupil progress evidence, reports and minutes of meetings with the child/young person and/or family in the last 12 months
* QCA behaviour scales-if appropriate
* Completed Common Assessment Framework –only if this has already been undertaken – **Do not initiate a CAF** solely for the purpose of requesting statutory assessment

**Additional Evidence** – please include this if it provides additional information to support the identified needs

1. Evidence of involvement/consultation with Pupil Support Services
2. PEP for looked After Children
3. Behaviour Plan, including strategies, cues, triggers etc
4. Analysis of behaviour logs for the last 6 months, including impact of the behaviour plan
5. Health Care plan
6. Risk Assessment
7. Any further relevant assessments – SEAL etc

**Completing a Provision Map**

**Guidance Notes**

* A provision map should show the provision which is being made for a child costed for a 12 month period.

What can be included on a provision map?

Provision detailed must be that which is provided which is additional and different to that which the school generally makes available for children of this age group.

* Costs of resources– eg specialist seating costing under £500, recommended by a specific professional
* Additional staffing to work directly with the child/young person
* Intervention programmes
* Specialist services bought in to provide support or advice to the school. This can include traded services, but not those provided through the DSG funded services.
* Training for staff specific to meeting individual needs that is beyond what could generally be expected to be included in supporting the development of quality first inclusive provision only should be added here – for example attending a training session on moving and handling.

 What can’t be included?

* Generic training – on autism friendly classrooms
* SENCO time
* Additional admin time in dealing with SEN paper work

**Panels and meetings**

**SEN Support (optional)**

SENCOs can book an appointment at the SEN support session to discuss cases and also advice around SEN support.  An appointment can be booked by emailing Senteam@tameside.gov.uk.  This is provided as additional support and is not a statutory requirement.

A telephone consultation is also available as of September 2016 every Thursday between 1pm and 4pm. Please contact us on 0161 342 4433.

1. **Contact with the child/ young person and family**

On receipt of a referral, the Case Worker will contact the family and child/ young person to explain the process and collect views on anticipated outcomes. The school or early years SENCO may be involved if the family choose to invite them.

2. **STAR** (Statutory Assessment Review) Panel- this panel makes the decision to proceed with assessment of a child or young person’s Special Educational Needs

After receiving the initial referral information, the information is processed and presented to the STAR panel. This meeting will take place at the Birch Lane Centre (Pupil Support Services), on a Wednesday morning. This is a chance for the child/ young person’s needs to be discussed in a holistic manner with professionals .The discussion and information will assist panel members to take a whole person approach when deciding the next course of action.

This must happen within the first six weeks of the process

Members of the STAR Panel include representatives from the SEN Team, members of the Integrated Services for Children with Additional Needs (ISCAN) Team from both health and social care disciplines, a representative from the Pupil Support Services and a representative from the Educational Psychology Service.

Parents and school are informed of the outcome of the meeting.

If needed, an SEN Caseworker will visit the parents and school to explain the reasons for not continuing with the referral and go through an action plan of support for your child.( SEN Support Plan)

### 3. SAM (Statutory Assessment Meeting) Panel

This must happen after the second six weeks of the process

After all the assessment information has been collected, the case is presented to the SAM panel by the allocated case worker from the Special Educational Needs Team. The case worker presents a Draft of the EHC plan with identified needs, outcomes, and provision to the panel. After the presentation the panel will ask questions about the case then make a decision to issue the plan or not.

This must happen after the second six weeks of the process

Members of the SAM Panel include representatives from the SEN Team, members of the Integrated Services for Children with Additional Needs (ISCAN) Team from health and social care disciplines, Tameside's Designated Medical Officer, a representative from the Pupil Support Services and a representative from the Educational Psychology Service.

Parents and School are informed of the outcome of the meeting. If appropriate, an SEN Caseworker will visit the parents and school to explain the reasons for not issuing the plan and go through the action plan of support for your child.( SEN Support)

 **Agreement Meeting**

This must happen within the first sixteen weeks of the process

The allocated case worker completes a Draft Education Health Care Plan to be presented to the family, child/young person and relevant professionals. A hard copy of this Draft EHC Plan will be then be sent to the parents of the identified child/ young person, who have **15 calendar days** to reply that they agree/ disagree with the plan and to name the educational provision they would like to be considered.

The local authority must then consult with the governing body, principal or proprietor of the educational institution before naming them in the EHCP. The institution should respond within **15 calendar days.**

**Additional meetings**

Additional meetings may happen to discuss any queries with the proposed EHCP, to help finalise a plan that all parties are happy with and details of the personal budget if one has been requested.

**Funding for SEN**

As part of the decision to issue an EHCP, consideration will be given to the need for additional funding to support the provision beyond that which a school or setting can be expected to make from its own resources or where it is proposed that a child attend a special school, a funding allocation is made to allow the provision to be suitably tailored to meet the provision outlined in the EHCP. This estimate of costs is based on the information presented during statutory assessment and subsequent reviews, including provision recommended in reports by any specialist services involved with the child.

The information below relates to children with statements or EHCPs placed in mainstream only. There are separate arrangements for the funding of special schools, pupil referral Units and resource bases within mainstream schools. This is detailed in the Schools Forum report from October 2013, the actual amounts are revisited each year in line with the high needs funding available.

Information on funding for post 16 support is available from the Post 16 SEN officer – 0161 342 4433.

Additional funding for children receiving education through early education funding is available through a simple application process. To apply for this funding the child should already be in receipt of a Personal Independence Payment (PIP)

In line with funding changes to SEN introduced in 2013, the school will fund the first £6,000 of the assessed costs. Any costs above £6,000 may result in the child being allocated a funding band that attracts additional higher needs funding.

We ask that schools show through the provision map how the first £6,000 has been allocated to additional and different provision to meet needs for the individual.

The Notional SEN funding of £6,000 per child is not additional funding allocated to Schools. The funding intended to support these SEN costs is from the main school funding formula allocation. School funding statements show a value for Total Notional SEN for each school which is based on the full Prior Attainment funding allocation and a small percentage of the Age Weighted Pupil Unit (AWPU) funding allocation. The weighting system used to allocate school budget takes into account factors which we know are linked to a higher than average SEN population in a school.

The Total Notional SEN funding value does not have to be used for SEN purposes and equally it is not the only funding that schools are expected to use to fund the additional costs associated with educating children with high needs. For example; It is likely that a higher proportion of children with SEN will also be eligible for Pupil Premium.

The measure used to set funding bands in Tameside is based on teaching assistant hours which are consistent with the approaches being used by other Greater Manchester councils; this merely provides a consistent measurement basis to allocate funding.

Schools **MUST NOT** however restrict provision to teaching assistant support only, but should employ evidenced based approaches and interventions proven to accelerate the progress of children with SEN to make the provision outlined in the statement.

**High Needs Funding Bands for Children in Mainstream Schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **Band** | **Equivalent TA Hours from Assessment** | **Funding Allocation** |  |
| ## | 1-14 | 0 |  |
| 1 | 14.1-17 | 1,317 |  |
| 2 | 17.1-20 | 2,635 |  |
| 3 | 20.1-24 | 4,391 |  |
| 4 | 24 + | 6,587 |  |
|  |  |  |  |
|  |  |  |  |

A Level 2 Teaching Assistant hourly rate has been used to calculate the allocation for each band.

## Tameside Inclusion Team- SEN and Educational Psychology

Our team are here and happy to help.

Gill Baxby

Inclusion Manager

Tameside and Salford Executive Principal EP, Claire Russell and Deputy Executive Principal , Jackie Lydon.

Trainee EP – Freya Maries Collier

Marie Kippax Stephens

Admin Officer

Maria Lyons

Admin Officer

Heather Morris

SEN Manager

 Mandy Clark- Post 16

Rebecca

Underwood

Finance and Information Officer

SEN Caseworker

Lizzie Hopkins

SEN ( LAC)

Caseworker

Hecabe du Fraisse

Alexis Holt Garner

 SEN Caseworker

Wendy Young

SEN Caseworker

Thomas Powell

 SEN Caseworker

Denise Nelson

SEN Caseworker

Jan Redfern

Admin Officer

**The SEN Team can be contacted on 0161 342 4433**

**E-mail: senteam@tameside.gov.uk**