

## **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**

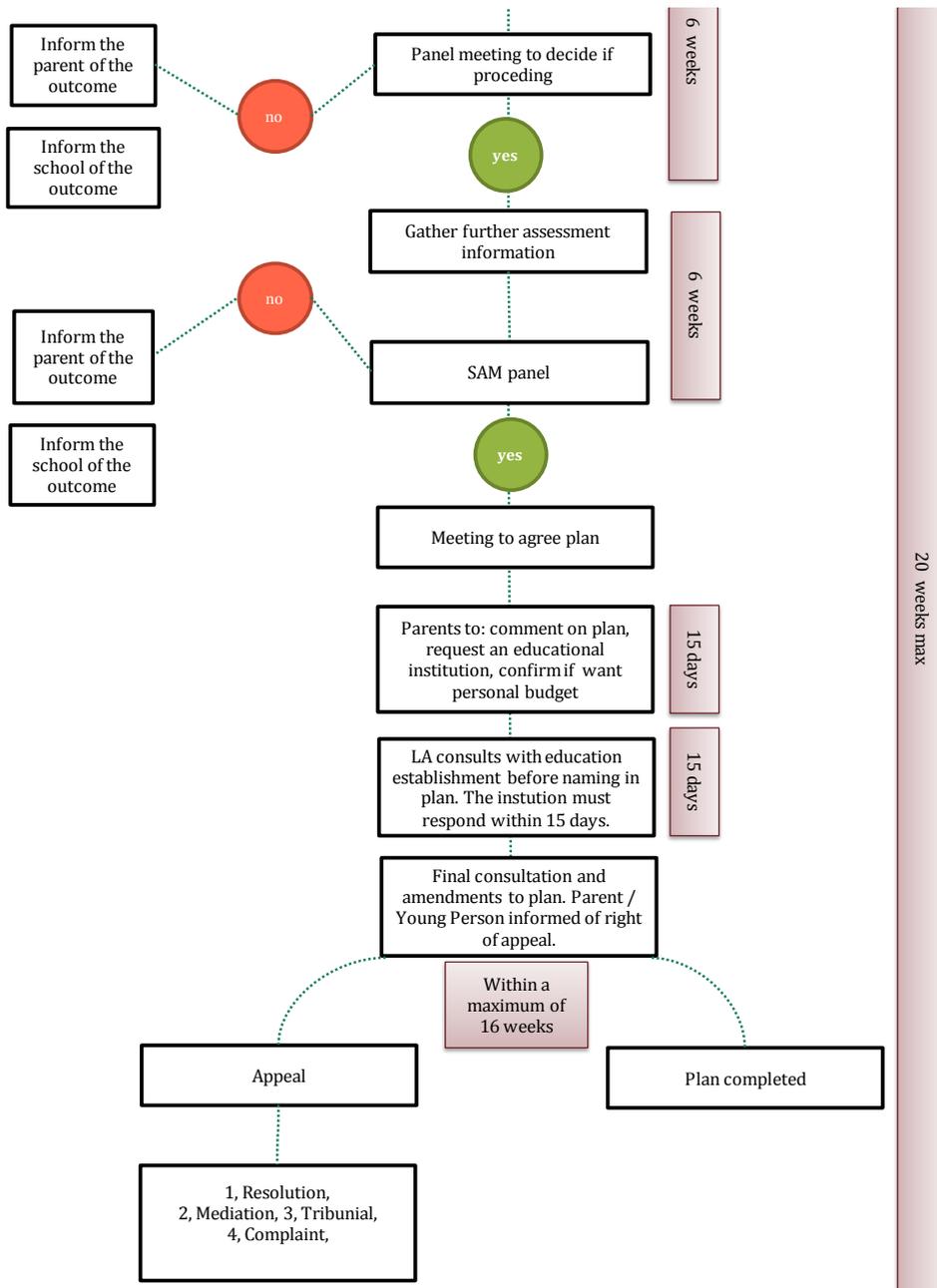
The law regarding assessment and provision for children and young people with SEND changed in September 2014.

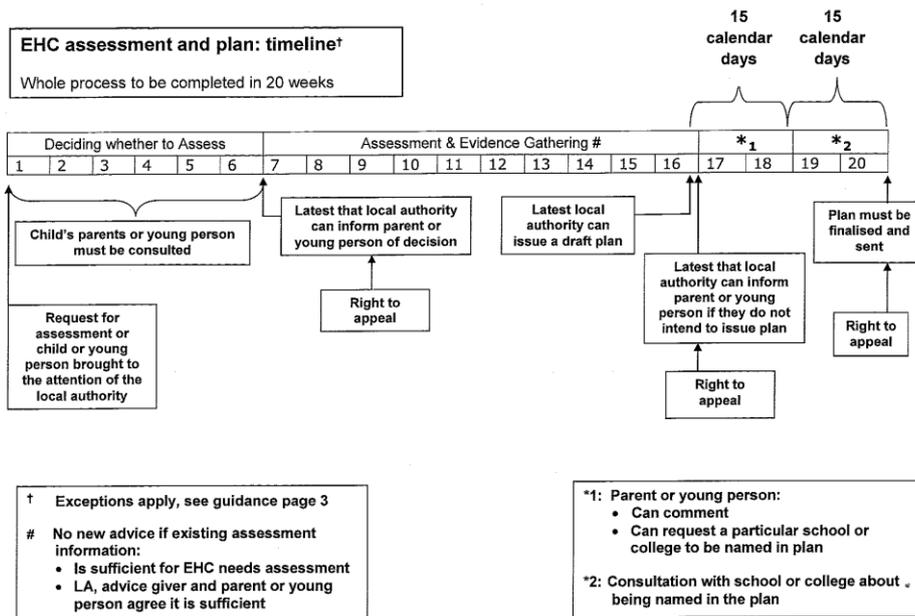
The new law means that parents, carers and young people will have more opportunities to express their own views and make some choices about what happens.

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

This change will not immediately apply to children and young people who already have a Statement of SEN. The transfer of Statements into EHC Plans will be a gradual process that will take place at key transition points (see table on page 11).

# Special Educational Needs - TAMESIDE





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## 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 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
- ✓ Evidence of Educational Psychology involvement within 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) – evidence of progress made over time and how this has differed from others of the same age
- ✓ 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
- ✓ 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](mailto: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 Request) Panel

This must happen within the first six weeks of the process

After receiving the initial referral information, the allocated caseworker will invite the relevant school representatives to discuss the case. This meeting will take place at the Birch Lane Centre (Pupil Support Services), usually on a Wednesday morning. This will be an opportunity for the child/ young person's needs to be discussed in a holistic manner and will assist panel members to take a whole person approach when deciding the course of action.

Parents and school are informed of the outcome of the meeting. If appropriate, an SEN Caseworker will meet with the parents and school to explain the reasons for not continuing with the referral.

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

This will happen after the next six weeks of the process

After further information has been collected, the case is presented to the SAM panel by the allocated case worker from the Special Educational Needs Team. The panel will examine and discuss the information presented then make a decision to issue an Education, Health and Care Plan (EHCP) or not.

Parents and School are informed of the outcome of the meeting. If appropriate, an SEN Caseworker will meet the parents and school to explain the reasons for not issuing an EHCP.

## 4. 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**.

## 5. 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

<b>Band</b>	<b>Equivalent TA Hours from Assessment</b>	<b>Funding Allocation</b>
##	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.

## Transition to the new 0-25 SEND System

By 1<sup>st</sup> April 2018 Tameside must have transferred all children and young people with Statements of SEN to the new SEND system who meet the criteria for an EHC Plan. The Local Authority must conduct a Transfer Review-that is an EHC needs assessment in accordance with The Special Educational Needs and Disability Regulations 2014. We expect that all those who have a statement of SEN and who would have continued to have one under the current system will be transferred to an EHC Plan, no one should lose their statement and not have it replaced with an EHCP simply because the system is changing.

Young people in further education and training who receive support as a result of a Learning Difficulty Assessment (LDA) can chose to request an EHC needs assessment .All young people who receive support as a result of an LDA who will continue in education or training beyond 1<sup>st</sup> September 2016 or December 31<sup>st</sup> 2016 if they are post 19 years must have an EHC plan by that date where one is needed.

New provision for children and young people aged under 19 in youth custody began on 1<sup>st</sup> April 2015. For those entering or already in youth custody with a statement of SEN, the special educational provision in the statement will be deemed as if it is made in an EHC plan. The Local Authority will be under a duty to arrange appropriate support. It must conduct a Transfer review on release if not already done. The LA should take reasonable steps to inform those in youth custody with LDAs to their right to request an EHC needs assessment. For young people with LDAs who request an EHC needs assessment, where the local authority believes it may have to make special educational provision on release it must carry out an EHC needs assessment.

Realising the benefits of the new EHC plans for children and young people who already have statements of SEN or young people who receive support as a result of an LDA will require their transfer to the new system to be more than simply re-badging of their existing statement or LDA. To ensure that EHC plans are person centred and focused on outcomes, an EHC plan must only be issued following a Transfer Review- an EHC assessment.

No	Groups of children or young people	Latest academic year for transfer to new SEND system				Final EHC plan issued by
		Statutory requirements (R) or non-statutory expectations (E)				
		2014/15	2015/16	2016/17	2017/2018	
1	Children moving from a relevant early years setting to a school	E	R	R	R	15 Feb 2017

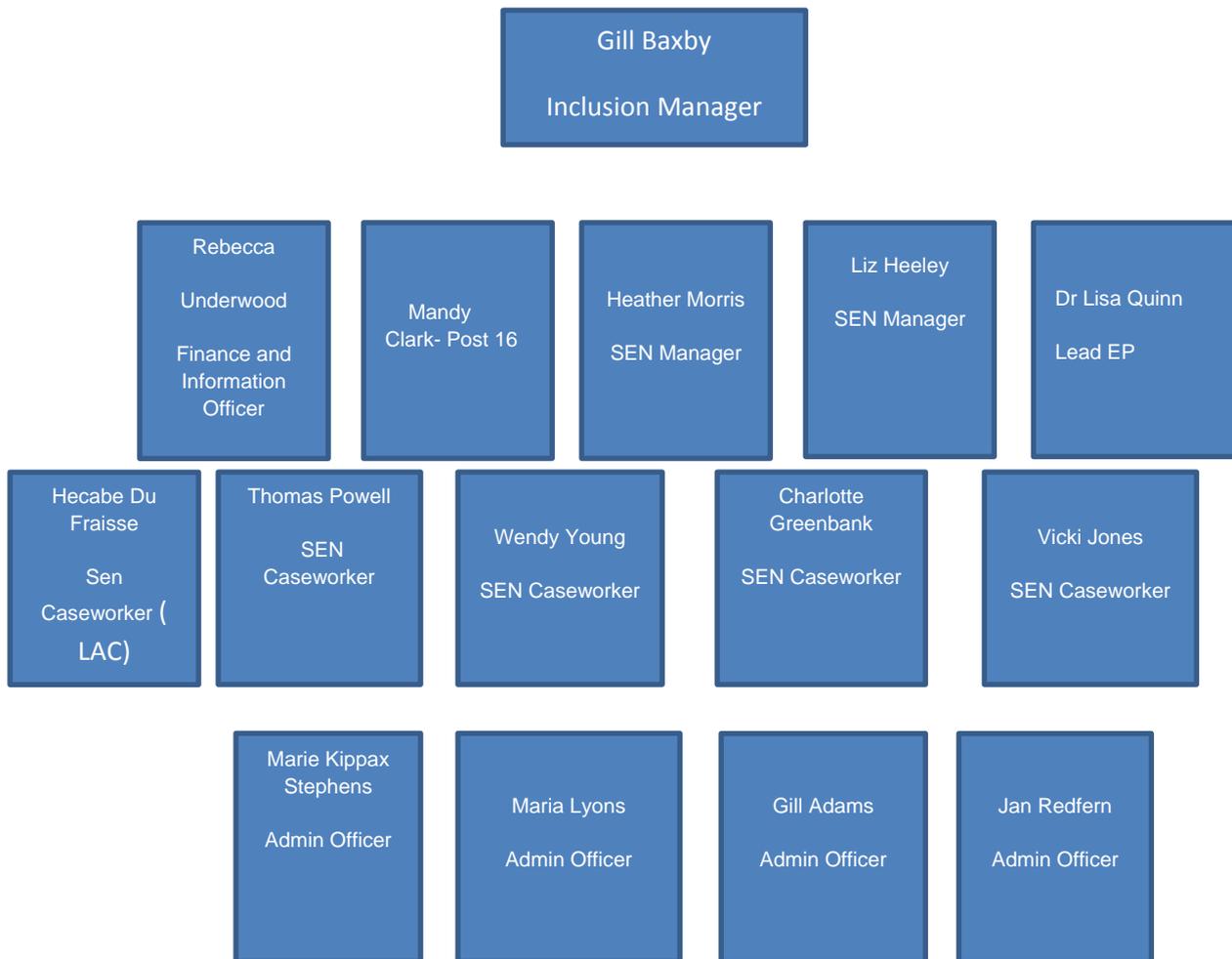
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2	Children moving from primary to secondary school	E	R	R	R	15 Feb 2017
3	Children in Year 9 who are moving	E	R	R	R	As and when before September 2017
4	Children or young people moving from school (including school sixth forms) to a post -16 institution or an apprenticeship	R	R	R	R	31 March 2017
5	All other children or young people in year 11 (including those not moving institution)	E	E	E	R	31 Aug 2017
6	Those moving from mainstream school to special school or vice versa.	E	R	R	R	As and when
7	Those moving between local authorities	E	E	E	R	As and when
8	Those leaving youth custody, on release	R	R	R	R	As and when
9	All others with statements of SEN who do not fall into the above categories				R	As and when

Note: for Y6 conversions the information gathered from the 2015/16 Year 5 transition review will be used and further information gathered if required.

## Tameside Inclusion Team- SEN and Educational Psychology

Our team are here and happy to help.



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

**E-mail: [senteam@tameside.gov.uk](mailto:senteam@tameside.gov.uk)**