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| **REFERRAL GUIDELINES FOR EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT** | |
| **Introduction:** | |
| 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. Some children and young people may require an Education, health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.  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 institutions having taken relevant and purposeful action to identify, assess and meet the special education needs of the child or young person, the child or young person has not made expected progress. To inform the decision making process the local authority will need to take into account a wide range of evidence.  The purpose of this form is to initiate a referral for an EHC assessment. The decision to draw up an EHC Plan will depend on the severity of a child’s/young person’s needs and the steps previously taken to try to meet those needs. In completing this form the referrer needs to identify where evidence of the child’s/young person’s needs can be found and the provision / support offered.  We are unable to start the assessment process until the required documentation (**highlighted in bold on the checklist**) has been received. | |
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| **GUIDELINES FOR SCHOOLS, SETTINGS AND COLLEGES TO COMMENCE A STATUTORY EDUCATION, HEALTH AND CARE (EHC) NEEDS ASSESSMENT** |
| The following guidelines are intended as a helpful outline of evidence that Oldham would like to see when a school, setting or college requests an EHC Needs Assessment.  The advice outlines the kind of evidence that would normally be available as an outcome of good practice in meeting the needs of children and young people with SEN and/or disability. The guidelines are not exclusive of any other form of evidence and Oldham is committed to depart from criteria where there is a compelling reason to do so in any particular case or where individual circumstances warrant such a departure. (SEND Code of Practice: 0 to 25 years. (paragraph 9.16), DfE, January 2015)  Schools, settings and colleges are asked to note the paramount principle of involving children, young people and families from the outset, in a person centred way, at the heart of practice and process. |
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| **Criteria 1: Provision** |
| The child / young person has clear outcomes, based on their and parents’ aspirations, relevant to the level of need. These have been resourced appropriately from within the totality of resources available to the school / college (thresholds outlined are prescribed nationally).  The following evidence will be required:  ***Element 1*** (*up to £4000 ‘base’ budget*)   * Evidence that element 1 has been used to support the child/young person, including support, assessment and review from whole school funded SENCo and teaching assistants. High quality, differentiated teaching has occurred to address need.   ***Element 2*** *(up to £6000 ‘additional SEN resource)*   * Evidence that the school’s contribution to additional needs, and outcomes, including the Pupil Premium (if appropriate) has been used to provide targeted programmes, support and resources that are unique to the child individually or in a group environment. For children and young people identified as having social, emotional or mental health difficulties, there should be evidence of proactive planning with intervention programmes, classroom strategies used and resources allocated to support targets. |
| ***Element 3*** *(High Needs ‘top-up’)*   * Submission of a costed plan or provision map that shows how the child/young person’s outcomes and needs will be met with Elements 1 and 2 and additional resources from EHC plan (element 3). * Evidence of other provision in the home and local community. Given that a child or young person’s additional needs may spring from environments other than school, an early help assessment is required to help identify provision that is needed to support the child / young person holistically so that they are more able to learn in school. * Evidence of outcomes / aspirations being a key driver for programmes * Evidence of a graduated approach to meeting SEN * Evidence that possible Health and / or Social Care input or concerns impacting on education have been appropriately addressed and resourced |
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| **Criteria 2: Co-ordinated Approach** |
| The child / young person’s needs have been addressed through a coordinated approach, including use of external services. All planning has had the child / young person and family at the heart in a person centred way.  The following evidence will be required:  Evidence of ‘assess-plan-do-review cycles’ over time that includes:   * The involvement of appropriate external services in a holistic way – including, where applicable, input from Health and/or Social Care impacting on education * The outcomes of provision * The involvement of child and young person in assessment and planning or reasons why this could not occur * The involvement of parents or carers in assessment and planning or reasons why this could not occur. * Involvement and support from the wider community * Person centred planning approaches * Clear outcomes being identified and monitored   When a child or young person is new to the area an assessment of need by the school / external services and / or documentation from the former school setting should be provided.  When a child or young person has suffered sudden trauma due to accident or illness evidence from medical / educational services, such as a hospital school, should be provided. |

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| **Criteria 3: Exceptional, Severe and Complex Needs that are Long Term** |
| The child / young person’s needs are significantly greater than peers of the same age, are long term and require specialist resources or provision to achieve long-term positive outcomes.  Evidence of the exceptional nature of needs will be required, for instance:   * Early years outcomes, National Curriculum (or similar) levels, standardised assessments, academic attainments, records of progression over time. * A log of behaviour over time. * Employment, life and social and emotional skills * Independence skills * Adaptations required to access the curriculum * The views of the child or young person * The views of parent or carer * Resilience factors, risk factors, mental health complexities * Predicted time scales and outcomes * Long term implication for education and employment * Complexity and severity factors may include Health and/or Social Care impacting on education   **Children under compulsory school age / Children aged under 2 / Children aged 2-5**  Ref SEN Code (January 2015) paragraphs 9.142 - 9.149  Please note that requests for an EHC Needs Assessment are based on the likelihood of professional reports outlining the need for **future** specialist provision or placement rather than being made on a **past** chronology of evidence. |

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| **CHECKLIST OF WHAT TO INCLUDE WITH AN EHC REFERRAL** | | |
| Documents to be included as appropriate. Those listed in ***bold*** must be included  (Please note that reports should be no more than 12 months old, unless both the family and the author of the report agree they are still relevant) | | |
| **Documents / Reports** | **Date Completed** | **Report Attached?** |
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| **One Page Profile** *(including pupil voice where appropriate)* |  |  |
| **Parent / Carer Consent** *(including views / opinions)* |  |  |
| **Evidence of Element 1, 2 & proposed element 3 Funding** *(see guidance notes)* |  |  |
| **Evidence of Programmes of Support with Evaluation and Outcomes** (3 cycles of plan, do, review) |  |  |
| **Current Attainment Stages and Progress over time** |  |  |
| **Copy of the SEN support plan** |  |  |
| Report from the school nurse where applicable |  |  |
| Evidence of Educational Psychologist Involvement or current report |  |  |
| Early Help Assessmentif in place (*a child or young person with identified additional needs should have an early help assessment completed)* |  |  |
| Behaviour Support Service (information and any report) |  |  |
| Specialist teaching Support Services (Information and any report) |  |  |
| Speech and Language Therapy Service (any reports held by the school less than 12 months old or pre the re-access date on the report) |  |  |
| Physiotherapy  (Any reports held by the school less than 12 months old) |  |  |
| Occupational Therapy  Any reports held by the school less than 12 months old) |  |  |
| Medical Information |  |  |
| Sensory Support Service |  |  |
| Social Care |  |  |
| Virtual School |  |  |
| Other – Please state |  |  |
| **Please do not send:**   * Reports more than 12 months old * Please ensure pages are numbered * Copies of emails * Incident logs * Examples of the child’s work * Documents in colour * Double sided documents or those on A3 /A5 * Photographs |  |  |
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| **Referral for Education, Health and Care Statutory Assessment**  **(To be accompanied with information detailed in the above checklist)**  **Section 1** | | | |
| **PERSONAL DETAILS** | | | |
| **Name:** |  | | |
| **DOB:** |  | **Year Group:** |  |
| **School:** |  | | |
| **UPN / ULN Number:** |  | | |
| **NHS Number:** *(If known)* |  | | |
|  | | | |
| **Name of Parent / Carer:** |  | | |
| **Relationship:** |  | | |
| **Address:** |  | | |
| **Postcode:** |  | | |
| **Telephone Number:** |  | | |
|  | | | |
| **Name of GP :** |  | | |
| **Address:** |  | | |
| **Postcode:** |  | | |
| **Telephone Number:** |  | | |
| **ANY OTHER ADULT WITH PARENTAL RESPONSIBILITY** | | | |
| **Name:** |  | | |
| **Relationship:** |  | | |
| **Address:** |  | | |
| **Postcode:** |  | | |
| **Telephone Number:** |  | | |

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| **Date of entry to present school:** |  | | | | |
| **Attendance:** |  | | | | |
| **Is the pupil looked after by the local authority?** | Yes |  | No | |  |
| **Has the pupil been excluded from school?** | Yes |  | No | |  |
| **If yes, please provide details:** |  | | | | |
| **Primary need of the child/young person if recorded** |  | | | | |
| **Is this child/young person on SEN support** |  | | | | |
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| **PARENTAL AGREEMENT** | | | | | |
| I agree to the referral for an Education, Health and Care needs assessment and give my consent to a medical examination and educational psychologist’s assessment, should the referral be successful. Please note by agreeing to this referral you are consenting for your information to be shared between other agencies. | | | | | |
| **Signature** |  | | | | |
| **Name (PRINTED)** |  | | | | |
| **Date** |  | | | | |
| Please indicate which agencies have been involved over the past 12 month period and attach the most recent reports that have been used to inform individual planning (for example Qest, therapy services, etc.): | | | | | |
| **Agency and Name of Professional** | | **Dates of involvement** | | **Most recent report attached with date?** | |
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| **Section 2: Description of Needs** | |
| **Parent / Carer Views** | |
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| **Child / young person’s view** | |
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| **Please provide evidence of the child or young person’s academic attainment (or developmental milestones in younger children) and rate of progress** | |
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| **Please provide information about the nature, extent and context of the child or young person’s SEN and impact on independence** | |
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| **Evidence of action already being taken by the early years provider school or post-16 institution to meet the child’s or young person’s SEN (costed provision map)** | |
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| **This request for EHC needs assessment has been completed by:** | |
|  |  |
| Name: |  |
| Title: |  |
| Date: |  |
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| **Please send all completed referrals to:** | |
| Access Service  Level 12  Oldham Civic Centre  West Street  Oldham  OL1 1XJ  Email: ehcinfo@oldham.gov.uk  Alternatively submissions can be hand delivered to Oldham Civic Centre One Stop Shop, for the attention of The Access Service, Level 12 | |

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| **Section 3:** | |
| **Social, Emotional and Mental Health Difficulties** | |
| To be completed (where relevant) for pupils whose difficulties include behaviour, emotional and social difficulty | |
| 1. **Evidence of behavioural difficulty and intervention** | |
| Where a pupil’s difficulties include behaviour, emotional and social difficulties the school will need to provide clear evidence of significant and long standing difficulties and the interventions that have been implemented and evaluated.  This information should be largely available within the individual plans and reviews attached to this request and the evidence of curriculum differentiation and access.  Please indicate on the front summary if other information is attached. Please note that incident logs alone are not helpful in evaluating pupils’ needs in relation to interventions and should not usually be included as evidence. | |
| 1. **Other agencies** | |
| It is expected that a referral to a specialist behaviour support teacher would have already been made where the pupil’s behaviour, emotional and social difficulties are a very significant area of need. Please indicate: | |
| **Date of referral to Qest** |  |
| **Report for request for Statutory Assessment attached?** | Yes  No |
| *If not available please give the reason:* | |
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| **Medical / Physical / Sensory Needs** |
| 1. **Evidence of medical needs** |
| The school will need to provide clear evidence of difficulties, **including a school health** **care** **plan** which clearly identifies the support required to meet need and how these impact on access to the curriculum and what special arrangements are made by the school. Up to date medical reports from professionals involved with the young person will also be required. |
| 1. **Evidence of physical / sensory needs and intervention** |
| Where a pupil’s difficulties include physical and/or sensory difficulties the school will need to provide clear evidence of significant difficulties, how these impact on access to the curriculum and what special arrangements are made by the school. Please note that, a medical diagnosis or label is not necessarily an indicator of special educational need. It is the impact on the pupil’s education that should be considered.  This information should be largely available within individual plans or personalised provision maps and reviews along with the evidence of curriculum differentiation and access arrangements attached to this request. |
| 1. **Other agencies** |
| It is expected that reports from other agencies will also be available where a pupil has significant physical and/or sensory needs. The school should demonstrate how it has incorporated this advice into individual plans to meet the pupil’s needs over a period of time. Please attach relevant recent reports from those outside professionals involved. These might include: medical practitioners, consultants, paediatrician, physiotherapist, speech therapist, occupational therapist or specialist teachers.  (Please indicate in Section 1 which agencies are involved and whether a recent report is attached). |