**CRITERIA FOR SCHOOLS / COLLEGES TO COMMENCE A STATUTORY ASSESSMENT OF SEND**

**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*

The following evidence will be required:

* ***Element 1*** 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 (pre-16)*** 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.
* **Post 16.** It is recognised that there are differing funding arrangements for post 16 settings and therefore for post 16 we would require evidence that the young person requires additional time, in comparison to the majority of others of the same age who do not have SEN, to complete their education or training and remaining in formal education or training. Evidence as to whether the setting cannot meet these identified needs within their notional funding allocation from the Education Funding Agency (EFA) or whether additional resources (over £6000k = high needs) are essential to enable the young person to learn.
* ***Element 3*** 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).

and

* Evidence of other provision in the home and local community. Where a child or young person’s additional needs spring from environments other than school, a CAF will 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

**Post 16.** Evidence that the young person requires additional time, in comparison to the majority of others of the same age who do not have SEN, to complete their education or training and remaining in formal education or training. Evidence as to whether the setting cannot meet these identified needs within their notional funding allocation from the Education Funding Agency (EFA) or whether additional resources (over £6000k = high needs) are essential to enable the young person to learn.

If the young person is currently in education or training, please provide information about the learning programme and the type of support, both formal and informal which is currently in place. It is helpful to include information about other types of support which are being provided by charitable organisations, volunteer or youth groups which support the holistic needs of the young person. Support which is provided through social care (including personal assistants), health or youth offending teams is also important information which helps the local authority understand how the young person is currently being supported.

If the young person is not currently in education or training but it can be demonstrated that they are strongly motivated to access education or training, please provide further information about what the young person is currently engaged with, what learning programme or pathway of study they are considering and what discussions have taken place with the education or training provider. We would expect to see information about the young person’s learning career so that we can see clearly a chronology of achievements or reasons why a qualification has not been achieved. We would expect this to come from the relevant education or training provider with information as to how the young person was supported.

**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.

**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) paras 9.142 - 9.149

Different judgements on likelihood of needing **future** provision or placement rather than request for statutory assessment being made on **past** chronology of evidence.