**Requesting an Education Health and Care Needs Assessment - Checklist for settings**

This checklist is designed to be a supportive tool for settings to make a quality request for an Education Health and Care Needs Assessment (EHCNA). It has been developed by a working group including SENCos, advisory services and Somerset Parent Carer Forum. When completing this checklist, please tick those boxes that are relevant, and signpost where you have evidenced this within your request for assessment paperwork. This checklist should also be included as part of your request for assessment paperwork.

For most children or young people where there is a concern, the school should work through a graduated response ‘to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person has been taken.’ (CoP 9.14) and as per the Code of Practice 6.44. ‘In a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure.’ (CoP 9.3) For more guidance on the graduated response, please see pages 7-8 of the [Somerset Graduated Response Tool (SGRT).](https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/what-to-expect-from-education/)

**If a request for assessment has been made by the parent carer/young person, the SEND team will still expect settings to complete this checklist as part of our evidence gathering process.**

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| **Child or young person name**: **Child or young person DOB:**  **SEN Register code** (E: EHCP, K: SEN support, N: no needs): **Name of SENCo completing Checklist:**  **School: Date Checklist completed:**  **Identified primary area of need (if known):** |

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| **Communications with Parent Carer/Young Person**  ***‘****The local authority must notify the child’s parent or the young person that it is considering whether an EHC assessment is necessary, and must consult the child’s parent or the young person as soon as practicable following a request for an EHC needs assessment’ 9.12 SEN Code of Practice* | **Referrer to Complete** | |
| **Included in the Request for Assessment pack (tick)** | **Signposting to relevant document within the pack where it can be found – please add page references where possible or name of document. *(N.B, you do not need to copy and paste sections from the pack to this section – signposting is all that is required)*** |
| Have you discussed this request for assessment with the parent carer/young person and explained to them that their engagement with the statutory process is important and it is expected that the parent carer and/or young person is expected to engage with education, health and care services if an assessment is agreed? |  | *(e.g. Meeting with family in July 22, comments reflected in SEND Support Review, dated 15.9.22)* |
| Have you provided current and correct contact details for the parent carer/young person, including phone numbers and email addresses on the SEN Support Review form? |  | *(e.g. SEND Support Review, dated 15.9.22)* |
| Have you attached a hand signed [consent form](https://professionalchoices.org.uk/children-young-peoples-services/special-education-needs-and-disabilities-send/send-professional-portal/) to this request and explained who has signed this if the situation is complex? |  | *(e.g. consent form dated 20.9.22, ‘signed by foster carer J Smith’)* |
| Have you sought the views and wishes of the parent carer/young person and evidenced these in the [cycles of APDR](https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/what-to-expect-from-education/), and when making this request for assessment? *Note – the views of a young person aged 16+ will take priority, so are especially key to include.* |  | *(e.g. SEND Support Review, dated 15.9.22 and APDR paperwork for Y4 term 6 and Year 5 term 1)* |

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| **Attainment and progress over time** *‘Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.’ 6.17 SEN Code of Practice* | **Included in the Request for Assessment pack (tick)** | **Signposting to relevant document within the pack where it can be found** |
| Have you specified current attainment levels, avoiding the use of ‘working towards’ and other school specific attainment levels/terms? *Note – if using ‘working towards’, please ensure you also detail the ‘true’ level they are working at e.g. CYP in Y5 and developing within Y2 curriculum* |  | *(e.g. Individual progress tracker, and more detailed comments within progress & attainment summary section of SEND Support Review, dated 15.9.22)* |
| Does your request show progress and attainment over time *(at least 3 years)*? |  | *(e.g. within progress & attainment summary section of SEND Support Review, dated 15.9.22)* |

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| **Additional assessments completed to identify needs**  *‘In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from the school’s core approach to pupil progress, attainment, and behaviour. ’ 6.45 SEN Code of Practice*  See from **p23** of [Somerset Graduated Response Tool](https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/what-to-expect-from-education/) for guidance on **each primary area of need.** | **Referrer to Complete** | |
| **Included in the Request for Assessment pack (tick)** | **Signposting to relevant document within the pack where it can be found** |
| Have you detailed all of the additional assessments that have been carried out for this CYP, including dates that they were carried out and scores/results? |  | *(e.g. All additional assessments listed within ‘Changes to Needs – Educational’ section of SEND Support Review, and uploaded as part of request )* |
| Do you make reference to what information these assessments provide, including showing how the development of the CYP compares to their peers/national data? e.g. Standardised Score 75, well below average / 3yrs 2mths below chronological age / percentile rank of 16, below the average range |  | *(e.g. Comparison data provided within Dyslexia portfolio, dated March ’21)* |

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| **Referrals** *‘Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. ’ 6.58 – 6.59 SEN Code of Practice* | **Included in the Request for Assessment pack (tick)** | **Signposting to relevant document within the pack where it can be found** |
| Have you detailed all the external support (formal and informal) you have sought for advice on the CYP? *E.g. structured Conversation, Inclusion Advice Line,* [LA Service Offers](https://www.supportservicesforeducation.co.uk/)*.* **Note – the ‘Who else can help?’ sections from p39 of the** [Somerset Graduated Response Tool](https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/what-to-expect-from-education/) **provide detailed signposting for external support.**  Have you provided information on:   * when this referral was made and the date that any involvement commenced * any assessment/information on need gathered as a result of this referral * what interventions/recommendations were suggested and what actions have been implemented as a result * What external support (formal or informal) has been sought e.g. name of professional/service/agency/meeting (MPM, structured Conversation, Inclusion Advice Line etc) |  | *(e.g. All external support referenced within ‘Additional Evidence’ section of Request for Assessment paperwork, and uploaded. Suggested provision and impact highlighted within APDR cycles )* |

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| **Action and Impact *‘****The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support….The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date….All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities.’ 6.52, 6.53 & 6.59 SEN Code of Practice* | **Referrer to Complete** | |
| **Included in the Request for Assessment pack (tick)** | **Signposting to relevant document within the pack where it can be found** |
| Have you explained:   * what interventions/provisions have been put in place, including specific details on dates, ratios, frequency within week, duration, content etc. * if you haven’t put in place any recommended provision, have you explained the reasons why? * what impact this provision has had on progress and attainment |  | *(e.g. detailed explanation given in SEND Support Review, dated 15.9.22 and shown within APDR cycles)* |
| Does your request show evidence of how the CYP is not making expected progress despite implementing appropriate and relevant provision at SEN support, based on identified needs? See from **p33** of **Somerset Graduated Response Tool** for provision falling within SEN support for each area of need. |  | *(e.g. summarised in SEND Support Review, and dates of provision can be cross referenced with Individual Progress trackers)* |
| Have you explained in your request how you have already utilised the resources designated at your setting for SEN support, and evidenced how you feel need is beyond this provision? |  | *(e.g. APDR cycles linking with SEN support resources of Grad response tool, and further explained in SEND support review’)* |

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| **Additional Information** *‘In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.’ 6.47 SEN Code of Practice* | **Included in the Request for Assessment pack (tick)** | **Signposting to relevant document within the pack where it can be found** |
| Within your request…   * Have you provided an OT Care Plan or Physio Care Plan, if applicable? * Have you included other relevant (internal & external) documents such as Personal Care Plan, Risk Assessment, Positive Handling Plan etc, if applicable? * Have you included an ‘Individual Health/Medical Care Plan’, if relevant |  | *(e.g. OT care plan dated Dec 21 included, or none applicable)* |

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| Have you included: | Please **check and tick** that you have implemented the correct information within each section of form |
| Aspirations (both of the parent carer and young person) |  |
| Outcomes (steps to show progress towards aspirations, using SMART targets |  |
| Strengths |  |
| Needs (barriers to learning) |  |
| Provision (support required to overcome needs/barriers to learning) |  |
| A clear golden thread through the report, linking all of the previous points |  |