



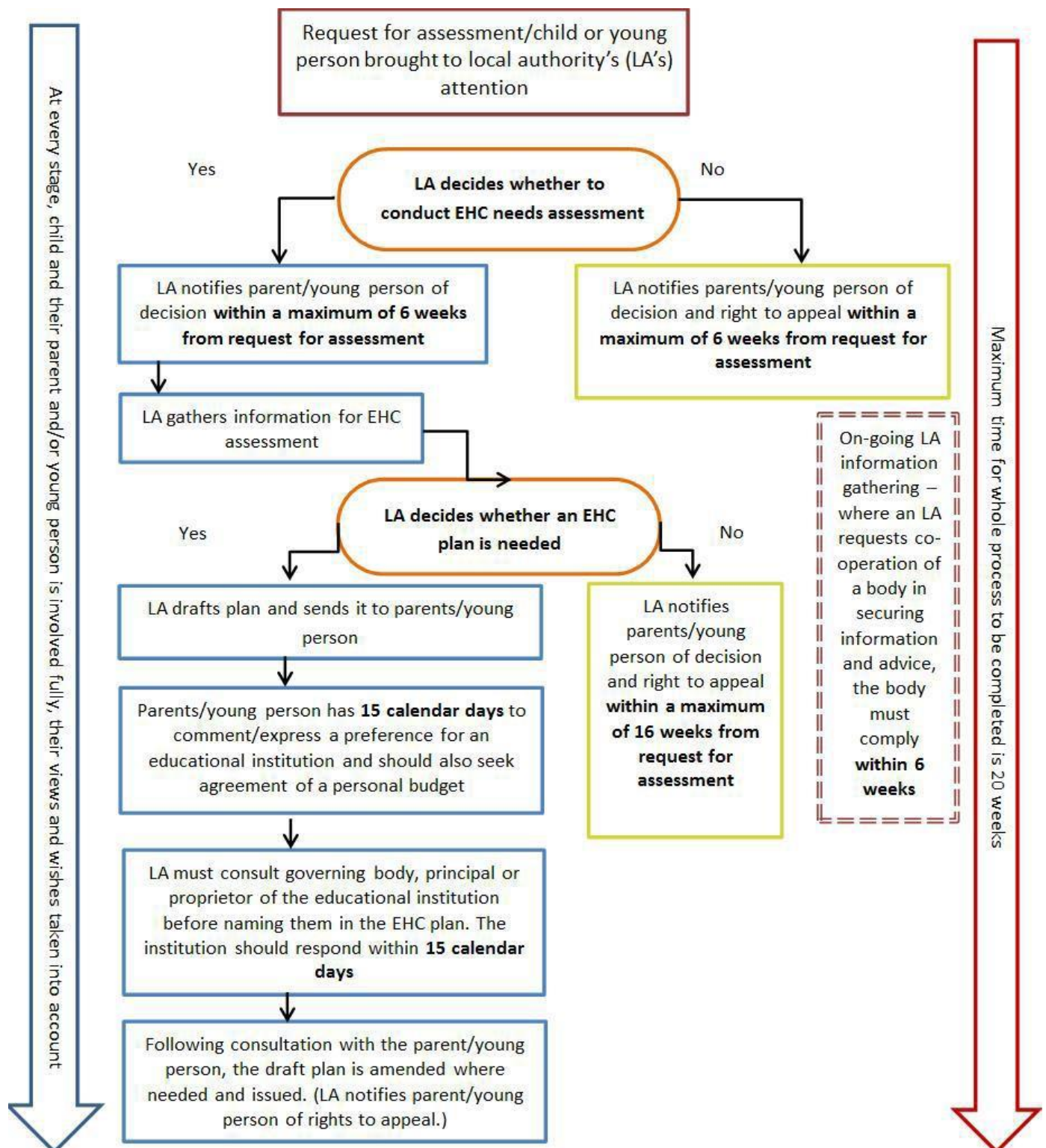
How to request an Education, Health and Care (EHC) needs Assessment Guidance

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Statutory timescales for requests for assessment



Requesting an assessment

Who may request an EHC needs assessment?

The following people have a specific right to request an EHC needs assessment:

- The child's parent/carer
- A young person aged 16 to 25
- A child/ young person aged 10-18 in youth custodial institutions
- A person acting on behalf of a school or post-16 institution.

In addition, anyone else can bring a child/ young person who has (or may have) SEN to the attention of the local authority. This could include:

- Health and social care professionals
- Early years practitioners
- Educational psychologists
- Youth offending teams, probation services and those responsible for education in custody
- A family friend

Where possible, this should be done with the knowledge and agreement of the child's parent or the young person.

What happens once a request has been made?

During this process information will be collated from a variety of sources. The views of parent/carers, children and young people will be central to this, and will help to personalise the assessment and inform us of any additional professionals/agencies that should be involved.

The outcome of the assessments will support us in making a decision about whether an EHCP will be issued. If it's decided that an assessment should be undertaken, and the outcome of the assessment is to issue an EHCP, the process should take no longer than 20 weeks to complete.

If it's decided that an EHCP will not be issued, parents/carers/the young person must be informed of this decision within 16 weeks of making the initial request for an assessment.

EHCPs are issued to children and young people who meet certain criteria. The criteria for an EHCP have been drawn up and agreed by partners working with us including parents and carers. Please refer to Shropshire Council's guidance and [criteria document](#) when submitting a request for EHCP assessment

School request

Completing the school request for assessment form

In order for the local authority to make the best decisions possible for children/young people, it is important that appropriate advice and information is submitted to support a request for an EHC needs assessment. The following information is requested in order to enable the LA to decide whether it is necessary to complete an EHC needs assessment:

- Completed and signed request form
- Completed and signed summary sheet
- All about me/all about us (SECTION A of the plan)
- One page profile
- Costed provision map/ notional SEN budget – **see below**
- Early Help assessment and Early Help Plan – see below
- Completed and signed parental consent form
- All external agency reports, including Educational Psychologist (EP) report that have informed provision at SEN Support as part of the graduated response.

Important:

Schools have an amount of money identified within their overall budget called the notional SEN budget. The Costed Provision Map provides clear evidence to the local authority of the way in which the school's notional budget is being deployed to support the child/young person. This helps the local authority to decide whether additional top up funding is required in order to meet the cost of the provision that is most appropriate to meet the child/young person's needs.

Part 1: Pupil, Parent/Carer and School details

Parental responsibility (PR) - all mothers and most fathers have legal rights and responsibilities as a parent. For someone with PR the most important roles are to provide a home for the child, protect and maintain the child and choose and provide for the child's education.

Early Help referral form – Prior to requesting an EHC needs assessment schools must complete an [Early Help Referral](#) if the child is not known to have an attached social worker. This will enable the local authority to determine whether it is necessary for a social care assessment to be undertaken. Where there is known social care involvement please provide the details within this section of the request form.

Part 2: Summary of areas of SEN

This will inform section B of any EHCP. Part 2 should provide information relating to the primary area of need as well as any additional areas.

Part 3: Achievement

(a) Please use attainment data appropriate to your setting.

Please complete the relevant section(s). If the child is in KS1 please complete the EYFS attainment profile as well as current attainment to show progress made over time.

If the child is in KS3 or KS4 please complete KS2 as well as current attainment to show progress made over time.

(b) This section will provide us with information about progress made over the last 12 months. Term 3 should refer to the term in which the most recent data are available

(c) Results of standardised tests must be provided for all pupils. Please provide information for the two most recent tests available.

Part 4: Provision

(a) You must include information provided by an Educational Psychologist. You may also include information from other agencies such as LSAT, SIS, and behaviour support.

(b) Please include any involvement with school nurses. This section may also include reports/ information from CAMHS, OT, physiotherapy etc.

(c) This will include any agencies involved following a referral to Early Help e.g. EnHance, targeted youth support etc.

(d) This could include agencies from the voluntary sector e.g. Autism West Midlands etc.

This section should also demonstrate how the most recent recommendations of external agencies and relevant professionals have been implemented. Please include outcomes.

Completing the post-16 institution request for assessment form

TO BE CONFIRMED

Parental request

If you're a parent/carer requesting an assessment for your child/young person please complete the parental request form along with the following documents

- Parental consent form
- Completed All About Me/All About Us document

You may also wish to provide any professional educational reports which you feel may be of use to the assessment.

Parental responsibility (PR) - all mothers and most fathers have legal rights and responsibilities as a parent. For someone with PR the most important roles are to provide a home for the child, protect and maintain the child and choose and provide for the child's education.

Parents serving in HM Armed Forces can also access the Children's Educational Advisory Service (CEAS) – an information advice and support service established specifically for service parents. It covers issues relating to their children's education, including SEN.

Young person request

After compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions under the *Children and Families Act 2014* applies to the young person rather than to their parents.

Parents or other family members can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so. It is likely that parents will remain closely involved in the great majority of cases.

There may be cases where the young person and the parents do not agree on an issue. Legally, it is the young person's decision which overrides. This is subject to their capacity to do so as set out in the *Mental Capacity Act 2005*.

N.B. The fact that the *Children and Families Act 2014* gives rights directly to young people from the end of compulsory school age does not necessitate any change to a local authority's, school's or college's safeguarding or welfare policy.

If you're a young person requesting an assessment for yourself please complete the parental request form along with the following documents

- Young person's consent form
- Completed All About Me/All About Us document

You may also wish to provide any professional educational reports which you feel may inform the assessment.

Child/ young person in custody request

Who does this apply to?

Children and young people who are aged 18 and under who:

- have been remanded or sentenced by the courts to relevant youth accommodation in England
- are voluntarily detained within a secure children's home

This does not apply to:

- children/young people serving their sentence in the community
- persons detained in a Young Offenders institution for those aged 18 to 21
- those detained in the adult estate

For children/ young people in custody, the young person, the child's parent or the person in charge of the custodial establishment has the right to request an assessment of the detained person's post-detention EHC needs from their home local authority.

The home local authority is whoever maintained the plan when in the community. Anyone can bring a child or young person to the home local authority's attention (e.g. the youth offending team).

If the home local authority decides that a statutory assessment is necessary, the assessment will be started whilst the detained person is in custody. The development of any subsequent EHCP will be started whilst the detained person is in custody, in order for the necessary special educational provision to be made in accordance with their EHCP upon release.

If a child/ young person is released or detained part way through the EHC needs assessment or planning process, the process **must** still continue.

If you are a person in charge of the relevant youth accommodation and you wish to make a request an EHC needs assessment, please complete the *Schools Request Form*. Please ensure you also send in a completed *Young Person's Consent Form*.

If you are a young person in custody or a parent/carer of a young person in custody and you wish to make a request an EHC needs assessment, please complete the *Young Person or Parental Request Form* (as appropriate). Please ensure you also send in a completed *Young Person's Consent Form*.

All about me/ all about us

What is the All about Me/All about Us Document?

The all about me/us builds Section A of your child's/young person's final EHCP. This should be completed with the child/young person and built upon their contribution. Direct quotes from children/young people themselves should be indicated by encasing them in speech marks.

How do I fill it in?

We have put together some questions underneath each of the All about Me/Us sections which you may want to consider when filling in the section.

All about Me:

What is important to me?

Tell us what makes you happy. Things that are important to me and make my life fun and rewarding; for example favourite places to visit, favourite football teams, favourite colour or special people in your life.

How to support me

Tell us how it is best to support you. Think about things that make life easier for you, how to keep you safe, and how to help you to learn and communicate. If you have to take medicine on a regular basis or use any particular equipment please tell us all about it; when and how you take medicine and how much, how to use any equipment you needed etc

Things that are working well for me

Think about your child's life at the moment. Tell us what is going well and why; at school, at home, in leisure time, health, your care.

Things that are not working so well for me

Think about your life at the moment. Tell us what is going well and why; at school, at home, in leisure time, health, your care.

It is important to make plans for the future. To do this you need to think about the things that you would like to be able to do. Some of these things will be small steps towards things that you may succeed in doing quite soon, some will be longer term plans, both are important. Your plans might change as you get older but that is ok. Please share your thoughts about the future, what you would like to be able to do and what sort of a life you would like to have in the future.

All about Us:

What is important to us?

Tell us what is important to your family. Things that are important to us make your life fun and rewarding; for example favourite places to visit, activities you like to do as a family, any particular interests that you, your partner or other children have. These may be things that you do not do with your child who has a disability or additional need but are important to you and other members of your family, or they may be things that you all do together.

This section is also an opportunity to talk about what is important to you when you are working with people who support your child.

How to support us

Tell us how it is best to support you and your family. Think about things that make life easier for you and your family, how to help you and your family in difficult times, what helps you and your family to better support each other. You may wish to consider things like: do you prefer people involved with your child to speak to you in a particular manner, do you prefer to have appointment dates set for certain days or times, or are there certain topics that should not be discussed in front of some members of the family?

Things that are working well for me

Think about your and your family's life at the moment. Tell us what is going well and why. You may want to consider things such as how your day runs, are there areas that work really well such as handovers at school or transport arrangements; if your child attends respite care why is this working, what benefit are you getting from this; is there a service that you are accessing that has had a particularly positive impact on your family life?

Things that are not working so well for me

Think about your and your family's life at the moment. Tell us what is not working well and why? How could things be improved?

You may want to consider things such as: specific difficulties, perhaps a transport arrangement that is not suitable, or a group that is available but not easily accessed. You may also like to consider more complex issues such as; is there a member of the family that may need further support in coming to terms with your family's circumstances I child's diagnosis; perhaps juggling a full time job, family and your child's needs are becoming difficult; personal relationships and how your child's care needs have/are impacting upon these.

You may also want to include here if there has been an impact upon your and your family's health and well-being, your ability to work or do leisure activities.

The Future;

It is important to make plans for the future. To do this you need to think about the things that you and your family would like to be able to do. Some of these things will be small steps towards things that you may succeed in doing quite soon, some will be longer term plans, both are important. Your plans might change as you/ your child gets older but that is ok. Please share your thoughts about the future and what you would like to be able to do and what sort of a life you/ your family would like to have in the next section.