

# **Derby City SEN Support Provision Framework**

For Early Years and School Aged  
Children and Young People

**Draft Guidance for Schools:  
Implementing the Graduated  
Response and for Requesting an  
Education, Health and Care Needs  
Assessment.**

**October 2017**



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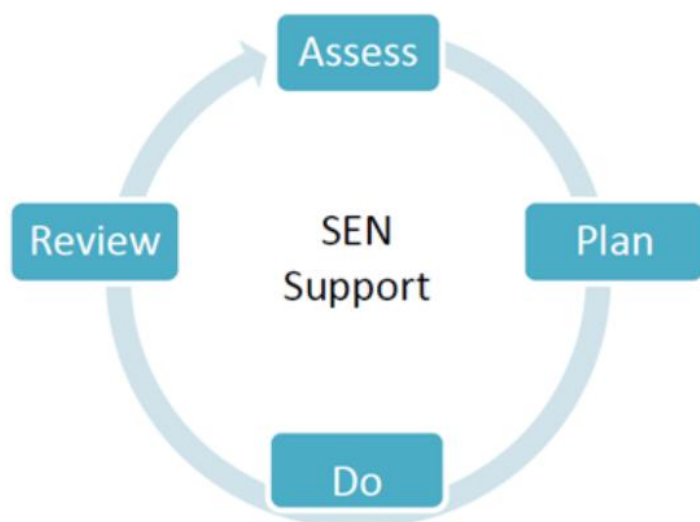
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## 1. Acronyms

1:1	One-to-one
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CYP	Child or young person
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EY	Early Years
HI	Hearing Impairment
IEP	Individual Education Plan
LA	Local Authority
MEP	Multi-Element Plan
MLD	Moderate learning difficulty
M/DSI	Multi/ Dual-Sensory Impairment
NC	National Curriculum
OT	Occupational Therapist
PAN	Primary area of need
PI	Physical Impairment
PMLD	Profound and multiple learning difficulty
PT	Physiotherapist
PVI	Private, voluntary or independent
QFT	Quality First Teaching
SaLT	Speech and Language Therapist
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SLCN	Speech, language and communication needs
SLD	Severe learning difficulty
SPLD	Specific learning difficulty
STePS	Specialist Teaching and Psychology Service
TAC	Team Around the Child
VI	Visual Impairment

## 2. The Graduated Response

This guidance is based on the Children and Families Act (2014) and the Special Educational Needs and Disability Code of Practice: 0-25 years (2014). It refers to the Code and sets out the procedures that Derby City Local Authority (LA) expects to be followed. It gives information about process and threshold criteria on which decisions about the level of provision needed for individual pupil's progress in response to interventions are made. It is based on an 'assess, plan, do, review' iterative process.



**The A-P-D-R cycle should be consistently employed throughout the graduated response**

All schools have responsibility for making appropriate support arrangements and for welcoming all pupils into their schools (accessibility planning). The Equality Act 2010 and Children and Families Act reinforces the right for all children to be educated in mainstream schools. The SEN Code of Practice states that “where a child or young person does not have an EHCP they must be educated in a mainstream setting except in specific circumstances... (Code of Practice section 1.26). All schools “...must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.” (Code of Practice section 6.9).

The Code of Practice requires the local authority to take in to account evidence of:

- Progress and rate of progress over time
- The nature and extent of SEN
- The relevant and purposeful action already taken to identify and meet SEN, with “much additional intervention and support over and above that which is usually provided” over time, and consider whether this is well matched to the SEN. Support includes that from relevant agencies, clinicians and other professionals, to meet planned outcomes
- What additional time is required to complete education or training in comparison to the majority of others.  
(See Code of Practice section 9.14 & 9.54))

The Code of Practice goes on to say “where, despite appropriate assessment and provision, the child or young person is not progressing, or not progressing sufficiently well, the Local Authority should consider what further provision may be needed. The Local Authority should take into account:

- whether the special educational provision required to meet the child or young person’s needs can reasonably be provided from within the resources normally available to mainstream early years providers, schools and settings, or
- whether it may be necessary for the local authority to make special educational provision in accordance with an EHC plan”  
(Code of Practice 9.55)

## **Identifying Special Educational Needs**

There is no assumption that all learners will progress at the same rate and an informed judgement must be made about what is realistic and reasonable for an individual child or young person to achieve, given an in-depth understanding of their strengths and needs.

Derby City Local Authority recognises that the new curriculum expectations are often challenging for many children and young people to attain within expected time-scales. It is important to recognise that some children and young people will take longer to achieve these expectations and this does not necessarily indicate that they have special educational needs. Children and young people who are summer born or who are using English as an Additional Language are likely to require additional time to achieve age related expectations.

Where schools identify that a child or young people may have SEN they should spend time gathering information, making a plan and carrying these actions out. A request may be made for Locality Funding during this period.

Following an appropriate period of assess-plan-review-do, schools may decide to request an EHCP.

Included in this guidance is:

- An overview of each of the SEN Primary Needs which includes:
  - Information about the kinds of difficulties the CYP may be experiencing
  - Information about the support that should be provided as part of the graduated response
  - Criteria for requesting an EHC needs assessment if the CYP continues to have considerable needs despite the graduated response
- Supporting documentation which includes:
  - The three questionnaires which should be completed for school age children in discussion with the setting’s link Educational Psychologist (if a Service Level Agreement is in place), prior to an EHC request form being completed
  - The new EHC needs request form

- Information about the exceptional cases where it has not been possible or appropriate to implement a graduated response for a child or young person.

### **3. Targeted SEN Support (formerly referred to as School Action)**

Targeted SEN support is the first stage of the SEN graduated response process. Targeted SEN Support is initiated when a child or young person has received quality first teaching (QFT) but has not made expected progress and requires additional support in school/setting.

The adaptations and additions that are made as part of Targeted SEN Support are internal to the school/setting. The kinds of adaptations and accommodations made in school/ setting typically involve the following:

- Differentiation
- Small group support
- Booster classes for school age children
- Adult support, for example, during break and dinner times
- Use of the 'assess, plan, do, review' process- recording and monitoring may be carried out using provision maps, etc. This helps the class teacher and/or SENCo monitor the child's response to intervention
- Parents/carers should be informed of the support at this level and involved from the time when SEN was initially identified
- Children and young people should also be involved in the process

Schools and Early Years settings can also access support from the Local Authority through:

- Training (STePS, private providers, teaching schools etc.)
- SENCO Network meetings or Area SENCo Teams (Early Years PVI settings)
- Information on the School Information Portal (for example, STePS/Matrix of Need)
- The Local Offer

### **4. Specialist SEN Support (formerly referred to as School Action Plus)**

If Targeted SEN Support is not sufficient to meet the child or young person's SEN, then they will require support through Specialist SEN Support. The decision to move from Targeted to Specialist SEN Support should be made in collaboration with adults working closely with the child, parents/carers, and the child or young person themselves, where appropriate.

Specialist SEN Support **does not mean** that the child or young person will be accessing specialist provision or any specific specialist service. It means that the setting/school SENCo has made the decision to involve external agencies and/or request Locality Funding.

This stage comprises the child or young person accessing everything that is available at Targeted SEN Support **plus** the involvement of external professionals and specialist interventions. Support Plans, provision maps, IEPs, MEPs or similar

should be written by the class teacher and reviewed regularly involving parents or carers and the child or young person, to ensure the interventions are having the intended impact. If not they should be adjusted accordingly.

Specialist SEN Support might include:

- 1:1 interventions/programmes delivered by school or setting staff
- 1:1 Support to access the school or setting
- 1:1 interventions/programmes
- Specialist Advice, e.g. from STePS
- Training for schools/settings to better understand and support the child or young person
- Specialist Equipment

Settings can access support from the LA and others services which may include:

- Speech and Language Therapy programmes delivered by therapists (e.g. a six week programme)
- Casework level support from Specialist Teaching Teams (HI, VI, PI)
- Traded casework level support from Educational Psychology Service and Social Communication and Autism Team
- OT, PT, SaLT involvement
- Health/Manual Handling Training
- Specialist equipment provided by Specialist Teaching Service Teams
- LA Funding: Locality Funding, SEN and D Grant (PVI only), Early Years Inclusion Fund

As previously, an 'assess, plan, do, review' process should be used and evidenced throughout this stage. If the child or young person has needs which require support and intervention above and beyond that available at Specialist SEN Support, then a request for an Education, Health and Care needs assessment may be required.

## **5. Requesting an EHC needs assessment**

An EHC assessment may be appropriate following at least two cycles of assess, plan, do, review when it becomes apparent that a child or young person has complex needs and requires a level of support that cannot be reasonably be met through Specialist SEN Support in the long term. If the SENCo feels it is appropriate to make an EHC assessment request, then they consult with parents/carers and their link EP.

### **Expectations for settings considering making an EHC assessment request**

A setting (pre-school or school) **must** demonstrate that it has acted with purpose and relevance and that its actions have been sustained in the period prior to considering a request for EHC assessment of needs. The LA will require evidence to demonstrate that the child or young person has accessed provision available at Specialist SEN Support.

Support and action must have taken place over a period of at least two cycles of 'assess, plan, do, review' and all requests for EHC assessments should be

accompanied by the relevant data from support plans and data showing the impact of interventions accessed. If the child has a My Support Plan, this should be sent in.

When making an EHC request, the setting must:

- Make clear the cost and type of support the EHC assessment is seeking to secure, additional to that available at Specialist SEN Support
- Make clear the intended outcomes for the child or young person if the EHC assessment request is successful
- Ensure the child or young person meets the Threshold Criteria and can demonstrate that full use has been made of coordinated intervention at Specialist SEN Support (Process Criteria). A My Support Plan is evidence for this.

## **6. Threshold Criteria**

Threshold Criteria refers to the child or young person's level of need. Threshold Criteria are specific to each of the four areas of need for schools. This document also includes guidance and the Threshold Criteria for Early Years. The booklet covers:

- Early Years
- Cognition and Learning
- Communication and Interaction:
  - Speech and language needs
  - Social communication needs/ASD
- Social, Emotional and Mental Health
- Physical/Sensory:
  - Physical Impairment
  - Hearing Impairment
  - Visual Impairment
  - Dual Impairment

For the areas of Communication and Interaction, and Social, Emotional and Mental Health there are supporting questionnaires for schools to complete. For Cognition and Learning there is a grid to refer to.

## **7. Process Criteria**

Process Criteria refers to Specialist SEN Support being provided for a child or young person, evidenced through the completion of at least 2 reviewed SEN support plans.

Other supporting evidence should be included in the EHC request form.

There are essential and desirable criteria that should be evidenced when completing the form, as outlined below.

- Evidence of interventions undertaken
- Evidence that advice from professionals has been implemented
- Parents/carers and children and young people have been involved in their support plan



- The school's notional SEN budget has been used
- Top Up funding may have been secured, for example Locality Funding, SEN&D, Early Years Inclusion Fund

## **8. Exceptions**

Occasionally there will be times when the graduated response cannot ethically or fairly be implemented. These exceptions may mean that an EHC request can be 'fast tracked' without requiring the breadth or depth of evidence as specified in this guidance.

The following circumstances may be considered exceptional:

- A child or young person is new to the country and has complex SEN
- A child has not had access to a pre-school or nursery provision or any specialist support, and has complex SEN
- Sudden and unexpected changes in health needs occur which lead to significant barriers to learning, e.g. brain injury, life-limiting condition, sudden onset of severe mental ill health
- Sudden and unexpected home circumstances which lead to significant barriers to learning, e.g. a change in foster placement

## **9. Early Years (Foundation Stage 1/Nursery and below)**

### **Nature of Difficulties**

Children will progress at different rates during the foundation stage (birth to five years). By the end, some will have achieved beyond the expectations of the Early Learning Goals. Others, for example, those who are younger or who may not have attended a pre-school setting, may still be working towards them.

Those making slower progress may include those for whom English is an additional language or who have particular learning difficulties. It should not be assumed that children have Special Educational Needs just because their progress is slower than others.

## **10. The Graduated Response**

When a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present him/her with different opportunities or use alternative approaches to learning. If there are significant concerns the setting should develop a targeted plan to addressing them.

Early Years Settings must listen and understand when parents express concerns about the child's development and 'where a setting identifies a child as having SEN' they must work in partnership with parents to establish the support the child needs.

If the child/young person needs specialist or intensive support they would be best described as receiving Specialist SEND support. Strategies specific to supporting children in the early years at specialist SEND support must include advice recommended by a professional from an outside agency for example, an

Educational Psychologist, Specialist Teacher, Early Years Intervention Practitioner or therapist.

Where a child has a sensory or physical disability, the school should consider whether it has made appropriate adaptations under the Equality Act (2010) before making a request for a statutory assessment. There must be clear recorded evidence of multi-professional concern that the child's sensory and physical impairment may, if appropriate action is not taken, have a marked impact on overall progress.

The vast majority of children will have their needs met through a graduated response receiving targeted and/or specialist SEND Support within a mainstream setting. In a very few cases where a child has severe and complex needs, he or she is likely to require very significant additional and/or different provision for most of their school life. In such cases, an EHC needs assessment may be required.

## 10. Criteria for Statutory Assessment – Early Years

Statutory assessment will be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through Specialist SEND Support. .

<b>1. Threshold Criteria</b>	<b>Please ✓ if applicable</b>
<i>Evidence of level of need must be provided. The child or young person must meet at least one of the following criteria:</i>	
The child's needs are exceptional in the whole LA. The impact on learning is such that the child may have a need for specialist provision.	
Significant lack of progress towards developmental milestones	
Where progress has been made it has only been as a result of much additional intervention and support significantly over and above that which is usually provided	
Sensory impairment requiring regular direct intervention from specialist teachers	
Communication difficulties, Social Interaction difficulties or physical difficulties causing significant barriers to his/her development of social relationships and learning	

<b>2. Process Criteria</b>	<b>Please ✓ if applicable</b>
<i>Evidence of specialist SEND Support being provided by the setting.</i>	
<b>Essential</b>	
There is systematic monitoring and recording of the child's progress in terms of the effectiveness of interventions. where outcomes are linked to the child's primary area of need and makes reference to advice provided by specialist professionals	
Parents/carers and the child have been involved	
The setting has used the notional SEN budget to provide support for the child (for children in 15 hours this would be £200 minimum per child per year in a PVI setting or nursery class/£300 minimum nursery schools)	
The child has been assessed by appropriate professionals/outside agencies	
<b>Desirable</b>	
The school has received top up funding e.g. Locality funding, Early Years Inclusion Funding, SEN&D grant money	

<b>3. The child/young person meets the criteria for statutory assessment because they meet the threshold criteria despite:</b>	<b>Please ✓ if applicable</b>
A graduated response from the setting (as evidenced by target setting and review plans – at least 2 reviews have taken place)	
Assessment and advice being sought and implemented by educational professionals (e.g. Educational Psychologists, Advisory Teachers, Advisors, Early intervention Practitioners) and health/social care professionals	
Access to interventions and support funded by the setting (from SEND Notional Funding)	
Access to Top Up funding being provided e.g. Locality funding, Early Years Inclusion Funding, SEN&D grant funding	

<b>4. The child/young person requires an Education, Health, Care Plan because:</b>	<b>Please ✓ if applicable</b>
The level of support is above and beyond the level available at specialist SEND support	
The child's needs are poorly understood and require a formal multi-agency assessment	

Primary Area of Need for  
School Ages Children and  
Young People

## **11a.Communication and Interaction (Speech and Language)**

### **Nature of Difficulties**

A speech and language difficulty will be evident if a child/young person has a marked impairment in one or more of the following communication skills:

- Listening and attention
- Phonology (sound processing element of speech and language) affecting the articulation of speech and thus the intelligibility
- Expressive language skills, including for those using alternative means of communicating (signing, symbols, picture exchange)
- Comprehension of spoken language
- Capacity to use language for successful social communication and learning, including eye contact and joint attention etc.

### **The Graduated Response**

All children with speech and language difficulties should have access to high quality provision at the universal level. The LA would expect schools/settings to identify children or young people's needs and implement targeted SEN support strategies as soon as possible. If the child/young person needs more specialist or intensive support then they will move to specialist SEN support.

Strategies specific to supporting children with speech and language difficulties at targeted and/or specialist SEN support must include advice recommended by a speech and language therapist. The provision from schools/settings may include:

- Personalised programmes to address some or all of the following:
  - attention and listening
  - speech articulation/speech sound production
  - expressive language and word finding skills
  - receptive language
  - functional use of language
  - acquisition of literacy skills, including phonics
- Support and guidance in using appropriate social strategies such as turn taking and rapport in conversation which restrict the social interactions of child/young person
- Access to commercial evidence based interventions, such as Talkboost, Colourful Semantics, Intensive Interaction, Speech Link, Language Link, Talking Time etc.
- Support with following instructions or with understanding relational or abstract concepts, requiring additional time for explanation and clarification
- Access to augmentative and alternative means of communication, including signing, symbol use and technology
- Support and explicit teaching in organising and coordinating oral and written language

- Support to develop fluency in a first language, when this is not English. N.B. It should be noted that children who are early stage bi-lingual learners would not generally be considered to have special educational needs.
- Additional access to IT and to specialist equipment and materials as necessary to meet the outcomes identified in the support plan/provision map.
- Support during social times to engage successfully with peers

Most children with speech and language difficulties will have their needs met through Targeted and Specialist SEN Support. Children and young people with the most complex and persistent difficulties whose needs cannot be met at Specialist SEN Support will require an EHCP.

## 11b. Criteria for Statutory Assessment – Communication and Interaction (Speech and Language)

Statutory assessment should be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support.

<b>1. Threshold Criteria</b> Evidence of level of need provided through (completion of the SEMHQ and or CIQ) and at least 2 reviewed support plans and the school application form or information. The child or young person must meet at least one of the following criteria:	<b>Please ✓ if applicable</b>
<ul style="list-style-type: none"> <li>The child or young person meets the threshold criteria set out in the <b>CIQ</b> for expressive or receptive language</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person's speech and language difficulties impact on their ability to access the curriculum and they meet the threshold criteria set out in the cognition and learning grid</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person's speech and language difficulties impact on their ability to engage in meaningful social interactions and they meet the criteria set out in the <b>CIQ</b></li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person's speech and language difficulties mean that they struggle to respond to the social demands of school/setting and or struggle to manage their emotions and meet the criteria set out in the <b>SEM HQ</b></li> </ul>	
<b>2. Process Criteria</b> Evidence of specialist SEN Support provided by at least 2 reviewed support plans and the school application form or information	
<b>Essential</b>	<b>Please ✓ if applicable</b>
There is systematic monitoring and recording of child/young person's progress in terms of the effectiveness of interventions. Where outcomes are linked to the child/young person's primary area of need and makes reference to advice provided by specialist professionals	
Parents/carers and child/young person have been involved with their support plan	
There is evidence that the child/young person has had £6000 support from the notional budget	
The child/young person has been assessed by a Speech and Language Therapist	
<b>Desirable</b>	
The school has received locality funding	



3. The child/young person meets the criteria for statutory assessment because they:	Please ✓ where applicable
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite a graduated response as evidenced by at least 2 reviewed support plans</li> <li></li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite assessment and advice being sought and implemented by educational professionals (e.g. STePS) and/or health/social care professionals</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support funded by the £6000 notional budget</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support from locality funding</li> </ul>	
4. The child/young person requires an Education, Health, Care Plan because:	Please ✓ where applicable
<ul style="list-style-type: none"> <li>the level of support they require is above and beyond the level available at specialist SEN support</li> </ul>	
<ul style="list-style-type: none"> <li>they have needs that are poorly understood and require a formal multi-agency assessment</li> </ul>	

## **12a Social Communication Disorder and/or Autism Spectrum Disorder**

### **Nature of the difficulties**

Children with Social Communication difficulties or Autism Spectrum Disorder (ASD) share a common difficulty in making sense of the world in the way others do.

Children with a diagnosis of autism will evidence difficulties in each of the following three areas of impairment:

### **Impairment of social interaction**

Which may include:

- Difficulties in reading and responding appropriately to a variety of social situations
- Difficulties in initiating and maintaining relationships with peers and adults appropriate to their developmental stage
- Lack of empathy/difficulties in understanding emotions in others
- Difficulty working in large groups
- Passive and unresponsive or displays challenging behaviour

### **Impairment of communication skills**

Which may include:

- No/Limited receptive and/or expressive language
- Difficulties in expressing thoughts and feelings
- Immediate or delayed echolalia
- Literal use and interpretation of language
- Limited understanding and use of body language and gesture
- Delayed and/or Disordered Language

### **Impairment of imaginative thinking**

Which may include:

- Difficulty in flexible thought/resistance to change which impacts on learning and daily life
- Special interests/adopts rigid patterns of behaviour
- Limited ability to engage in symbolic and creative play
- Difficulty in making connections and generalising skills.

In addition they may experience:

### **Sensory difficulties**

Which may include:

- Struggling to regulate senses or uses them in self-soothing way
- being easily distracted/ sensitive to some of the following - noise/touch/light/smell/taste/balance
- Perceptual difficulties/unusual responses to sensory experiences
- Motor planning and co-ordination difficulties

### **Emotional Regulation Difficulties**

Which may include:

- Anxiety which may result in school refusal
- Difficulties with transition either between activities or learning environments
- Passive and unresponsive or displays challenging -behaviour

### **The Graduated Response**

All children with social communication difficulties or ASD should have access to high quality provision at the universal level. The LA would expect schools/settings to identify children or young people's needs and implement targeted SEN support strategies as soon as possible. If the child/young person needs more specialised or intensive support then they will move to specialist SEN support

Strategies specific to supporting children with social communication difficulties/ASD at Targeted and/or specialist SEN support might include:

- Additional support to manage transitions and changes e.g. a graded visual timetable including whole class and individual, clear visual boundaries e.g. red crosses, first/then strip, visuals as a comment, meet and greet, warning and countdowns
- Use of augmentative and alternative means of communication e.g. PECS, signing
- Structured play sessions to teach play and social skills
- Support to enable peer interactions in informal situations e.g. intensive interaction, attention autism, establishing peer buddies, Social Stories
- Implementing a programme of support to acquire, comprehend and use language in structured and unstructured situations
- Staff trained to facilitate structured playground activities to enhance social communication
- Help To develop friendship skills e.g. Friends for Life, Circle of Friends
- Organised opportunities to develop social communication skills e.g. Social Thinking (Michelle Garcia Winner), social skills groups

- The use of autism-specific teaching and/or communication techniques e.g. TEACCH
- Staff to have access to a school autism champion for guidance and advice in delivering targeted support
- Flexible teaching arrangements including provision of a work station, structured learning and personalized learning strategies, a learning routine which includes regular breaks
- Pre & post tutoring
- A system to organize and co-ordinate oral and written language e.g. using graphic organisers, mind maps
- Differentiated playtimes/assemblies/carpet time
- Support to develop personal organisation and executive functioning skills e.g. visual timetables, checklists, adult prompts and reminders
- Access to IT and/or specialist equipment and materials as necessary to meet the outcomes identified on the provision map/support plan
- Support to manage their sensory environment e.g. sensory breaks, ear defenders, fiddle toys, proprioceptive sensory interventions e.g. firm squeezes, deep touch
- Help developing emotional regulation skills e.g. provision of a calm down or quiet area; regular breaks, calm box, Zones of Regulation, peer mentors, learning mentor support
- Access to Nurture group provision
- Support to manage transitions which may include additional adult support and routines at anxiety provoking times
- In cases of school refusal a multi-agency approach to supporting home and school to increase attendance
- Personalised programmes to address some or all of the following:
  - Attention and listening
  - Sensory diet
  - Daily living skills
  - Managing anxiety through self-soothing strategies

Most children with speech and language difficulties will have their needs met through Targeted and Specialist SEN Support. Children and young people with the most complex and persistent difficulties whose needs cannot be met at Specialist SEN Support will require an EHCP.

## 12b Criteria for Statutory Assessment – Communication and Interaction (Social Communication Difficulties/Autism Spectrum Disorder)

Statutory assessment should be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support

<b>1. Threshold Criteria</b> Evidence of level of need provided through completion of the Communication & Interaction Questionnaire (CIQ) or Social Emotional and Mental Health Questionnaire (SEMHQ) and at least 2 reviewed support plans and the school application form or information. The child or young person must meet at least one of the following criteria:	<b>Please ✓ if applicable</b>
<ul style="list-style-type: none"> <li>The child or young person meets the threshold criteria set out in the CIQ</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person's sensory difficulties mean that they make limited progress in their learning and meet the threshold criteria set out on the cognition and learning grid</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person's sensory difficulties mean that are unable to engage in meaningful social interactions and meet the threshold criteria set out in the CIQ</li> </ul>	
<ul style="list-style-type: none"> <li>Absence from school because of anxiety that has not responded to more than 2 terms of focused intervention by the school</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person has significant difficulties in regulating their emotions and meet the criteria set out the SEMHQ</li> </ul>	
<b>2. Process Criteria</b>  Evidence of specialist SEN Support provided by at least 2 reviewed support plans and the school application form or information	
<b>Essential</b>	<b>Please ✓ if applicable</b>
There is systematic monitoring and recording of child/young person's progress in terms of the effectiveness of interventions. Where outcomes are linked to the child/young person's primary area of need and makes reference to advice provided by specialist professionals	
Parents/carers and child/young person have been involved with their support plan	
There is evidence that the child/young person has had £6000 support from the school's notional SEN budget	

<b>Desirable</b>	
The school has received locality funding	
<b>3. The child/young person meets the criteria for statutory assessment because they:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite a graduated response as evidenced by at least 2 reviewed support plans</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite assessment and advice being sought and implemented by educational professionals (e.g. STePS) and/or health/social care professionals</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support funded by the £6000 notional budget</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support from locality funding</li> </ul>	
<b>4. The child/young person requires an Education, Health, Care Plan because:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>the level of support they require is above and beyond the level available at specialist SEN support</li> </ul>	
<ul style="list-style-type: none"> <li>they have needs that are poorly understood and require a formal multi-agency assessment</li> </ul>	

## **13a Cognition and Learning**

### **Nature of the difficulties**

Children with learning difficulties may present with complex, global difficulties and need support accessing learning and social opportunities. Others may have difficulties in specific areas for example, reading, writing or maths and cope better in other areas.

Learning difficulties, particularly if undetected or not supported adequately, can have negative outcomes for children's emotional well-being. Early identification and support is key.

School staff should be aware of individual differences in rates of learning and ensure that expectations are in line with the child's age, developmental stage and, in cases of children learning English as an additional language, their stage of language acquisition.

### **The Graduated Response**

All children with learning difficulties should have access to high quality provision at the universal level. The LA would expect schools/settings to identify children/young people's needs and implement targeted SEN support strategies as soon as possible. If the child/young person needs more specialised or intensive support then they will move to specialist SEN support.

Support should include:

- An appropriately differentiated curriculum (for example, in relation to task, support, delivery of instructions, adaptations to materials)
- Pre-teaching content
- Developing a learning routine to improve independent working skills
- Chunking tasks and using task checklists
- Using graphic organisers to plan writing
- Ensuring children have plenty of time to practice and embed new skills
- Allowing extra time for tasks
- Providing learning breaks
- Learning mediated by adult(s) modeling 'next steps' learning and providing opportunities for rehearsal and over-learning.
- Using practical materials and experience to support learning
- Small group learning support
- One to one learning support
- Additional access to IT and to specialist equipment and materials as necessary to meet identified learning outcomes.

In addition pupils should have access to relevant programmes of work to develop learning skills. For example:

- Literacy skills (for example, Read It Write It)
- Maths skills (for example, Catch up)
- Developing vocabulary and grammar skills (for example, colourful semantics, morphemic spelling, word webs)
- Organising and coordinating spoken and written English (for example, graphic organisers)
- Improving fine motor competencies (for example, hand exercises, fine motor skills exercises)

Schools should seek advice from an Educational Psychologist for children who fail to make expected progress despite the usual interventions being in place. For children/young people with complex needs multi-agency support may be essential.

Most children with learning difficulties will have their needs met through Targeted SEN Support and Specialist SEN Support. Children and young people with the most complex and persistent difficulties whose needs cannot be met at Specialist SEN Support will require an EHCP.



### 13b Criteria for Statutory Assessment – Cognition and Learning

Statutory assessment should be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support.

<b>1. Threshold Criteria</b>  Evidence of level of need provided through reference to the Cognition & Learning Criteria grid and at least 2 reviewed support plans and the school application form or information. The child or young person must meet at least one of the following criteria:	<b>Please ✓ if applicable</b>
The child or young person's learning levels are significantly behind those of their peers as set out in the Cognition & Learning Criteria grid	
<b>2. Process Criteria</b>  Evidence of specialist SEN Support provided by at least 2 reviewed support plans and the school application form or information	
<b>Essential</b>	<b>Please ✓ if applicable</b>
There is systematic monitoring and recording of child/young person's progress in terms of the effectiveness of interventions. Where outcomes are linked to the child/young person's primary area of need and makes reference to advice provided by specialist professionals	
Parents/carers and child/young person have been involved with their support plan	
There is evidence that the child/young person has had £6000 support from the notional budget	
<b>Desirable</b>	
The school has received locality funding	
<b>3. The child/young person meets the criteria for statutory assessment because they:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite a graduated response as evidenced by at least 2 reviewed support plans</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite assessment and advice being sought and implemented by educational professionals (e.g. STePS) and/or health/social care professionals</li> </ul>	

<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support funded by the £6000 notional budget</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support from locality funding</li> </ul>	
<b>4. The child/young person requires an Education, Health, Care Plan because:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>the level of support they require is above and beyond the level available at specialist SEN support</li> </ul>	
<ul style="list-style-type: none"> <li>they have needs that are poorly understood and require a formal multi-agency assessment</li> </ul>	

## **14a Overview of Area of Need-Social, Emotional and Mental Health (SEMH)**

### **Nature of difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour
- Regular aggressive or violent acts against people and/or property
- Regular violent or severely disruptive behaviour which is not confined to a particular teacher, class, task or set of circumstances
- Severe attachment based difficulties that severely impair social relationships, emotional well-being and access to education
- Severe social difficulties, not associated with a social communication or speech and language disorder
- Evidence of mental health needs of a severe nature including: emotional disorders, e.g. phobias, anxiety states, self-harming and depression or another presentation that professionals agree is severe and concerning.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have been diagnosed with a condition such as attention deficit hyperactivity disorder (ADHD). Children may also have attachment difficulties or have experienced trauma as a result of their early experiences.

Some children's social, emotional or mental health difficulties may have a significant impact on their access to learning and on their social experiences.

In the 2014 Code of Practice, 'behaviour' is no longer a description of a special educational need. Concerns about behaviour should focus on underlying causes that the school will identify through knowing the pupil well, e.g. literacy or speech and communication difficulties, complex home life, or mental health difficulties.

### **1. The Graduated Response**

All children with these types of difficulties will require access to high quality provision at the universal level. The LA would expect schools/settings to identify children or young people's needs and implement targeted SEN support strategies as soon as possible. If the child/young person needs more intense or specialist support then they will move to specialist SEN support.

Since a child's previous experiences can play a significant part in determining the extent of a child's emotional difficulties, a child who has recently moved from another setting should be given the opportunity to settle for at least one term before an EHCP request is initiated. Information should be sought and provided, where possible, from current and prior settings.

Personalised programmes which focus on the development of emotional literacy, self-regulation or social interaction skills should be developed in consultation with external agencies, may include as appropriate:

- Provision of a safe and supportive and nurturing environment.
- Provision of class and school/setting systems which rewards positive behaviour and supports the development of self-regulation of emotions and behaviour in response to consistent and agreed boundaries.
- A Multi-Element Plan is developed with staff and parents/individual child, following a Brief Functional Assessment. The MEP is implemented for a period of no less than two terms, and reviewed/adjusted as required during this time.
- Other assessment tools, such as the Boxall Profile, Strengths and Difficulties Questionnaire (SDQ), Beck Youth Inventory etc. have been used to determine the nature and extent of the difficulties and to act as a 'response to intervention' measure.
- Systems around the child or young person have worked collaboratively to deepen involved adults' understanding of the difficulties so adjustments to the support and education programme can be made; for example, using Solution Circles, Circle of Adults etc.
- The involvement of health and social care professionals has been sought and implemented at home or with family involvement in a health setting. The primary focus of this involvement is to reduce risk factors and to increase protective factors.
- Access to a Mentor, Counsellor or Pastoral member of staff is a regular feature of the child or young person's daily/weekly time-table. In some instances a keyworker will be required.
- Access to evidence based interventions, such as a Nurture Group, Circle of Friends, Emotional Literacy Support Assistants (ELSA), CBT, Narrative approaches, Friends for Life, therapeutic stories, Motivational Interviewing etc.
- Conflict Resolution, Restorative approaches, or other non-punitive and skills based approaches will have been used to manage difficult situations over a period of at least 2 terms.
- A Risk Assessment and a Positive Handling Programme have been developed and reviewed over at least 2 terms.
- If the difficulty manifests in Emotionally Based School Refusal, then the child or young person, setting staff and the family have been involved in a programme of support under the guidance of an Educational or Clinical Psychologist. Education Welfare Services will also be involved using a proactive and non-punitive approach.

Most children with social, emotional and mental health difficulties will have their needs met through the Targeted SEN Support (Internal) or Specialist SEN Support (external) while others' will present with severe and complex special educational needs such that they meet criteria for an Education, Health and Care Plan (EHCP).

## 14b Criteria for Statutory Assessment – Social, Emotional and Mental Health

Statutory assessment will only be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support. Exceptional circumstances are included in the threshold criteria.

<b>1. Threshold Criteria</b>  Evidence of level of need provided through completion of the SEMQ and at least 2 reviewed support plans and the school application form or information. The child or young person must meet at least one of the following criteria:	<b>Please ✓ if applicable</b>
<ul style="list-style-type: none"> <li>• A score 6 or less on any two parts of the SEMQ scale and 11 or less on all three parts to meet the criteria</li> </ul>	
<ul style="list-style-type: none"> <li>• Difficulties are such that they also meet the criteria for EHC assessment on the CLG (cognition and learning grid) or the CIQ (communication and interaction questionnaire)</li> </ul>	
<ul style="list-style-type: none"> <li>• Children or young people with anxiety or other mental health issues who are unable to attend school regularly (less than 50% attendance over 2 terms)</li> </ul>	
<b>Exceptions</b>  There is no evidence of a graduated response but the child/young person meets the criteria because:	<b>Please ✓ if applicable</b>
<ul style="list-style-type: none"> <li>• An acute psychotic or other mental health episode has resulted in in-patient care and a return to mainstream school is unlikely in the medium to long term</li> </ul>	
<b>2. Process Criteria</b>  Evidence of specialist SEN Support provided by at least 2 reviewed support plans and the school application form or information	
<b>Essential</b>	<b>Please ✓ if applicable</b>
There is systematic monitoring and recording of child/young person's progress in terms of the effectiveness of interventions. Where outcomes are linked to the child/young person's primary area of need and makes reference to advice provided by specialist professionals	
Parents/carers and child/young person have been involved with their support plan	
There is evidence that the child/young person has had £6000 support from the notional budget	

<b>Desirable</b>	
The school has received locality funding	
<b>3. The child/young person meets the criteria for statutory assessment because they:</b>	<b>Please ✓where applicable</b>
• continue to meet the threshold criteria despite a graduated response as evidenced by at least 2 reviewed support plans	
• continue to meet the threshold criteria despite assessment and advice being sought and implemented by educational professionals (e.g. STePS) and/or health/social care professionals	
• continue to meet the threshold criteria despite access to interventions and support funded by the £6000 notional budget	
• continue to meet the threshold criteria despite access to interventions and support from locality funding	
<b>4. The child/young person requires an Education, Health, Care Plan because:</b>	<b>Please ✓where applicable</b>
• the level of support they require is above and beyond the level available at specialist SEN support	
• they have needs that are poorly understood and require a formal multi-agency assessment	

## **15a Sensory and/or Physical Needs**

### **Nature of the difficulties**

Most children with significant sensory and/or physical needs will be identified through developmental assessment pre-school. Children with severe sensory and/or physical disabilities are likely to require reasonable adjustments to ensure curriculum and/or physical access.

These may take the form of:

- specialist equipment
- curriculum material modification
- teaching of specialist skills
- specialist support (e.g. communicator/ brailist /intervener)
- mobility training
- reasonable adjustments of the environment e.g. moving classroom location

### **The Graduated Response**

Where a child has a sensory or physical disability, the school should consider whether it has made appropriate adaptations under the Equality Act (2010) before making a request for a statutory assessment. There must be clear recorded evidence of multi-professional concern that the child's sensory and physical impairment may, if appropriate action is not taken, have a marked impact on overall progress.

All children with physical and/or sensory difficulties should have access to high quality provision at the universal level. The LA would expect schools/settings to identify children or young people's needs and implement targeted SEN support strategies as soon as possible. If the child/young person needs more specialised or intensive support then they will move to specialist SEN support.

The key indicator for statutory assessment will be that the child's sensory or physical need has long term and significant implications for access and learning and the child/young person will require a higher level of support that can be reasonably be expected at specialist SEN Support.

Children and young people with the most complex and persistent difficulties whose needs cannot be met at Specialist SEN Support will require an EHCP.

The following sections outline the criteria for:

- Physical Impairment
- Hearing Impairment
- Visual Impairment

## 15b Criteria for Statutory Assessment – Physical and Sensory (Physical Impairment)

Statutory assessment will only be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support. Exceptional circumstances are included in the threshold criteria.

<b>1. Threshold Criteria</b> The child/young person's physical impairment has a significant impact on 4 or more of the following areas:	Please ✓ if applicable
<ul style="list-style-type: none"> <li>mobility</li> </ul>	
<ul style="list-style-type: none"> <li>communication</li> </ul>	
<ul style="list-style-type: none"> <li>independence/personal care needs</li> </ul>	
<ul style="list-style-type: none"> <li>fine motor skills</li> </ul>	
<ul style="list-style-type: none"> <li>interpersonal skills</li> </ul>	
<ul style="list-style-type: none"> <li>curriculum access</li> </ul>	
<ul style="list-style-type: none"> <li>curriculum attainment</li> </ul>	
<ul style="list-style-type: none"> <li>emotions</li> </ul>	
<ul style="list-style-type: none"> <li>social inclusion</li> </ul>	
<ul style="list-style-type: none"> <li>complex health and medical needs (including feeding)</li> </ul>	
There is no evidence of a graduated but the child/young person meets the criteria because:	Please ✓ if applicable
<ul style="list-style-type: none"> <li>They have a diagnosis of a degenerative condition and a EHCP needs to be place so that services can respond flexibly and quickly</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person is a new entrant to the country or has not yet attended school and their needs are such that they cannot be reasonably be met at SEN specialist support</li> </ul>	



<b>2. Process Criteria</b>  Evidence of specialist SEN Support provided by at least 2 reviewed support plans and the school application form or information	
<b>Essential</b>	<b>Please ✓ if applicable</b>
There is systematic monitoring and recording of child/young person's progress in terms of the effectiveness of interventions. Where outcomes are linked to the child/young person's primary area of need and makes reference to advice provided by specialist professionals	
Parents/carers and child/young person have been involved with their support plan	
There is evidence that the child/young person has had £6000 support from the notional budget	
<b>Desirable</b>	
The school has received locality funding	
<b>3. The child/young person meets the criteria for statutory assessment because they:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite a graduated response as evidenced by at least 2 reviewed support plans</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite assessment and advice being sought and implemented by educational professionals (e.g. STePS) and/or health/social care professionals</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support funded by the £6000 notional budget</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support from locality funding</li> </ul>	
<b>4. The child/young person requires an Education, Health, Care Plan because:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>the level of support they require is above and beyond the level available at specialist SEN support</li> </ul>	
<ul style="list-style-type: none"> <li>they have needs that are poorly understood and require a formal multi-agency assessment</li> </ul>	

## **16a Visual Impairment**

### **Nature of the difficulties**

Visual impairment describes a range of medically diagnosed eye conditions which result in reduced vision (not corrected to within the normal range by glasses/contact lenses). This reduction can range from mild to profound/blindness.

Children with severe visual impairment are normally identified at pre-school stage and their needs met early. However, some severe deteriorating conditions are not necessarily evident in pre-school children and will require proactive intervention and support, as well as a possible 'fast track' to statutory assessment. This would be the case for conditions such as Retinitis Pigmentosa. A small number of children experience sudden loss of vision through, for example, a head injury or tumor, and they too may require 'fast track' support.

Visual impairment has widely differing implications for a child's education. In some cases visual impairment is one aspect of multiple disabilities. Whatever the cause of the child's visual impairment, the major issue in identifying and assessing the child's SEN will relate to the degree and nature of functional vision and the child's ability to adapt socially and psychologically, as well as to progress in an educational context.

There may be cases where the visual impairment places the pupil under a great deal of stress, presented as withdrawn or frustrated behaviour.

Some or all of the following areas of functioning will be affected:

- Concept development
- Communication (verbal and non-verbal)
- Visual skills and strategies
- Mobility and orientation skills
- Inter-personal skills
- Independence
- Curriculum access
- Attainment
- Social and emotional development

### **The Graduated Response**

There will be many visually impaired children, without any additional needs, who require the provision of specialist equipment, reasonable adjustments to the school environment or some additional adult support in order to gain access to the curriculum. Special teaching strategies will be required which take into account the impact of the child's disability on his or her learning. It is expected that the schools will provide for these children from within their notional budgets for SEN. They may also apply for locality funding.

Reasonable adjustments available through the notional budget and (if appropriate) locality funding might include:

- provision of, and training in the use of, specialist equipment, e.g. low vision aids
- modification of the classroom and school environment to ensure a safe and accessible environment, e.g. seating and lighting
- provision of specialist teaching programmes
- regular access to specialist support
- teaching strategies to enable access to the curriculum
- supervision on health and safety grounds in some practical lessons
- some modification and adaptation of normal print and other teaching materials
- training in appropriate mobility and orientation

For the vast majority of visually impaired children who are registered (or eligible for registration) as Severely Sight Impaired, the graduated response is not solely appropriate. The level of support they require, from the Early Years onwards, will be greater than that which can be provided from a school's notional budget.

Children will only be considered for statutory assessment if their diagnosed visual impairment is, or is likely to be, ongoing and/or permanent and it has long term and significant implications for access and learning and whose needs cannot be reasonably met at Specialist SEN Support.

## 16b Criteria for Statutory Assessment – Visual Impairment

Statutory assessment will only be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support. Exceptional circumstances are included in the threshold criteria.

<p><b>1. Threshold Criteria</b></p> <p>Evidence of level of need provided through at least 2 reviewed support plans, including those from STePS and / or an early years provider, and the school application form or information.</p> <p>Children or young people will only be considered for statutory assessment if their diagnosed visual impairment is, or is likely to be, ongoing and/or permanent and they have significant, long term implications for access and learning in <b>five or more</b> of the following areas:</p>	<p><b>Please ✓ if applicable</b></p>
<ul style="list-style-type: none"> <li>• Concept development</li> </ul>	
<ul style="list-style-type: none"> <li>• Communication (verbal and non-verbal)</li> </ul>	
<ul style="list-style-type: none"> <li>• Visual skills and strategies</li> </ul>	
<ul style="list-style-type: none"> <li>• Mobility and orientation skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Inter-personal skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Independence</li> </ul>	
<ul style="list-style-type: none"> <li>• Curriculum access</li> </ul>	
<ul style="list-style-type: none"> <li>• Attainment</li> </ul>	
<ul style="list-style-type: none"> <li>• Social and emotional development</li> </ul>	
<p><b>Exceptions</b></p> <p>There is no evidence of a graduated response but the child/young person meets the criteria because:</p>	<p><b>Please ✓ if applicable</b></p>
<ul style="list-style-type: none"> <li>• They have a profound visual impairment and require significant support from the point of entry into an early years setting</li> </ul>	
<ul style="list-style-type: none"> <li>• They have a diagnosis of a degenerative condition and an EHCP needs to be place so that services can respond quickly and flexibly</li> </ul>	
<ul style="list-style-type: none"> <li>• They have a sudden loss of vision, for example due to head injury or tumor, and require significant support to be provided urgently</li> </ul>	

<b>2. Process Criteria</b>	
Evidence of specialist SEN Support provided by at least 2 reviewed support plans and the school application form or information	
<b>Essential</b>	<b>Please ✓ if applicable</b>
There is systematic monitoring and recording of child/young person's progress in terms of the effectiveness of interventions. where outcomes are linked to the child/young person's primary area of need and makes reference to advice provided by specialist professionals	
Parents/carers and child/young person have been involved with their support plan	
There is evidence that the child/young person has had £6000 support from the notional budget	
<b>Desirable</b>	
The school has received locality funding	
<b>3. The child/young person meets the criteria for statutory assessment because they:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite a graduated response as evidenced by at least 2 reviewed support plans</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite assessment and advice being sought and implemented by educational professionals (e.g. STePS) and/or health/social care professionals</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support funded by the £6000 notional budget</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support from locality funding</li> </ul>	
<b>4. The child/young person requires an Education, Health, Care Plan because:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>the level of support they require is above and beyond the level available at specialist SEN support</li> </ul>	
<ul style="list-style-type: none"> <li>they have needs that are poorly understood and require a formal multi-agency assessment</li> </ul>	

## **17a Sensory and Physical Development (Hearing Impairment)**

### **Nature of Difficulties**

Children with permanent hearing impairment are likely to be identified pre-school and their initial needs assessed. Hearing impairment describes a continuum of difficulty with widely differing Implications for a child's communication and access to learning. They have difficulties in some or all of the following areas:

- communication
- attention and focus
- speech discrimination
- speech intelligibility
- comprehension
- expression
- independence
- interpersonal skills
- curriculum access
- attainment
- social inclusion
- emotional well being

Children may also present with:

- a significant discrepancy between language abilities and other abilities
- difficulties with spoken and written comprehension, and with communicating thoughts and feelings to others
- stress, with associated withdrawn or frustrated behaviour.

### **The Graduated Response**

All children with hearing impairment should have access to high quality provision at the universal level. The LA would expect schools/settings to identify children or young people's needs and implement targeted SEN support strategies as soon as possible. If the child/young person needs more specialised support then they will move to specialist SEN support. Children who have a permanent hearing impairment will require access to a specialist teacher of hearing impairment and may require:

- provision of specialist equipment
- modification of the classroom in order to improve the acoustic environment
- teaching strategies and communication systems which take into account the impact of the child's hearing impairment on his or her learning.
- flexible teaching arrangements
- appropriate seating
- good listening conditions

- access to alternative forms of communication
- access to additional amplification systems
- access in all areas of the curriculum through specialist aids, equipment or adaptations
- regular access to specialist support (hearing impairment teacher)
- visual reinforcement and help with acquiring, comprehending and using chosen means of communication in structured and unstructured situations
- structured targeted support for developing literacy skills
- using chosen means of communication confidently and competently
- organising and coordinating oral, written and British Sign Language (subject to funding being secured)

Most children with hearing impairment will have their needs met through Targeted and Specialist SEN Support. Children and young people with the most complex and persistent difficulties whose needs cannot be met at Specialist SEN Support will require an EHCP.

## 17b Criteria for Statutory Assessment – Physical & Sensory (Hearing Impairment)

Statutory assessment will only be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support. Exceptional circumstances are included in the threshold criteria.

<b>1. Threshold Criteria</b> Evidence of level of need provided through (completion of the CIQ and/or the SEMQ) and at least 2 reviewed support plans and the school application form or information. The child or young person must meet at least one of the following criteria:	<b>Please ✓ if applicable</b>
<ul style="list-style-type: none"> <li>The child or young person's hearing impairment inhibits their communication skills and they meet the threshold criteria set out in the CIQ for expressive or receptive language (they may use other forms of communication e.g. signing)</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person hearing impairment impacts their ability to access and respond to the curriculum and they meet the threshold criteria set out in the Cognition and Learning Grid</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person has difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration and they meet the threshold criteria set out in the CIQ</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person meets threshold set out in the SEMHQ because of emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting</li> </ul>	
<ul style="list-style-type: none"> <li>The child or young person needs adapted materials and/or a level of support beyond that which is realistic at SEND support</li> </ul>	
<b>2. Process Criteria</b>  Evidence of specialist SEN Support provided by at least 2 reviewed support plans and the school application form or information	
<b>Essential</b>	<b>Please ✓ if applicable</b>
There is systematic monitoring and recording of child/young person's progress in terms of the effectiveness of interventions. where outcomes are linked to the child/young person's primary area of need and makes reference to advice provided by specialist professionals	
Parents/carers and child/young person have been involved with their support plan	
There is evidence that the child/young person has had £6000 support from the notional budget	



<b>Desirable</b>	
The school has received locality funding	
<b>3. The child/young person meets the criteria for statutory assessment because they:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite a graduated response as evidenced by at least 2 reviewed support plans</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite assessment and advice being sought and implemented by educational professionals (e.g. STePS) and/or health/social care professionals</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support funded by the £6000 notional budget</li> </ul>	
<ul style="list-style-type: none"> <li>continue to meet the threshold criteria despite access to interventions and support from locality funding</li> </ul>	
<b>4. The child/young person requires an Education, Health, Care Plan because:</b>	<b>Please ✓ where applicable</b>
<ul style="list-style-type: none"> <li>the level of support they require is above and beyond the level available at specialist SEN support</li> </ul>	
<ul style="list-style-type: none"> <li>they have needs that are poorly understood and require a formal multi-agency assessment</li> </ul>	

## **18. Dual Sensory Impairment**

### **Nature of the difficulties**

Most children with impairment of both vision and hearing will be identified at pre-school stage and their needs met early. However, some severe deteriorating conditions may become evident in later life and require fast track intervention and support. Some may acquire a second sensory impairment later in life, either expectedly (as in the case of Usher syndrome) or unexpectedly, and need additional and changed support. In many cases deaf-blindness will be a part of multiple difficulties and disabilities.

### **The Graduated Response**

Children with significant dual sensory impairment will require:

- provision of and training in the use of, specialist equipment
- modification of the classroom to include visual and auditory access
- provision of specialist teaching programmes
- modification and adaptation of visual materials
- augmentative or alternative means of communication, e.g. radio aids or BSL
- mobility and orientation advice or training.

Please also see expected adaptations and support in the VI and HI sections for the graduated response for pupils with dual sensory impairment.

Children will only be considered for statutory assessment if their diagnosed impairments of hearing and vision are, or are likely to be, ongoing and/or permanent and they have significant, long term implications for access and learning in five or more of the following areas, at least one under each of the four headings below:

### **Learning**

- sensory access to the curriculum
- incidental learning
- development of concepts
- enhanced requirement for personal experience of concepts.

### **Communication**

- development of receptive and expressive communication
- development of interactive skills
- use of alternative and augmentative means of communication
- use of alternative access to printed and spoken material.

### **Physical/Motor Skills**

- motor and movement skills
- mobility and orientation
- independence skills
- safety.

### **Social/Independence Skills**

- independence skills
- involvement in the community
- social isolation and adaptability
- self-esteem and self confidence
- safety.

Evidence may also include:

- underdeveloped perceptual skills
- difficulties with behaviour or social isolation
- difficulties in attainment, learning and cognition due to, or in addition to, sensory impairment
- difficulty in concentration and attention.

## 19. Communication and Interaction Questionnaire (CIQ)

Please fill in the CIQ and score each area. You may also need to refer to the Social, Emotional, Mental Health Questionnaire (SEMHQ) and the child's learning levels. To meet the criteria for statutory assessment the child or young person must meet the criteria in one or more of the areas outlined below. It is important to note that the request for statutory assessment additionally requires considerable evidence of process criteria being met.

	<b>Social Communication</b>	<b>Social Interaction</b>	<b>Social Imagination</b>	<b>Receptive Language</b>	<b>Expressive Language</b>	<b>Cognition and Learning</b>	<b>Emotional Regulation</b>
<b>End of Foundation Stage</b>	0 – 5 points	0 – 5 points	0 – 2 points	3 points or less	3 points or less	Working towards EYFS <sup>1</sup> levels. Development at half chronological age	Meets the criteria set out in the SEMHQ
<b>End of KS1</b>	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	2 points or less (where all ticks fall in the 'not at all' or 'rarely' columns)	7 points or less	11 points or less	At or below 1 <sup>st</sup> centile speaking Working at P6 or below	Meets the criteria set out in the SEMHQ
<b>End of KS2</b>	15 points or less	15 points or less	10 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	21 points or less	23 points or less	At or below 1 <sup>st</sup> centile Working at Level 1/Year 1 or below	Meets the criteria set out in the SEMHQ
<b>End of KS3/4</b>	22 points or less	22 points or less	12 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	24 points or less	28 points or less	At or below 1 <sup>st</sup> centile Working at Level 2/Year 2	Meets the criteria set out in the SEMHQ

## Communication and Interaction Questionnaire (CIQ)

Please fill in the CIQ and score each area. You may also need to refer to the Social, Emotional, Mental Health Questionnaire (SEMHQ) and the child's learning levels. To meet the criteria for statutory assessment the child or young person must meet the criteria in one or more of the areas outlined below. It is important to note that the request for statutory assessment additionally requires considerable evidence of process criteria being met.

	<b>Social Communication</b>	<b>Social Interaction</b>	<b>Social Imagination</b>	<b>Receptive Language</b>	<b>Expressive Language</b>	<b>Cognition and Learning</b>	<b>Emotional Regulation</b>
<b>End of Foundation Stage</b>	0 – 5 points	0 – 5 points	0 – 2 points	3 points or less	3 points or less	Working towards EYFS <sup>1</sup> levels. Development at half chronological age	Meets the criteria set out in the SEMHQ
<b>End of KS1</b>	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	2 points or less (where all ticks fall in the 'not at all' or 'rarely' columns)	7 points or less	11 points or less	At or below 1 <sup>st</sup> centile speaking Working at P7 or below	Meets the criteria set out in the SEMHQ
<b>End of KS2</b>	15 points or less	15 points or less	10 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	21 points or less	23 points or less	At or below 1 <sup>st</sup> centile Working at Level 1/Year 1 or below	Meets the criteria set out in the SEMHQ
<b>End of KS3/4</b>	22 points or less	22 points or less	12 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	24 points or less	28 points or less	At or below 1 <sup>st</sup> centile Working at Level 2/Year 2	Meets the criteria set out in the SEMHQ

## Communication and Interaction Questionnaire (CIQ)

A practitioner who has worked closely with the child/young person should complete the form in liaison with the school's link EP. It would be expected that the school's SENCO would contribute to this process.

<i>Child's Name:</i>	<i>DOB:</i>	<i>Date:</i>	<i>Completed by:</i>	<b><i>EP/Specialist teacher</i></b>
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<i>Observed Behaviour</i>	<b>Not at all</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
<b>Social Communication</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Follows verbal instructions in 1:1 setting.				
2. Follows verbal instructions in small group setting.				
3. Follows verbal instructions in whole class setting.				
4. Takes turn in conversations.				
5. Initiates conversation.				
6. Changes topic of conversation.				
7. Maintains an appropriate conversation.				
8. Shows awareness of the listener's needs.				
9. Gives appropriate non-verbal signals as a listener.				
10. Changes the topic or style of a conversation to suit the listener.				
11. Changes appropriately the volume and tone of voice.				
12. Recognises and responds to non-verbal cues, for example, a frown.				
13. Understands implied meanings.				
14. Tells or writes an imaginative story.				
15. Relates a sequence of events.				
16. Gives a simple sequence of instructions.				

<i>Observed Behaviour</i>	<b>Not at all</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
<i>Social Interaction</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Uses gesture, body posture, facial expression and eye-to-eye gaze in 1:1 situation.				
2. Uses gesture, body posture, facial expression and eye-to-eye gaze in group interaction.				
3. Follows social cues in 1:1 situation with adults.				
4. Follows social cues in 1:1 situation with other children.				
5. Follows social cues in group interaction.				
6. Shares an activity with other children.				
7. Shares an activity with an adult.				
8. Develops peer friendships.				
9. Offers comfort/affection to others.				
10. Shares in others' enjoyment/pleasure.				
11. Imitates other children.				
12. Imitates adults.				
13. Shows different responses to different people in different situations.				
14. Responds appropriately to social praise.				
15. Responds appropriately to criticism.				

<i>Observed Behaviour</i>	<b>Not at all</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
<b>Social Imagination and Flexible Thinking</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Has varied interests.				
2. Changes behaviour according to the situation.				
3. Accepts changes in rules, routines or procedures.				
4. Plays imaginatively when alone.				
5. Plays imaginatively with others.				

6. Accepts others' points of view.				
7. Generalises learning.				
8. Transfers skills across the curriculum.				
9. Plans an event or task.				
10. Suggests possible explanations for events.				
11. Uses inference and deduction.				

<i>Observed Behaviour</i>	<b>Not at all</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
<b>Receptive Language</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Listens 1-1.				
2. Listens in a small group.				
3. Listens in classroom context without visual cues.				
4. Follows instructions to carry out an activity step by step without visual cues.				
5. Is able to retain information from one lesson to another.				
6. Shows understanding of an age-appropriate story/text told to a large group of pupils.				
7. Shows understanding of where/when/how questions.				
8. Shows ability to predict outcomes.				
9. Shows ability to make inferences.				
10. Understands abstract concepts of time and sequence.				
11. Shows an appropriate understanding of words.				
12. Can understand how words are linked in categories.				

<i>Observed Behaviour</i>	<b>Not at all</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
<b>Expressive Language</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Uses intelligible connected speech.				
2. Uses familiar vocabulary appropriately.				
3. Uses phrases and statements to comment on ongoing activities.				



4.	Finds words and joins them together with appropriate word order.				
5.	Uses appropriate grammatical structures, taking into account local dialect.				
6.	Recalls and describes in sequence activities that have been recently completed.				
7.	Asks appropriate questions to obtain information.				
8.	Gives meaningful instructions.				
9.	Tells/retells a story or imagined events in chronological order				
10.	Contributes to discussion about behaviour or feelings in different situations.				
11.	Gives an explanation of why events occur and predicts alternative endings or outcomes.				
12.	Uses language appropriately in a variety of situations.				
13.	Contributes to discussion about behaviour or feelings in different situations.				
14.	Uses intelligible connected speech.				
15.	Uses familiar vocabulary appropriately.				

**Please add up the scores in each of the boxes above and record here:**

<b>Scale</b>	<b>Score</b>
<b>Social Communication</b>	
<b>Social Interaction</b>	
<b>Social Imagination and Flexible Thinking</b>	
<b>Receptive Language</b>	

<b>Expressive Language</b>	
<b>Cognition and Learning</b>	<b>Please indicate centiles/working at level</b>
<b>Emotional Regulation</b>	<b>Please attach SEMH questionnaire if the child/young person does not meet the criteria in other areas</b>

**Please ensure that this form is returned as part of the supporting evidence for children who have communication and interaction difficulties**

## Threshold Criteria Grid for Statutory Assessment of Children with Learning Difficulties

To meet the criteria for statutory assessment children should be working at or below the attainment levels listed below. The criteria refers to P-Levels, the old National Curriculum levels (which not all schools are using) and year group equivalents. If you are not using NC levels on the referral form please translate your assessment to year group equivalent.

Year group	Criteria for Cognition and Learning Difficulties
R	Working towards early year foundation Stage Learning Goals 2 or more years below chronological age according to developmental profiles
Y1	P6 or below
Y2	P7 or below
Y3	P8 or below
Y4	P 8 – 1c
Y5	Level 1c (equivalent of the beginning of Year 1)
Y6	Level 1c/1b (equivalent of beginning/middle of Year 1)
Y7	Level 1a (equivalent of end of Year 1)
Y8	Level 2c in core subjects (equivalent of beginning of Year 2)
Y9	Level 2b (equivalent of beginning of Year 2)
Y10	Level 2a (equivalent to end of Year 3)
16 years and above (to 24)	On entry to college, where a young person will require additional time, in comparison to the majority of others the same age, to complete their education or training. There is no requirement for an EHC plan for a young person to be able receive top-up funding unless the young person is over 19.

## Social, Emotional and Mental Health Questionnaire (SEMHQ)

A practitioner who has worked closely with the child/young person should complete the form in liaison with the school's link EP. It would be expected that the school's SENCO would contribute to this process. Account should be taken of the age of the pupil and consideration given to expectations of social and emotional regulation for that age range.

Child's Name:	Date of Birth:	Date:	Completed by:	EP/Specialist teacher:
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Observed Behaviour	Not at all 0	Rarely 1	Some- times 2	Often 3
<b>1. Is able to tolerate demands given by adults</b>  For example, responds to teacher/practitioners demonstrating age appropriate understanding of behavioural expectations. Does not interrupt or deliberately annoy, does not show verbal aggression.				
<b>2. Is able to cooperate with peers</b>  For example, interacts with other children/young people demonstrating age appropriate understanding of expected behaviour and does not lash out verbally or physically				
<b>3. Seeks attention appropriately</b>  For example, behaves in ways warranted by the classroom/setting activity and age. Does not seek high levels of attention through inappropriate behaviour				
<b>4. Manages behaviour when anxious/frustrated/disappointed</b>  For example, is able to employ calming strategies or allow an adult to help them regulate and not react in an aggressive or destructive manner				

<b>Emotional Behaviour</b>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<b>5. Has empathy</b>  For example, is tolerant of others, shows understanding and sympathy, and is considerate at an age appropriate level				
<b>6. Is socially aware</b>  For example, interacts appropriately with others, is not a loner or isolated, reacts to social situations in an age appropriate manner				
<b>7. Is happy</b>  For example, has fun when appropriate, smiles, and laughs and shows enjoyment in preferred activities				
<b>8. Is confident</b>  For example, has good self-esteem, does not fear failure, is happy to try new things				
<b>9. Is emotionally well-regulated and shows self-control</b>  For example, moods remain relatively stable. Is patient, not easily flustered, is able to maintain emotional regulation				
<b>Learning Behaviour</b>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<b>10. Is attentive and has an interest in schoolwork/activities</b>  For example, not easily distracted, is able to focus on appropriately differentiated tasks				
<b>11. Can work in a group</b>  For example, takes part in discussions, contributes readily to group tasks, listens well in groups, and works collaboratively at an age appropriate level				
<b>Total Score</b>				

### **Specific Criteria for Initiating Statutory Assessment**

A score of 11 points or less. It is important to note that the request for statutory assessment additionally requires considerable evidence of process criteria being met.

The threshold criteria is also met by children or young people with anxiety or other mental health issues who are unable to attend school regularly (less than 50% attendance over 3 terms) despite a multi-agency intervention being in place

Children whose difficulties in relation to SEMH has a significant impact on their learning if they are working at the following levels

<b>FS2</b>	Half chronological age
<b>End of KS1</b>	P6 or below
<b>End of KS2</b>	Level 1/ beginning of Year 1 or below
<b>End of KS3 and 4</b>	End of KS 3 or 4 – Level 2/middle of year 2 or below

**Please ensure this form is returned for part of the supporting evidence for children with SEMH difficulties**

## 20.Referral for Education, Health and Care Needs Assessment

This document contains six parts, which must all be completed before submitting the referral.

<b>1a</b> Child's Legal Surname:  First Name(s):  Current Year Group:  Home address of child/young person:  Post Code:	Date of Birth:  Gender Male/Female:  UPN:
<b>1b</b> Name of parents/carers:  Address (if different from above):	Home/mobile telephone number:  Email address:
Is the child/young person in Public Care?      Yes/No	
Do they have a Child in Need Plan?      Yes/No	

Is there a Team Around the Child (TAC)      Yes/No	
Is there an Early Help Assessment?      Yes/No	
Is there a Child Protection Order in place?      Yes/No	
Does the child have a My Support Plan      Yes/No If you answered Yes please submit the Plan and only complete sections 1,5, and 6 of this form	
<b>1c</b> School or setting name:   Address:	Post Code:
<b>1d</b> Name of child/young person's GP:   Address:	Telephone Number:   Post Code:

<b>2a. Primary Area of Need as defined in the Code of Practice</b>	
Communication and Interaction: SLCN                  ASD	
Cognition and Learning: SPLD                  MLD                  SLD                  PMLD                  Other (for example, Acquired brain injury)	



Social, Emotional and Mental Health:

Sensory and/or physical:

HI

VI

PI

DSI

**2b. Date on which child/young person was first identified as having additional needs and support was put in place:**

**Exceptions-** If you are applying for an EHC assessment in exceptional circumstances, please state why:

Current attainment levels (from NC levels; developmental profiles, etc.):

Background relevant to child/young person not included in reports/advice (use bullet points): **this may include other involved professionals, diagnoses given, early development or experiences.**

**2c. Please list child or young person's strengths:**

**2d. Please list all professionals who are currently involved in supporting the child:**

Name	Title of Profession	Input (For example, diagnoses, direct work)

**3a. Graduated Response Implemented - Evidence**

Please evidence actions already taken to overcome these difficulties including the provision made from normally available resources.

Include how the notional SEN budget was used, and the impact it has.

£6K for school ages children, £200/300 for children in FS1 and below receiving a 15 hours funded place

<b>Notional Budget amount spent</b>	<b>Interventions/Support provided</b>	<b>Frequency/ duration</b>	<b>Anticipated or actual impact- data pre and post intervention</b>

**3b Top Up funding- include the amount secured from locality panel, SEN&D Grant or Early Years Inclusion Fund and the impact it had.**

<b>3b. Locality Funding/SEN&amp;D Disability Grant Amount/ EYS Inclusion Fund amount</b>	<b>Interventions/ Support provided</b>	<b>Frequency/duration</b>	<b>Anticipated or actual impact- data pre and post intervention</b>

<b>3c. Please provide a bullet point summary of the child/young person's needs in the areas which are appropriate:</b>			
<p>Communication and interaction:</p> <p>Cognition and learning:</p> <p>Social, emotional and mental health:</p> <p>Physical and sensory:</p> <p>Does the child/young person have any additional health or social care needs:</p>			

**3d. Please state clearly what the child/young person needs access to that is not available through specialist SEN support (see guidance for further information):**

**4. Outcomes – please describe the outcomes that you would see for this child/young person over the next Key Stage or next 3 years and how you propose that these are achieved:**

	Outcomes	How achieved?
Communication and Interaction		
Cognition and learning		
Social, emotional and mental health		
Physical and sensory		



## **Parent/Young Person's Consent for Request for Education, Health and Care Needs Assessment.**

**Consent:** (please ensure that this section is **FULLY** completed)

I am requesting that Derby City Council undertakes an Education, Health and Care Needs Assessment for my child.

I agree to Derby City Council seeking any relevant information from other professionals to help them in deciding whether it is necessary to carry out an Education, Health & Care Needs Assessment.

If an Education, Health & Care Needs Assessment is approved I agree to Derby City Council seeking further professional advice and/or assessment to help them decide whether it is necessary to issue an Education, Health and Care Plan.

If an Education, Health and Care Plan is written I agree that information relevant to writing the EHC Plan is sent to the Plan writers commissioned by Derby City Council for the purposes of writing the EHC Plan

### **Fair Processing Notice**



Derby City Council will treat the information provided in confidence and in accordance with the Data Protection Act 1998. Any information you provide to the Council will be stored securely and used for the purposes stated when the information was collected. It may be shared with other professionals who may be involved with you for the same or similar purposes. This can include professionals such as education professionals, health professionals, social care professional, independent support professionals e.g. SENDIASS, your GP and so on. It may also be shared with health services to be used in an anonymised way to help improve the planning of health and social care services generally.

The information you provide and the assessments which the Local Authority request from various agencies, may be shared with:

- other departments in the Council for the purpose of preventing fraud or the misuse of public funds, or for legal or statutory requirements.
- education, health, social care or other service providers involved in the care and support of the child or young person for a similar purpose to the first point and to facilitate the assessments and production of the plan.
- the external provider commissioned by the Local Authority to write the plan

**Please tell us if you do not want us to share your information with other professionals.**

**Parent/Carer/Guardian Signature:**

**Date:**

**Name:**

**Young person signature (where young person is over 16):**

**Date:**

Please send this form and all associated paperwork to:

[SENDadmin@derby.gov.uk](mailto:SENDadmin@derby.gov.uk)

Or by post to:

SEN Team

Derby City Council

Corporation Street

Derby, DE1 2FS

**\*Ethnic Origin**

White	Black or Black British	Asian or Asian British	Mixed or dual background	Chinese/other
White British	Caribbean	Indian	White and black Caribbean	Chinese
White Irish	African	Pakistani	White and Black African	Any other Ethnic Group*
Traveller of Irish heritage	Any other back background*	Bangladeshi	White and Asian	Not given
Gypsy/Roma		Any other Asian Background*	Any other Asian background*	
Any other white background*				

\*if other please specify

**\*\*Looked after children**

A child is looked after by a local authority if he or she has been provided with accommodation for a continuous period of more than 24 hours, in circumstances set out in the Children Act 1989, or is placed in the care of a local authority under an order made under the Act. A child who is being looked after by their local authority is also sometimes known as a child in care. They might be living:

- with foster parents
- at home with their parents under the supervision of children's social care services
- in residential children's homes
- in other residential settings like schools or secure units.

**NB This request will not be processed unless the following supporting documentation is included at the time of submission:**



- At least 2 reviewed support plans (for example, provision map, IEP, MEP, target plan)
- Checklist for criteria for statutory assessment relating to PAN
- Completed criteria questionnaires, if appropriate
- Pupil and parent/carer views forms
- Health, education and social care reports

