

REQUEST FOR STATUTORY EDUCATION, HEALTH AND CARE ASSESSMENT

Please note that all the information on this form will be copied to parent/carers and agencies directly involved in the education of the child/young person. (Please ensure you have completed the checklist and all appropriate reports are attached).

In order for a statutory assessment to be undertaken, the balance of evidence must show that:

- the child/young person's learning difficulties have not responded to relevant and purposeful measures by the school and external specialists over a significant period of time, **(at least 2-3 cycles of Assess, Plan, Do, Review)**
- The child/young person's learning difficulties may call for special education provision which cannot reasonably be provided within the resources normally available to mainstream settings, i.e., provision that costs **over £6k per annum**.

Please refer to Chapter 9 of the SEND Code of Practice and especially section 9:14 which gives an overview of the criteria for assessment
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

CHILD'S DETAILS	
Surname	First Name(s): (Known As):
Date of Birth:	Gender: Male/Female
Year group/Course	UPN: NHS no: Social Care no:
Ethnicity:	
PARENT/CARER DETAILS	
Names of Parents/carers with parental responsibility for the child/young person:	
Home Address:	
Postcode:	Telephone:
Home Language:	Is an interpreter required: Yes/No
OTHER ADULTS WITH RESPONSIBILITY FOR THE CHILD/YOUNG PERSON	
Is the child in care? (CIC) Yes/No (If Yes, please give details)	
Name:	
Address:	
Postcode:	Telephone:
Current Provision	
Name of setting/school:	Admission Date:
Address:	
Postcode:	Telephone:
Previous setting/schools attended (if any):	

Details of involvement of external agencies:

Agency	Name	Level of support e.g., individual support for 1 hour	Frequency e.g.: 1 x per month	Date of most recent involvement
Child and Family Adolescent Service				
Child Development Centre				
Educational Psychologist		60 mins of individual play therapy (1:1)	1 session a week for 6 weeks	Last session 24.09.19
Occupational Therapist				
Paediatrician				
Parenting Practitioner				
Physiotherapist				
Portage/ Pre-School Advisory service				
Sensory Teacher: (PD,VI and HI)				
Social Care Service				
Specialist Teacher: Behaviour Support, Language				
Speech and Language Therapist				
Other	you can add in rows and other agency titles			

Special Educational Needs

Identified area(s) of difficulty: Please tick the box(s) below to indicate the **main area(s)** of the child/young person's difficulties with reference to the four areas as identified in the Code of Practice 2014:

- Communication and Interaction Social, Emotional and Mental Health
 Cognition and Learning Sensory and/or Physical

Try to indicate the main issue(s) or indicate which is/are the most acute.

If you tick an area it MUST be referred to again in the sections below

Please refer to Chapter 6.28 to 6.35 (pages 97 and 98) of the SEND Code of Practice and especially section 9:14 which gives an overview of the criteria for assessment

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Date SEN Support (K) started

Please describe the child/young person's strengths, interests, talents and areas of need including any diagnosis:

Strengths

make a statement

Interests/Talents

give an **example/context**

Areas of Need, including any diagnosis

- Bullet point and briefly describe all areas of need here
- Look at the top of any diagnosis letters/reports as the first section usually deals with this area.

Describe the nature and severity of the child/young person's educational needs with reference to the areas identified above:

This refers to the areas ticked above and needs to focus on **education needs**. Focus on the facts mainly from OUTSIDE i.e., professionals paperwork, diagnosis, descriptions of need, assessment etc. You can use the language or quote from paperwork here. You may also have specific numerical results from assessments and examinations. How does their condition compare with that of others? Those both with and without the condition.

e.g., **Communication and Interaction**

The pupil has a diagnosis of ASD. The letter from the Paediatrician states that pupil x is non verbal and communicates via physical behaviours. He is described as having 'severe communication difficulties and scores 8.5 on a specific test., in comparison to the norm of 2.0) The Speech Therapist has assessed him as having difficulties in.....

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/Physical Needs

Evidence attached

reference the reports quoted here with dates especially as there may be more than one EP report etc
SaLT report 12.09.18
SaLT report 24.01.19

- ✓ make a statement
- ✓ **give an example/context**
- ✓ reference a report/assessment
- ✓ use comparative language
- ✓ keep it brief and to the point
- ✓ consider using bullets points and underlined/bold key words

Describe the impact of the child/young person's needs on their learning:	Evidence attached
<p>Focus on how the description of the above manifests itself <u>INSIDE THE SCHOOL</u> and use internal assessments that back up those of the professionals</p> <p><u>How do the pupil's needs in these areas Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and/Physical Needs</u> impact on their learning e.g. learning styles, levels and pace of progress and attainment? -focus here on comparative language...</p> <ul style="list-style-type: none"> ✓ descriptions over time ✓ progress from starting points ✓ comparison with peers/expected levels <p>e.g., <u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • <i>The pupil's non verbal status and severe communication difficulties means that they have not made the expected progress in Year 1.</i> • <i>Their current assessments at the age of 5.6 indicate that they are working at the age of a 4 year old.</i> <p><u>Cognition and Learning</u></p> <p><u>Social, Emotional and Mental Health Difficulties</u></p> <p><u>Sensory and/Physical Needs</u></p>	<p>reference the reports quoted here with dates especially as there may be more than one EP report etc</p> <p>SaLT report 12.09.18</p> <p>E.P. Report 09.01.19</p> <p>School Assessment 08.09.18</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e0f2f7; margin-top: 10px;"> <ul style="list-style-type: none"> ✓ make a statement ✓ give an example/context ✓ reference a report/assessment ✓ use comparative language ✓ keep it brief and to the point ✓ consider using bullets points and underlined/bold key words </div>
<p>Describe the impact on curriculum access and participation:</p> <p>Focus on what this looks like in practice in the classroom every day?</p> <p><u>How do the pupil's needs in these areas Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and/Physical Needs</u> impact on their ability to access the curriculum and take part in lessons and other areas of school life?</p> <p>e.g., <u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • <i>The pupil requires visual supports to enable them to make their opinions, needs and wants clear e.g., when answering questions about a story character, asking to go to the toilet, asking for help etc.</i> • <i>They also require tasks broken down into small chunks because their processing difficulties mean that they cannot hold onto and respond to more than one instruction at a time.</i> • <i>The pupil does not try to interact with others unless they want something or have been angered in some way e.g., give an actual example here of this behaviour. This therefore makes it hard to engage the pupil in communicating positively with and responding to others in group work, playtime, PSHE lessons and other social situations.</i> <p><u>Cognition and Learning</u></p> <p><u>Social, Emotional and Mental Health Difficulties</u></p> <p><u>Sensory and/Physical Needs</u></p>	<p>Evidence attached</p> <p>reference to class observations, assessments, reports, incident reports etc</p> <p>Classroom observation 02.10.19</p> <p>E.P. Report 09.01.19</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e0f2f7; margin-top: 10px;"> <ul style="list-style-type: none"> ✓ make a statement ✓ give an example/context ✓ reference a report/assessment ✓ use comparative language ✓ keep it brief and to the point ✓ consider using bullets points and underlined/bold key words </div>

Describe the impact on personal and social development; please provide details of other relevant aspects such as social skills, behaviour, self care and confidence.	Evidence attached
<p>This refers to their needs impact on their ability to learn, develop and use social skills, how they interact with others, confidence, well being, changing for P.E., washing, toileting etc. You can use side headings; Social Skills, Behaviour, Self Care, Confidence</p> <p><u>e.g., Social Skills</u></p> <ul style="list-style-type: none"> • The pupil's ASD and non verbal status means that they do not show a desire to communicate with their peers. (give actual example) • The pupil will not approach other pupils on their own and when supported to do so may become upset if the pupil does not do what they wanted them to do. • The other pupils in the class are wary of approaching the pupil because they are not sure of the reaction. (the EP reported that 'The pupil.....') • The pupil does not show a desire to play with others and prefers adults despite active encouragement. E.g., The support staff in the playground takes a ball outside and tries to encourage the pupil to pass it to others but the pupil will hold onto the ball and run away when anyone tries to join in. • This reliance on adult support could distance the pupil further from their peers. The EP stated that <p><u>Behaviour</u></p> <ul style="list-style-type: none"> • The pupil shows when they are happy by clapping their hands and upset by throwing objects. In the classroom recently the pupil..... Parents report that this is similar at home. They have said that • When the pupil becomes upset or frustrated with others they will..... Last week in the classroom.....(see incident report) <p><u>Self Care</u></p> <ul style="list-style-type: none"> • Although the pupil is able to go to the toilet on their own they are not able to recognise when they need to go. e.g., • This also happens at home • Both home and school have timetables times when the pupil is taken to the toilet and once there they are able to be independent. • Although the pupil does not seem overly concerned with this the other children in the class are beginning to comment upon this situation. This may impact upon how the other pupils see the pupil i.e. they are already beginning to treat the pupil as a much younger child and although this show care the EP stated that <p><u>Confidence</u></p> <ul style="list-style-type: none"> • The pupil tends to ignore the other pupils and seems very happy with their own company e.g. • They seem to have a lack of awareness of the consequences of their actions and do not exhibit an awareness of danger. At school the pupil will..... At home parents have said that they have to hold the pupils hand when leaving the car as they run offgive example... 	<p>reference to class observations, assessments, reports, incident reports etc</p> <p>Classroom observation 02.10.19</p> <p>E.P. Report 09.01.19</p>

- ✓ make a statement
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<p>Please provide details of attainments and progress over the time of SEN Support: include curriculum details, P levels or similar and records such as tracking data.</p>		Evidence attached																				
<p>You can add a chart here showing the baseline and attainment and progress over time- half termly, termly, annually as appropriate. School based coding/lettering MUST BE EXPLAINED.</p>		E.P. Report 09.01.19																				
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Special Educational Needs Support:

Describe the ‘**Assess, Plan, Do, Review**’ cycle and how has this been revisited and built upon over time in order to identify, assess and address needs. Include school/setting based information, Early Help (or equivalent) and parent and pupil/student involvement.

<p>Describe the priority outcomes and assessment procedures used over time by the school/setting. Please include Early Help and outside/specialist agencies.</p>		Evidence attached												
<p>You will need to show what has been put in place as a result of assessments and reviews over ideally 2 cycles of assess, plan, do , review. These cycles can be of any length but should be at least termly. -Timelines can be termly/annual- year group -Consider using side headings: Assess, Plan, Do, Review - clearly show the relationship between the need and the provision put in place to attempt to meet that need.</p> <p>e.g., Autumn 1 2017</p> <table border="1"> <tr> <td>Assess</td> <td> <ul style="list-style-type: none"> Classroom assessments indicate Cognitive assessment by EP shows.... </td> </tr> <tr> <td>Plan + Do</td> <td> <ul style="list-style-type: none"> Targeted group or individual work onusing an evidence based intervention or classroom strategy </td> </tr> <tr> <td>Review</td> <td> <ul style="list-style-type: none"> Slow or no progress </td> </tr> </table> <p>Autumn 2 2018</p> <table border="1"> <tr> <td>Assess</td> <td> <ul style="list-style-type: none"> Classroom assessments indicate slow or no progress- give comparative numerical data EP report/observation shows....in comparison to previous assessments </td> </tr> <tr> <td>Plan + Do</td> <td> <ul style="list-style-type: none"> The intervention could be continued and increased in frequency, group work reduced to individual work, intervention could be changed </td> </tr> <tr> <td>Review</td> <td></td> </tr> </table>		Assess	<ul style="list-style-type: none"> Classroom assessments indicate Cognitive assessment by EP shows.... 	Plan + Do	<ul style="list-style-type: none"> Targeted group or individual work onusing an evidence based intervention or classroom strategy 	Review	<ul style="list-style-type: none"> Slow or no progress 	Assess	<ul style="list-style-type: none"> Classroom assessments indicate slow or no progress- give comparative numerical data EP report/observation shows....in comparison to previous assessments 	Plan + Do	<ul style="list-style-type: none"> The intervention could be continued and increased in frequency, group work reduced to individual work, intervention could be changed 	Review		E.P. Report 09.01.19 Termly pupils progress records Classroom observations 02.10.18, 15.02.19
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Review														

Describe the use of resources and expertise over time by the school/setting e.g. individual and group support	Evidence attached
<p>This is where you could insert your provision maps or other charts showing an overview of the resources (time, resources, people) employed and the cost of this over time that have been recommended in the professionals reports and can therefore be traced back to them.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div data-bbox="150 499 699 801" style="width: 45%;"> </div> <div data-bbox="746 533 1220 719" style="width: 45%; border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>Information on Provision Maps can be found in the SENDCo Support Section on 'The Link' website</p> </div> </div>	<p>SaLT report 12.09.18</p> <p>E.P. Report 09.01.19</p>

Please attach costed provision maps demonstrating how the school has utilised its resources to make provision. This must clearly show purposeful, evidence based provision costing at least the £6000 threshold from the notional SEN budget. Settings may also wish to show provision provided from other funding streams.

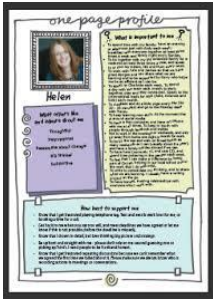

Describe why a statutory assessment will support the planning and provision to meet the child's special educational needs:
<p>Bearing in mind the notional SEND/Element 2 funding of £6,000 as detailed in your provision map, what do you intend to do/put in place with additional funding?</p> <p>Make sure that you can refer back to the reports/evidence above.</p>

Looking ahead what are the desired medium and longer term outcomes.	Evidence attached
<p>You can use side headings such as;</p> <p><u>By the next Annual Review</u></p> <p><u>By the end of the Key Stage 2</u></p> <p><u>By the time I go to secondary school/college/university etc</u></p>	

Describe the steps required to achieve the desired outcomes.	Evidence attached				
<p>Considering the desired medium and longer term outcomes in the last section, what needs to be in place for these outcomes to be achieved?</p> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; text-align: center; margin: 10px 0;"> <p>Please refer to Chapter 9.69 (page 164) of the SEND Code of Practice which gives an overview of the criteria for assessment</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> </div> <p>Chapter 9.69 will give you some ideas as to what may be included here..</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Section</th> <th>Information to include</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>(A) The views, interests and aspirations of the child and their parents, or of the young person</p> </td> <td> <ul style="list-style-type: none"> • Details about the child or young person’s aspirations and goals for the future (but not details of outcomes to be achieved – see section above on outcomes for guidance). When agreeing the aspirations, consideration should be given to the child or young person’s aspirations for paid employment, independent living and community participation • Details about play, health, schooling, independence, friendships, further education and future plans including employment (where practical) </td> </tr> </tbody> </table>	Section	Information to include	<p>(A) The views, interests and aspirations of the child and their parents, or of the young person</p>	<ul style="list-style-type: none"> • Details about the child or young person’s aspirations and goals for the future (but not details of outcomes to be achieved – see section above on outcomes for guidance). When agreeing the aspirations, consideration should be given to the child or young person’s aspirations for paid employment, independent living and community participation • Details about play, health, schooling, independence, friendships, further education and future plans including employment (where practical) 	
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Child/Young Person’s views: Please attached one page profile and where possible this section should be completed and signed by the child/young person.

You could use your own format or others (see below)

<http://www.sheffkids.co.uk/adultssite/pages/onepageprofiletemplates.html>
<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>

Child/ Young Person**Signature.....****Date.....**

Parent/Carer’s Views : Please summarise parent/carer's views on the earlier stages of assessment and the action and support taken to date. This section to be completed and signed by the parent/carer.

you could use these side headings;

Earlier stages of assessment

Action and support taken to date

If a parent prefers to dictate to you or prefers you to summarise what was said you can represent their words by using direct quotes and the correct punctuation. You should also read what you have written back to the parent and edit as required.

Parent/ Carer Name**Signature.....****Date.....**

this page should be read and completed fully

CHECKLIST:	
It is essential that you provide the following:	tick if enclosed
Evidence of the child / young person's achievements (attainment and progress) compared to norms, peers from the same start point or expectations of the child.	
Evidence of the involvement and views of Early Help support and /or external agencies including, where applicable: Educational Psychologist Service, Educational Welfare and Attendance Service, Health Authority and Social Services Department	
Include copies of reports or minutes of review meetings held at various stages over the past year,/18 months where appropriate	
Copies of reviewed individual planning for the child / young person over the past year,/18 months. Include examples of curriculum planning	
Copies of detailed and costed provision maps for the past year /18 months	
Evidence of involvement of parents and any written comments	
Evidence of involvement of the child / young person and any written comments	
Dated and annotated example of child / young person's work, where appropriate (a maximum of 2)	
<u>A signed copy</u> of the parental agreement form to share information	
Please make sure this request form is signed and dated by yourself and parents/carers/young person	

To be signed by Headteacher / Teacher in Charge

Signature: _____ Date: _____

Name: (Block CAPITALS) _____

IN ORDER TO PROCESS THIS APPLICATION

THERE MUST BE A SIGNATURE AND DATE HERE

Please send this completed request by post or secure email to: SEND Team, Slough Borough Council, 2ND Floor East, St Martin's Place, 51 Bath Road, Slough, SL1 3UF.
 Email: sendteam@scstrust.co.uk Tel: 01753 787676.

PARENTAL AGREEMENT TO STATUTORY REQUEST TO ASSESS AND TO SHARE INFORMATION BETWEEN PARTNER AGENCIES

Child/Young Person's Details			
Name:		Date of birth:	
Current School/Setting			
<p>I agree to requesting a Statutory Assessment and if the LA agree to begin a Statutory Assessment of my child/for me , I agree to a Medical Examination if required and an assessment by professionals supporting my child/me.</p> <p>I also agree for information relating to the assessment of my child/me, to be shared with all Service's & partner agencies.</p> <p>Examinations and assessments are required as part of the Statutory Assessment process for special educational needs under Part 3 of the Children and Families Act 2014.</p>			
Parent/Carer or Young person's name <i>(in BLOCK CAPITALS)</i>	<div style="border: 2px solid black; border-radius: 15px; padding: 5px; background-color: #f8d7da;"> IN ORDER TO PROCESS THIS APPLICATION THERE MUST BE A SIGNATURE AND DATE HERE </div>		
Signed:		Date:	
<p><i>By signing this document you are agreeing to the sharing, of any information obtained, with all service's & partner agencies.</i></p>			

Data Protection:

Under the Data Protection Act 2018, we are required to gain your permission to keep personal details for you and your children on our database. Slough Borough Council and its agents may share this information with government and local authority departments and other authorised organisations for administrative, statistical and research purposes. For further information please visit: <http://www.slough.gov.uk/council/data-protection-and-foi/privacy-notices.aspx>

Completing this form and signing it gives us your informed consent. If you are unable to access the provided links or wish to submit a query in relation to fair processing, please contact the data protection officer at DataProtectionOfficer@slough.gov.uk

PLEASE MAKE SURE THAT THE CHILD OR YOUNG PERSON/PARENT/CARERS/ARE AWARE OF THESE REGULATIONS