

## **UNIT 5: Education, Health and Care Needs Assessment and Plan**

### **What the SEND Code of Practice says:**

Education, Health and Care Plans should be forward looking, helping to raise aspirations for the young person and outlining the provision required to meet the assessed needs.

Education, Health and Care Plans (EHC Plans) should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

The local authority requires clear, detailed evidence to support any requests for a needs assessment. This will include:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress;
- identification of the child or young person's SEN and the severity, frequency, and duration;
- detailed evidence of the purposeful action taken by the early years provider, school or post-16 institution to meet the child or young person's SEN – this should include clear monitoring arrangements and outcome measures;
- detail regarding progress or explanation about why there has been a lack of progress;
- detailed evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies;
- where a young person is aged over 18 years, does the young person require additional time to complete their education or training due to their complex SEN and therefore needs to remain in formal education or training.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

## **Criteria for an Education, Health and Care Needs Assessment**

In considering whether an Education, Health and Care (EHC) Needs Assessment is necessary, the Local Authority (LA) will require evidence that despite the setting, school or college having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. The LA needs evidence of the following:

1. The child/young person has clear outcomes, based on their and their parent's aspirations, relevant to the level of need and that these have been resourced from within the ordinary resources available to the setting/school/college.

The child/young person's needs have been addressed through a co-ordinated approach, including use of external services (this could be advice and support from an educational psychologist, specialist teacher, speech and language therapist). All planning has had the child/young person and family at the heart in a person centred way.

The following evidence will be required:

Detailed '**Assess-plan-do-review cycles**' over time:

- the involvement of appropriate external services
  - the outcomes of relevant evidence based interventions
  - the involvement of the child/young person in assessment and planning or reasons why this could not occur
  - the involvement of parents/carers in assessment and planning or reasons why this could not occur
  - the involvement and support from the wider community
  - person centred planning approaches
  - clear outcomes being identified and monitored using appropriate measures to assess impact
2. Evidence of a graduated approach to meeting special educational needs.
  3. Setting/school/college based provision that has been used to support the child/young person, including support, assessment and review is detailed and quantified.
  4. There is evidence of targeted and relevant programmes, support and resources that are unique to the child's identified individual Special Educational Needs.
  5. There is evidence of an Additional Needs Plan or provision map that shows how the child/young person's outcomes and needs have been met from the delegated funding.

6. Where appropriate details of any other provision in the home and local community should be included.
7. Clear detailed evidence that the child/young person's needs are severe, long term and complex. This means that there needs to be evidence that (i) the child/young person's needs are significantly greater than same age peers; (ii) are long term, and (iii) require specialist resources that are in addition to those delegated to schools.

Evidence of needs may include, for instance:

- Early Years outcomes/academic attainments, such as progression in phonics
- Chronology of behaviour, interventions, etc.
- Details of needs relating to independence, personal care
- Independence skills
- Significant adaptations required for the child/young person to access the curriculum
- The views of the child/young person
- The views of the parent/carer
- The child/young person's strengths, skills, abilities

When a child/young person is new to the area an Assessment of Need by the setting/school/college/external services and/or documentation from the former setting/school/college should be provided.

When a child/young person has suffered sudden trauma due to an accident or illness evidence from medical/educational services, such as a hospital school, should be provided.

The following provides further guidance to thresholds for an EHC Needs Assessment:

**a) Social, Emotional and Mental Health (SEMH)**

- The degree of inappropriateness of behaviour or the extent of the emotional and social difficulties, given the age of the child/young person
- The frequency, severity, duration, nature and characteristics of the behaviour or difficulties and their effects on the child/young person's learning
- The child/young person's response to strategies contained in the individual plan(s), including the involvement of external agencies and services
- The long-term nature of behaviours or difficulties
- Peer group relationships that affect classroom dynamics

## **b) Cognition and Learning**

The table below gives an indication of Early Years Foundation Stage (EYFS), P-Scales and National Curriculum levels of attainment, which are likely to be seen in children/young people across the age range who are being considered for an EHC Needs Assessment, particularly where the main area of need is Cognition and Learning.

The child/young person will have extremely low attainment levels that are significantly below age-related expectations.

### **Curriculum Attainment Thresholds for EHC Needs Assessment for Learning**

<b>End of Year Group</b>	<b>FS1</b>	<b>FS2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>EYFS/NC Levels at or below</b>	<b>16-26 months or less</b>	<b>22-36 months or less indicating a minimum of 2 year delay FSP score of 39 or less</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>1c</b>	<b>1b</b>	<b>1a</b>	<b>2c</b>	<b>2b</b>	<b>2a</b>	<b>3c</b>	<b>3b</b>

Evidence relating to progress over time will indicate they are making less than one level's progress over a key stage or less than one sub-level over one year in core curriculum subjects.

## Literacy Thresholds for EHC Needs Assessment for Learning

Key Stage 1 at end of Year 2	Key Stage 2 at end of Year 4	Key Stage 2 at end of Year 6	Key Stage 3 at end of Year 8
<p><b>Reading</b></p> <p>Very early concepts not established – unaware that print carries meaning</p> <p>Only recognises own name</p> <p>Has no concept of story</p> <p>Unable to immediately “read back” dictated text of own first-hand experience. Unable to match one spoken word with one written word</p>	<p><b>Reading</b></p> <p>Aware that print carries meaning</p> <p>Knows very few letter sounds</p> <p>Reading vocabulary limited to very few familiar personal words</p> <p>Able to make limited use of picture cues – may still be inventing text</p> <p>Is unable to retell the main points of simple text</p>	<p><b>Reading</b></p> <p>Does not respond to the meaning of text beyond the literal</p> <p>Knows most letter sounds</p> <p>Able to read approximately 30 Key Words</p> <p>Still relying on picture cues and over-relying on initial sounds</p> <p>Recalls limited elements of story in no logical sequence</p>	<p><b>Reading</b></p> <p>Unable to access and locate information from the written word</p> <p>Knows all letter sounds and can usually apply them to phonetically regular words</p> <p>Knows most of the 100 Key Words (McNally)</p> <p>Over relies on a single cueing system and/or may disregard reading for meaning</p> <p>Needs prompts to recall text in logical order</p>

Literacy attainments on LA specified tests are at or below the age equivalent scores in two or more areas in the table below															
	Years 3/4					Years 5/6				Years 7/8/9					
Age	7y	7y6	8y	8y6	9y	9y6	10y	10y6	11y	11y6	12y	12y6	13y	13y6	14y
Reading/Accuracy Age	5y	5y3	5y6	5y6	6y	6y2	6y4	6y6	6y7	6y8	6y9	7y	7y3	7y6	7y9
Reading/Comprehension Age			6y	6y1	6y2	6y3	6y4	6y6	6y7	6y9	7y1	7y3	7y6	7y7	7y10
Spelling					6y	6y2	6y3	6y4	6y7	6y10	7y	7y3	7y6	7y9	8y

An EHC Needs Assessment may be considered for pupils who fall at or below these scores in only one area

Key Stage 1 at end of Year 2	Key Stage 2 at end of Year 4	Key Stage 2 at end of Year 6	Key Stage 3 at end of Year 8
<p><b>Writing</b></p> <p>Uses letters or letter-like symbols to communicate meaning</p> <p>Attempts to write own name</p> <p>Directionally not established</p> <p>Unable to hear or record initial or final sounds</p> <p>Unable to recall/record letter shapes</p>	<p><b>Writing</b></p> <p>Unable to compose or transcribe a simple sentence, even with adult support (amanuensis)</p> <p>Has a written vocabulary of a few familiar words</p> <p>Unaware of punctuation</p> <p>Can hear and record some initial/final sounds</p> <p>Letters are inaccurate and badly formed</p>	<p><b>Writing</b></p> <p>Can compose a simple sentence</p> <p>Has a written vocabulary of approximately 30 Key Words or less</p> <p>Needs prompting to use full stops and capital letters appropriately</p> <p>Will attempt to write simple words phonetically</p> <p>Letters are inaccurately formed, poorly spaced with size variation</p>	<p><b>Writing</b></p> <p>Can write simple sentences independently. Unable to copy accurately from blackboard</p> <p>Has a written vocabulary of most of the 100 Key Words (McNally)</p> <p>Usually demarcates sentences</p> <p>Can write simple words phonetically</p> <p>Letters are more controlled – generally prefers to print</p>



### **c) Speech, Communication and Interaction**

- Complex, long-term speech and language difficulties which cause substantial and extensive barriers to learning and severely impede the development of social relationships
- Social isolation and frustration are evident, which may (or do already) result in reluctance to participate, behavioural difficulties or absence from setting
- Severe difficulties in following instructions, classrooms routines and staying on task
- Atypical obsessive, challenging or withdrawn behaviours
- Resistance to changes in routines
- High anxiety due to changes in routines
- Severe difficulties in understanding and using language

### **d) Sensory/Physical**

#### **Hearing impairment:**

- A level of hearing loss that requires digital hearing aids or cochlear implants and results in significant speech and/or language difficulties that significantly restrict communication and access to all areas of the curriculum
- A high level of specialist support and/or modification is required to enable the child to access the core curriculum and to support the use of additional audiological equipment such as an FM soundfield or loop system
- The child requires significant modification of the language used to deliver and access the curriculum
- The child requires the Auditory Oral/Aural, British Sign Language or Sign Supported English approaches to access the curriculum
- Severe or profound hearing loss (70dB and above)
- A severe high frequency hearing loss or a progressive degenerative hearing condition
- Language assessments indicate a significant delay in the acquisition of receptive language and expressive language

#### **Visual impairment:**

- The child/young person is blind, or has so little useful vision that he/she is unable to access the curriculum by sighted methods (ie, he/she needs all materials presenting in a tactile or auditory format)
- The child/young person's distance vision is clinically measured as 6/36 or worse, even with the best correction (eg, glasses, contact lenses)
- The child or young person has a combination of the following:
  - distance vision clinically measured as 6/18 or less, even with the best correction
  - such reduced near vision that he/she needs most or all materials specially adapted
  - additional visual difficulties (eg,. Nystagmus, photophobia, field defect)
  - additional significant, complex and long-term difficulties (eg, learning, physical), which compound the visual difficulties



## **Education, Health and Care Plan (EHC Plan)**

### **Parent Frequently Asked Questions:**

(see: [www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND))

#### **“My Local Authority has said that they don’t issue Statements any more as the system has changed?”**

From September 2014, the Local Authority considers requests for EHC Plans and if issued they will be legally binding.

#### **“I have been told that EHC Plans are the same as Statements and have the same legal duties?”**

Like Statements, any specified and quantified Special Educational provision in the Plan will have to be delivered by the Local Authority and can continue if required until the age of 25 if a young person stays in education or training.

#### **“My Local Authority has said that only pupils with Statements who receive a certain level of funding will get an EHC Plan?”**

The threshold for EHC Plans will be the same as those for Statements, that is where the Special Educational provision necessary to meet the child or young person’s needs cannot be reasonably provided within the resources normally available to mainstream schools, early years settings and colleges.

#### **“I have been told that if I am not happy with anything in my child or young person’s EHC Plan I can appeal?”**

The educational aspects of an EHC Plan can be appealed to the SEND Tribunal (from September 2014) in the same way as those of a Statement.

#### **“When I ask for my child or young person to be assessed under the new system the Local Authority must carry out a social care assessment now as well as an assessment of their educational needs?”**

No this is not true. The duty to assess a child’s needs is only in relation to their educational needs not any Social Care needs they may also have. Once this has happened, any information should be recorded in the EHC Plan.

**Further details on the assessment process and EHCP needs assessment request forms can be found at:**

[www.cambridgeshire.gov.uk/ehcplan](http://www.cambridgeshire.gov.uk/ehcplan)

**Contact:**

Statutory Assessment and Resources Team  
Box SCO2209  
Scott House  
Huntingdon  
PE29 3AD

Telephone: 01480 372 600  
Email: [start@cambridgeshire.gov.uk](mailto:start@cambridgeshire.gov.uk)