Lancashire
County
Council

Guidance notes for Primary and Secondary Schools requesting an Education, Health and Care (EHC) needs assessment

It is good practice to hold a meeting prior to submitting the request and school may wish to discuss with their SEND Case Manager or SEND Assistant Case Manager before submitting. They can be contacted on their direct line, by email, or by using the contact details below.

Area	Email Address	Contact Number
Lancaster/Fylde/Wyre	inclusion.north@lancashire.gov.uk	01524 581114
Chorley, South Ribble, West Lancs, Preston	inclusion.south@lancashire.gov.uk	01772 531597
Burnley, Pendle, Hyndburn, Ribble Valley, Rossendale	inclusion.east@lancashire.gov.uk	01254 220553

It is important that all of the child/young person's and parent's details are completed in full.

Documents submitted:
- The Plan facilitator (usually the school's SENDCO), should ensure that all relevant documents are submitted with the request for an EHC needs assessment.
- Dependent upon the child or young person's individual profile of SEND and if a professional or service are involved in supporting the child or young person, the setting should ensure their advice is sought prior to a request for an EHC needs assessment.
- Advice forms are available on the Local Offer and it is important that schools use these forms to request advice from the relevant professionals, making sure they are completed in full. School should seek confirmation from the person providing advice and the child's parent or young person that the advice is sufficient for the EHC needs assessment process. If there is agreement that the advice is sufficient, the Local Authority will not request further advice if an assessment is agreed.
- Schools should ensure that evidence is attached to the request (e.g. attach IEP's or equivalent) to demonstrate a graduated response to meeting the needs of the child/young person.
- It is expected that there will be evidence of regular Assess, Plan, Do, Review cycles, demonstrating increasing levels of personalisation in order to ensure appropriate provision is in place and that advice from advisory professionals has been implemented. It is essential that this has been evaluated and that a

person-centred approach has been adopted, in order to determine the impact of the interventions that are being delivered.

People who support the Child/Young Person
- Please provide the name, role, email address and telephone number of professionals who have current involvement, or who have been involved with the child/young person in the last 12 months. This will ensure that the Local Authority are able to contact the appropriate professionals, should this be required.
- Please indicate if the child/young person has been discharged from any services within the last 12 months.
- Additional rows can be added if needed.

Attendance Record
- Please provide as much information as possible regarding current and historical school attendance.

Section A

Strengths
- Positively identify what a child is able to do which can be built upon.
- Provision should build on current strengths so it is important to include what the child/young person can do well or is in the process of developing. This may include their gifts, skills and achievements.

Special Educational Needs
- Identify and summarise all of the child/young person's special educational needs following observations/assessments from your setting.
- Professionals should limit their advice to areas in which they have expertise.
- This section has five sub-headings which are:

  - Cognition and Learning
  - Communication and Interaction
  - Social, Emotional and Mental Health
  - Physical, Sensory
  - Independence and self-help

- Bullet points should be used to help keep writing succinct.
- All of the child/young person's special educational needs must be specified and should set out needs that are easy to identify.
- There should also be a clear link between Aspirations (which will be included in the One Page profile), Needs (Section A of request form), Outcomes and Provision (section E of request form) – this is the 'Golden Thread'.
- Some children may have needs across all areas, however others may not. If your setting has not observed/assessed or identified that a child has needs in one or more areas, please indicate this by stating 'no needs identified in this area'. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.
- A diagnosis does not constitute a need – the needs identified should make clear what is going to be addressed for the child/young person, e.g. for a child/young person who has an ASD diagnosis, what element will be addressed through the provision that will be implemented.
- Care should be taken not to confuse needs with provision.

Section B

Attainment/Ability/Assessments/Milestones met
- Please give results from any standardised assessments, including end of key stage, and attach any evidence to your request.
- Providing attainment/assessment information (including previous scores) is key to ensuring progress can be monitored over time.

Section C

Health needs and support
- Summarise whether there are any health needs and what support is known to be in place from health services.

Section D

Social Care needs and support
- Summarise whether there are any social care needs and what support is known to be in place from social care services.

Section E

Outcomes and Provision
- Set out here a list of the jointly agreed outcomes sought for the child/young person.
- An outcome is defined in the Special Educational Needs and Disability Code of Practice (COP: 2015) as *"the benefit or difference made to an individual as a result of an intervention".*
- An outcome is not a description of the service being provided or sought. Outcomes should not be confused with provision.

Outcomes should:
- Be SMART (Specific, Measurable, Achievable, Realistic and Time-Limited);
- Set out what the child or young person will be able to do / or what the child or young person will have achieved, by the end of a phase or stage of education (e.g. Key Stage);
- Be person-centred not service-led;
- Take into account what is important to the child or young person intrinsically and/or to help them move towards their goals or aspirations;
- Take into account what is important for the child or young person in terms of addressing needs / removing barriers to help them progress;
- Link clearly to the identified needs and provision.
- From Year 9 onwards, outcomes should focus on preparing the young person for adulthood
- Shorter term targets can be included under the section 'steps towards achieving outcome'. Professionals working with the child/young person during the EHC needs assessment process may agree shorter term targets that can be regularly reviewed and, if necessary, amended (e.g. as part of their IEP) to ensure that the individual remains on track to achieve their long term outcomes.

Provision:
- Provision must be clearly linked to the needs identified in section A of the request form;
- Specify the provision which will help the child / young person achieve each outcome;
- Provision must be specific and quantified – say exactly what it is, how much of it / how often and who will deliver it. For example – "literacy sessions, 3 times a week for 20 minutes, in a small group (maximum 6 pupils), supported by a Teaching Assistant"
- Include provision where Health or Social Care educates or trains the child / young person, for example, Speech and Language Therapy. Ensure that advice forms are attached from these services specifying the provision delivered from their service.

Person making the request
- When making the request, ensure that your details are included alongside the date of completion.
- If the setting has received support to complete the request form, please ensure the name of the person providing the support is included.
- It is essential that the request for an EHC Needs assessment form is signed by the person/'s responsible for the child/young person.