

Education, Health and Care Assessment Criteria



Criteria for Starting an Education, Health and Care Assessment of a Child's/Young Person's Special Educational Needs

This is a guide to the criteria for starting an Education, Health and Care assessment only as each child/young person has unique strengths and needs and may not fit into set criteria. In this case West Berkshire EHC Panel will use their judgement, knowledge and experience and the evidence presented to them to decide if an Education, Health and Care Assessment should commence. EHC panel consists of members of SEN Team, representatives of Educational Psychologists, representatives from Learning Support Services, Headteacher and representatives from Health and Social care as appropriate.

Definitions as outlined by the SEN and Disability Code of Practice, Jan 2015

What is a special educational need?

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age

OR

b) has a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post-16 institution

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would so do if special educational provision was not made for them.

When should an Education Health and Care Assessment be carried out?

An EHC Plan is necessary so that special educational needs provision can be made for the child or young person. The provision must be additional to what can reasonably be provided by a mainstream early years provider, school or post 16 institution.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age by maintained nursery schools or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

West Berkshire Criteria for an Education Health and Care Assessment

- 1) Child or young person has been identified as having severe, complex and persistent special educational needs and has been supported through a graduated support approach in school or college, in accordance with the Code of Practice, and identified as requiring Special Educational Needs support.
- 2) Child or young person has failed to make adequate progress. Less than expected progress is characterized by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
- 3) The child or young person receives additional SEN support over the equivalent of £6000 SEN provision in a school or college. This is the designated funding that a mainstream setting can reasonably be expected to provide. For the very young and for private Early Years Settings, alternative funding arrangements are available.
- 4) When in educational provision the young person must have a holistic school plan (we recommend the West Berkshire (Support and Achievement Plan) which identifies all their needs and the provision that is being made for them and records how this is reviewed and modified.

Evidence needed to make decision

- 1) The views wishes and feeling of the child, young person and his or her parents.
- 2) Evidence of the child's or young person's attainment and rate of progress over time.
- 3) Information about the nature, extent and cause of the child's/young person's SEN.
- 4) Evidence of the action already taken by the placement to meet the child's or young person's SEN. A current timetable should be included.
- 5) Evidence that when progress has been made, it has only been as a result of much additional effort and instruction at a sustained level over and above that which is usually provided.
- 6) Evidence of a child's/young person's physical, emotional and social development, care and health needs.
- 7) Where a young person is over 18, evidence that remaining in education or training would help them progress and build on what they have learned before and help them make a transition to adult life

Additional Evidence that a child's or young person's needs are severe

- 1) Child or young person is functioning at below the 2nd percentile in their area of special educational need.

OR

- 2) Child or young person needs significant support (over £6,000/ annum) in order to access the curriculum because of the severity of their disability

Additional Evidence that a child's or young person's needs are complex

- 1) Evidence of a range of SEN needs which interact together to make the child's or young person's needs complex, including health and care needs.
- 2) Evidence of the need for a range of interventions or support to be in place.

Additional Evidence that a child's or young person's needs are persistent

- 1) Evidence that needs remain over time despite appropriate intervention being put into place, reviewed and adapted.
- 2) Evidence of the setting having received appropriate support and guidance from relevant services to support the child/young person. This can include, but is not limited to:
 - a. Advisory Teacher for ASD
 - b. Behaviour Intervention Team
 - c. Cognition and Learning Team
 - d. Educational Psychology Service
 - e. Emotional Health Academy
 - f. Occupational Therapy Service
 - g. Physiotherapy Service
 - h. Sensory Consortium Service
 - i. Specialist Inclusion Support Service
 - j. Speech and Language Therapy Service
- 3) Evidence that professional advice has been followed and appropriate strategies have been implemented, reviewed and, where appropriate, modified.