

Request for an Education, Health and Care needs assessment

Guidance for completing K3 FE (Further Education) - educational evidence

Introduction

Before completing the request for an Education, Health and Care (EHC) needs assessment please read this guidance, particularly the information about completion of the form, and refer to Hampshire County Council's criteria *SEN Support: Guidance for early years providers, mainstream schools and colleges*, available to download from www.hants.gov.uk/sen-guidance-forms.htm.

This guidance aims to assist colleges/FE settings in the production of the educational report required as their contribution towards an EHC needs assessment. The purpose of an EHC needs assessment of special educational needs under the Children and Families Act 2014 is to gain a clear picture of the young person as a whole person in terms of educational and social strengths as well as educational difficulties. The local authority **must** seek educational advice from the setting that the young person is currently attending.

You must think very carefully about why you are requesting an EHC needs assessment, not least so that it does not unfairly raise parental expectations. Parental confidence is undermined when an EHC needs assessment does not provide any new information about their child/young person, and when no new or additional resources are provided. Parental confidence is also undermined if a parent/carer is led to believe that an EHC needs assessment is the only way to provide support for their child/young person. As council tax payers, parents/carers have a right to know that the way in which Hampshire County Council delegates its funding for SEN means that intervention and support for children and young people with SEN does not require an EHC needs assessment. From the point of view of a young person, an EHC needs assessment is likely to subject them to a number of different assessments, sometimes for little clear purpose. There are occasions when carrying out an EHC needs assessment cannot be justified in terms of improved outcomes for the young person and as noted above, this includes when it does not provide any new understanding about a young person's needs or any resources beyond those that the young person should normally receive in line with a college's/FE setting's responsibilities to meet the needs of all its learners.

The introductory section of Appendix K3 FE, therefore, asks you to state what difference an EHC plan would make for the young person, if one were issued. You must answer this question in terms of the improved outcomes you envisage an EHC needs assessment will lead to.

In Hampshire, when a college/FE setting requests an EHC needs assessment the request is also regarded as the potential educational advice for the assessment.

The advice **must not** be influenced by consideration of the name of a college/FE setting at which the young person might eventually be placed. Specific colleges/FE settings must not be suggested. The local authority will decide placement at a later stage in the light of any preferences or representations made by the parents/carers/young person. However, you may discuss the young person's needs and options in general with the young person and parents/carers, and your written advice can include consideration of options for provision. Your discussions and advice should not commit the local authority nor pre-empt the young person's/parents'/carers' preferences. These are matters for the local authority to determine when it has considered all the advice received.

Reports should be written in straightforward language, avoiding the use of jargon so they can be clearly understood by both young person/parents/carers and other professionals. **It is important to remember that all reports are copied to young person/parents/carers and the other professionals involved in the assessment process.** It is essential that the document is produced clearly and capable of being copied. Any views or comments made in the report should be backed up by clear evidence and care should be taken to avoid subjective descriptions or judgements. There should be an indication of the sources of information that are being used in drawing up your advice. Discussions with the young person/parents/carers and other professionals should be referenced and any written reports used should be appended. You should also refer to the nature of any assessments made, such as curriculum-based assessment and standardised tests, giving dates and timescales.

Completion of Appendix K3 FE form

A recommended proforma for Appendix K3 FE is available to download from www.hants.gov.uk/sen-guidance-forms.htm.

Section 1 - asks for the essential details of the young person. Please alert the SEN Service to any family arrangements to which it should be sensitive, eg:

- who has parental responsibility/day-to-day responsibility
- the status/relationship of carers to the young person
- if the young person is with foster parents
- a second name and address if there is joint custody of the young person
- other names by which the young person is known.

Also include any additional information relating to communication with the young person/parents/carers, eg:

- home language if not English
- if the young person/parent/carer has a learning difficulty or particular communication needs arising from a visual or hearing impairment.

Section 2 - External agencies

Requesting an EHC needs assessment should be a shared decision between you, the young person, their parents/carers and anyone else working with them. Further, an EHC needs assessment should follow from work over a period of time where appropriate external agencies have been involved. Because of changes in service delivery, in particular Hampshire Educational Psychology, you might have accessed support and guidance from an educational psychologist in one of a number of different ways and you should provide evidence of this. Please name the professionals from external services, so they can be contacted to provide advice, should an assessment be agreed.

Section 3 - Description of young person

3.5 Relevant home factors - please provide only factual information related to the young person's special educational needs: family information; medical information; and young person's involvement in clubs/outside activities.

Section 4 - Young person's current main areas of strength

You are asked for a description of the young person's current main areas of strength: the young person's skills and attainments, including progress and their extra-curricular interests. Headings are provided to structure your response.

- **Evidence requirements** - please attach copies of:
 - the three latest consecutive personal plans and any reviews used to support evidence of specific interventions and reviews
 - reports/evidence from any school or college/FE setting the young person has attended within the previous 12 months.

Section 5 - Young person's learning difficulties

Headings are provided to describe the young person's learning difficulties requiring special educational provision.

Section 6 - The young person's social, emotional and mental health (SEMH)

This section is only required if the young person's principal special needs concern difficulties in social, emotional and mental health. An emphasis should be on analysis, not simply the submission of a behaviour log. Please note that details of the interventions used to support a young person are required in Section 7.

- **Evidence requirements** - please attach copies of:
 - completed behaviour checklists/tally charts with the analysis
 - examples of an ABCC (Antecedent/Behaviour/Consequence/Communication) chart showing behaviour across at least two separate weeks in the preceding three months
 - analysis of the behaviour over time with reference to the multi-element model to show attempts to understand the behaviour and to put in place proactive and responsive strategies and interventions.

Section 7 - Interventions undertaken and information from review and evaluation

This section requires information about specific interventions undertaken to meet the young person's needs and the outcome evidence available from reviews and evaluation. It is important to indicate what is 'additional to' or 'different from' the provision in place for other young people of the same age.

- **Evidence requirements** - please attach copies of: reports from health services (including speech and language therapist, physiotherapist, occupational therapist, or child and family guidance), social care, education welfare and any other documentation relating to interventions that have or are taking place.

Section 8 - Young person's/Parents'/Carers' involvement

Please refer to the guidance and support materials *My Views (Appendix K2) - Child's/Young person's contribution to the EHC needs assessment*, available to download from www.hants.gov.uk/sen-guidance-forms.htm.

Please note, there are various forms to use. Please select the one most appropriate to the age and understanding of the young person.

Section 9 - Important notes and signatures

This section includes important information about the SEN process. Finally, please ensure the form is signed and dated.

Section 10 - Checklist of supporting evidence requirements

This checklist is attached to help you to ensure that all the relevant documents are included.

These guidelines and the Appendix K3 FE form are available to download from www.hants.gov.uk/sen-guidance-forms.htm.

Please email the completed form to enquiries.sen@hants.gov.uk