



Doncaster Council

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Date: 16 August 2018

Dear Service Manager

Request for Statutory Educational Advice

A decision has been made to undertake a statutory assessment of special educational, health and care needs for the child/ young person named below. In accordance with Section 36 of the Children and Families Act 2014 and Regulations 6, 7, and 8 of the SEND Regulations 2014 and the 2014 SEND Code of Practice, I am now formally requesting advice from your service to assist with the formal statutory assessment. **Please provide statutory advice appropriate to your area of specialism and expertise**

The SEND Code of Practice states that the full statutory assessment process should not exceed 20 weeks from the date of the initial request to the issue of a final Education, Health Care Plan (EHCP). The formal assessment process requires all statutory advice and information requested by the Local Authority **must** be provided within six weeks of the request, and should be provided more quickly wherever possible, to enable a timely process (Paragraph 9:52 and subject to the exemptions set out in paragraph 9.42 of the January SEND Code of Practice). To support early conversations with parents we would appreciate your support to submit your advice within a 4 week deadline **wherever possible**. As an absolute maximum, please return your advice no later than [Click here to enter a date](#). I attach for your information a copy of the parental representations where received together with the advice received with the initial request.

Parents and other agencies will be asked to provide further updated advice which will then be considered by the Local Authority's SEN Team. Copies of all the advice will be given to persons with parental responsibility and other practitioners, whether or not it is decided to issue an Education, Health and Care Plan.

Please note: It is not necessary to repeat any existing assessments and/or advice where this is up to date and remains relevant and clearly sets out your views on the child/young person's strengths, needs, desired outcomes and matched provision. It would be helpful if you could specify under each section whether a) existing advice has already been provided and should be included as statutory assessment advice and/or b) if your advice is new or updated advice.

There is no single format for practitioners to submit their advice. However, specific advice is requested from your service and it would be helpful if you could use the key headings set out below. Where applicable, you should make a distinction between what you have observed and is your assessment and what has been reported by other people.

If you require any information regarding this statutory assessment please contact the named Officer who is

Yours sincerely

Special Educational Needs Service

Education, Health and Care Report for Statutory Assessment:

Other Education Advice

1. Personal details

Child/young person's Name:	Date of Birth:
Parents:	Education setting:

2. Identification of Primary need and NUMBER IN ORDER OF PRIORITY:

SpLD Specific learning difficulty	MLD Moderate learning difficulty	SLD Severe learning difficulty	PMLD Profound & multiple learning difficulty	SEMH Social, emotional and mental health	SCLN Speech, language and communication needs	ASD Autistic Spectrum Disorder	VI Visual impairment	HI Hearing impairment	PD Physical disability

3. Pupil Progress: please indicate your assessment of current levels of functioning (please tick and/or state the level achieved):

Progress from their own starting point:	Speaking and Listening	Reading	Writing	Maths
In line with expectations				
Below expectations				
Significantly below expectations				

4. Record of Involvement:

Date child/young person first referred to the Service:	
Report written by:	
Date of statutory advice:	
Date passed to SEN Team:	

5) **Bullet point updates since the request for statutory assessment on the child/ young person's current**

- i) **strengths, skills and attainments; and**
- ii) **areas of difficulty and concern and the degree of concern (high-low) and indicate if any specific time of day e.g. during unstructured times.**

- a) **Communication and Interaction:** e.g. articulation skills, fluency of speech, willingness to communicate, vocabulary, comprehension, language structure, social, communication and interaction skills – in education, at home and elsewhere.

strengths, skills and attainments	
areas of difficulty and concern	

- b) **Cognition and Learning:** e.g. approaches and attitudes to learning – self-image, confidence and independence, motivational factors, reasoning, organisational and problem solving skills. Also, Educational Attainment and progress against expected levels, achieved independently, indicating if teacher assessment, formal testing or standardised tests of literacy skills, reading and spelling ages, numeracy skills and other curriculum areas.

strengths, skills and attainments	
areas of difficulty and concern	

- c) **Sensory and/or Physical Development:** e.g. general health, fine and gross motor skills, vision, hearing, equipment needs and therapy needs.

strengths, skills and attainments	
areas of difficulty and concern	

- d) **Social, emotional and mental health:** e.g. social relationships with peers and adults; self-esteem and sense of self-worth; any diagnoses, medication or external interventions.

strengths, skills and attainments	
areas of difficulty and concern	

- e) **Developing independence:** e.g. Self-help and life Skills – toileting, feeding, dressing, independent travel.

strengths, skills and attainments	
areas of difficulty and concern	

- f) **Additional health care needs:**

strengths, skills and attainments	
areas of difficulty and concern	

g) Additional Social Care / Aiming High needs:

6) Education information and advice on what has been in place, when, why, what works and should continue and what does not work. *Recommendations can be made on how best to support (the TYPE of strategies, interventions and approaches to meet needs and achieve outcomes). Please note that schools and colleges have delegated SEN budgets to approximately £10k per child with SEN for teaching and additional support. Early years also have funded places. They also have access to a number of services through the Local Offer at no additional cost to the setting.*

- a) Size/age range of the child/ young person's class and minimum / maximum adult: pupil ratio across the week:
- b) Advice given on the SEN Arrangements and use of resources for the child/ young person including level of differentiation or modifications to the curriculum offer, teaching strategies, approaches, support and the learning environment and how the setting has acted on your advice:
- c) Specialist programmes/activities/materials/equipment/staff expertise and training/pastoral care arrangements provided for the child/young person:
- d) Physical environment of building/Access Plan Implications – if applicable:
- e) Any reasonable adjustments to policy, practice and procedures required to meet the level of identified need.

7) Child/ young person's Views and engagement (please co-ordinate with other agencies wherever possible)

- a) *Have the child/young person's views been sought specifically by the service?* Yes/ No
- b) *Please confirm if these views are updated from any previous views submitted.* Yes/ No
- c) *If not already evident, please confirm the way in which the child/ young person was consulted, how the views were recorded, by whom and under what conditions.*
- d) *Please outline any additional information on the child/ young person's involvement in Extra Curricular Activities for example at school or in the community.*

8) Parent/ Carer Involvement

- a) Views of Parent if expressed to named staff within the service:
- b) Successful activities/strategies in use at home and recommended to continue:

9) Aims of Provision

Please suggest at least 3 SMART educational and developmental outcomes for the child/ young person referring to each of the specified main difficulties/needs set out in section 5 and specifying whether these are aspirational long term outcomes or medium term Key Stage/ annual outcomes:

Outcome	Time period
i)	
ii)	
iii)	
Important now:	Important in the future:

Signature of Head of Service:

Name:

Title:

Date:

Please return electronically securely to the email address above or alternatively by post to the address below. If you wish to discuss this form please contact the SEN Team telephone number 01302 737296 or email SEN@doncaster.gov.uk.

For office use:

Date due:

Date received: