



Doncaster
Council

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Our Ref:

Date:

Request for Statutory Educational Advice

Dear Headteacher/ Principal/ Early Years Manager

A decision has been made to undertake a statutory assessment of special educational, health and care needs for the child/ young person named on the attached pro-forma. 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 2015 SEND Code of Practice, I am now formally requesting advice from your setting to assist with the statutory assessment. **Please provide statutory advice appropriate to your area of specialism and expertise (Reference paragraphs 9.45-52). Your advice is included as an Appendix should an EHC Plan be issued.**

The SEND Code of Practice states that the full statutory assessment process should not exceed 20 weeks and that the formal assessment process requires all statutory advice to be submitted within 6 weeks of receiving this request. However, to support early conversations with parents we would appreciate your support to submit your advice within a 4 week deadline. **Please return your advice no later than** [Click here to enter a date.](#)

I enclose for your information a copy of the parental representations where received and any other information parents have provided. If you agree, or disagree with any of this information and advice, it would be helpful to discuss this and seek clarification prior to submitting your advice. Statutory advice is sought from the LA's Educational Psychology Service, Health and Social Care. **Wherever possible, education settings should liaise with any specialist education services involved and other practitioners to ensure a joined up approach to submitting statutory advice.**

Parents and other agencies will be asked to provide further updated advice which will then be considered by the Local Authority's SEN Team and the Education Health Care Panel. 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.

The Local Authority must gather advice from relevant professionals about the child or young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet identified needs and achieve desired outcomes (SEND Code of Practice 2015 paragraph 9.46). Provision refers to strategies, interventions, resources and support rather than a placement where this may take place.

The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement. They may comment on the amount of provision they consider a child or young person requires (paragraph 9.51).

All advice providers should be aware that schools and colleges have delegated SEN budgets to a minimum level of £10k per child with SEN for core teaching and additional support. Early years also have funded places and access to additional funding through the Early Intervention Allowance. Settings also have access to a number of services through the Local Offer at no additional cost.

There is no requirement for a single format for practitioners to submit their advice. However, specific advice is requested from your setting and it would be helpful if you could use the key headings on the pro-forma. You should make a distinction between what you have observed and assessed and what has been reported to you.

You are requested to complete each section depending on the child/ young person's Type of Need indicating the degree of concern (high-low) and also any specific context e.g. time of day, during unstructured times or location.

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.

Please state clearly whether:

- a) existing education setting advice (date and author of report/s) remains relevant and should be included in the statutory assessment; and/or
- b) the information below is new or updated education setting advice and replaces all previous advice; and/or
- c) you are in agreement with some or all of the advice set out in reports provided by another practitioner (rather than repeat information please specify the date of the advice, author and which sections you concur with.)

Please add additional rows as required.

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: Education setting Advice

1) Personal details

Child/ young person's Name:		Date of Birth:	
Parents/Carers:		Education setting:	
National Curriculum Year:		Chronological Year if Different:	
Child/young person's ID number(s):	UPN	NHS	Social Care ID

2) Identification of Primary need and any secondary need (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) Background Information

Updated and any additional, relevant information (*boxes will expand*). Please provide a record of any relevant factual information for example: education settings previously attended by the child/ young person and the child/ young person's updated attendance records, family details and medical information.

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4) 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				

5) Description of Special Educational Needs and barriers to learning and development, Long and Medium term outcomes and matched provision (*Preparing for Adulthood broad themes in brackets*)

The description of needs should summarise, using bullet points, the characteristics of the child's presenting needs, for example areas of difficulty and barriers to learning, and the impact on progression in learning, social inclusion and their physical and emotional health and wellbeing.

Recommendations for Outcomes should reflect the child's special educational needs and what progress will look like from his or her starting point. Medium Term Outcomes should be Specific, Measurable, Achievable, Realistic and Time bound (SMART). Long Term Outcomes should take into account the child and family's hopes for the future and may not be as SMART as Medium Term Outcomes. If an EHCP is issued, Medium Term Outcomes will be reviewed at the first statutory annual review and new Outcomes proposed. Outcomes are for the individual child and are separate from any adult actions in place or planned. Outcomes should begin with the child's name and state what they will be able to do within the Long and the Medium Term. Outcomes should be of benefit to the child and it should be clear that once achieved they will make a positive difference.

Provision and actions within the education setting: *Please include specific information stating clearly what is included in the request for statutory assessment and what new advice is included. It should be clear what works and should continue, and what does not work, when, why, with whom and with what frequency. Recommendations should be made on the TYPE of strategies, interventions and approaches to meet needs and achieve outcomes. As a guide, please also include information on:*

- a) *minimum / maximum adult: pupil ratio for specific interventions across the week*
- b) *Level of differentiation or modifications to the curriculum offer, teaching strategies, approaches, support and the learning environment and how the setting has acted on external specialist advice*
- c) *Specialist programmes/activities/materials/equipment/staff expertise and training/pastoral care arrangements provided for the child/young person:*
 - *For example Toe by Toe reading intervention daily for 15 minutes out of class with a trained Teaching Assistant supervised and evaluated by the class teacher and SENCO.*
- 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.*

Type of need: Physical and Sensory (Health) e.g. general health, fine and gross motor skills, vision, hearing, equipment needs and therapy needs.	
Strengths	

Long Term Outcome(s) (typically or 2-3 years, or end of a Key Stage)		
	Matched provision to meet the needs and outcomes	
Medium Term Outcomes (annual)	Education provision (F)	Other provision (please specify source)

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

Long Term Outcome(s) (typically or 2-3 years, or end of a Key Stage)		
	Matched provision to meet the needs and outcomes	
Medium Term Outcomes (annual)	Education provision (F)	Other provision (please specify source)

Type of need: Communication and Interaction (Community Inclusion) 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	

Long Term Outcome(s) (typically or 2-3 years, or end of a Key Stage)		
	Matched provision to meet the needs and outcomes	
Medium Term Outcomes (annual)	Education provision (F)	Other provision (please specify source)

Type of need: Cognition and Learning (Progression in learning towards employability) e.g. approaches and attitudes to learning – self-image, confidence and independence, motivational factors, reasoning, organisational and problem solving skills.	
Strengths	

Long Term Outcome(s) (typically or 2-3 years, or end of a Key Stage)		
	Matched provision to meet the needs and outcomes	
Medium Term Outcomes (annual)	Education provision (F)	Other provision (please specify source)

Specific areas of focus towards Developing Independence (Independent living) e.g. Self-help and life Skills – toileting, feeding, dressing, independent travel.	
Strengths	

Long Term Outcome(s) (typically or 2-3 years, or end of a Key Stage)		
	Matched provision to meet the needs and outcomes	
Medium Term Outcomes (annual)	Education provision (F)	Other provision (please specify source)

Please comment on any Health or Care needs, outcomes and provision as appropriate

6) Child/ young person's Views and engagement

- a) *Have the child/young person's views been sought?* 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.*

7) Parent/ Carer Involvement

Views of Parent on their child's special educational and wider needs

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Signature:

Name:

Title:

Date:

Click here to enter a date.

Please return electronically via secure email or alternatively by post to the SEN Team, Doncaster Council, Civic Building, Waterdale, Floor 3, DN1 3BU by the date specified in this request. 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: Click here to enter a date.

Date received: Click here to enter a date.