

Request for an Education, Health and Care Needs Assessment

K3 - Educational Evidence (FE)

**Directorate for Children's Services,
Schools & Learning Division**

SEN Assessment & Review Team

Updated January 2015

When completing this form please:

- ***use a word processor***
- ***ensure you are using the latest version of the form***
- ***return completed form electronically.***

Introduction

The purpose of an Education, Health and Care (EHC) assessment 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, health and care.

In completing this request for an assessment it is important that the **evidence** you provide is balanced and represents a fair and accurate picture of the young person's profile of functioning over time and not a worst-case scenario. If you are uncertain about completing any aspect of this form, please discuss this with the SEN Post 16 Officer.

Before you complete this form it is important that you think carefully about why this request is being made and be clear that you can demonstrate that the young person's needs are over and above those that can and should normally be provided from within the college/FE setting's own resources.

It is **essential** that you can demonstrate, and be able to provide **evidence** of the following:

- Interventions and strategies based on an analysis of individual needs.
- Progress data showing impact of interventions over time.
- Personalised planning which shows a clear focus on outcomes.
- Intervention planning with external agencies (e.g. Educational Psychologist).

If an EHC plan was issued, what difference would it make for this young person?

Section 1 – Personal Details

Young person's surname:		M / F
Young person's first names:		
Also known as:		
Date of birth:		NC Year group:
Home language:		
Address:		
Names of parents/carers with day-to-day responsibility for the young person:		
Telephone numbers:	Home:	Work:
	Mobile:	
Email:		
Names of other adults with responsibility for the young person:		
Status:		
Address:		
Telephone numbers:	Home:	Work:
	Mobile:	
Email:		
Name and address of current setting/school:		
Headteacher/Principal:		
SENCO:		
Telephone number:		
Email address:		
Date admitted:		
Additional information:		

Section 2 - External agencies

Requesting an EHC assessment should be a shared decision between you, the young person, their parents/carers and anyone else working with them. This section invites you to consider whether you have involved the appropriate people over time. Please tick where there has been recent engagement with supporting agencies and dates of the involvement over time.

You must include with your submission evidence of the advice/input provided by those supporting agencies including evidence of the implementation and review of this advice as well as the outcomes for the child/young person (see section 8).

Evidence of educational psychology involvement may include evidence of discussions that have taken place over time (this may include telephone contact, SENCO consultation, and behaviour consultations), what strategies were agreed and the outcome of implementing those strategies.

External agency	Dates of involvement	✓ box
Educational Psychology		
Name:		
Tel no/Email:		
Address:		
Advisory Teacher (SpLD/HI/VI)		
Name:		
Tel no/Email:		
Address:		
Social Worker		
Name:		
Tel no/Email:		
Address:		
Designated Medical Officer (DMO)		
Name: Dr Bettina Harms		
Tel no/Email: (01983) 552058		
Address: St Mary's Hospital, Newport, IoW, PO30 5TG		
Child & Adolescent Mental Health Service (CAMHS)		
Name:		
Tel no/Email:		
Address:		
Paediatrician		
Name:		
Tel no/Email:		
Address:		
Speech and Language Therapist		
Name:		
Tel no/Email:		
Address:		

External agency	Dates of involvement	✓ box
Physiotherapist Name: Tel no/Email: Address:		
Occupational Therapist Name: Tel no/Email: Address:		
Other (please specify) Name: Tel no/Email: Address:		
Other (please specify) Name: Tel no/Email: Address:		

Section 3 - Description of the young person

3.1 Education history

Details of start dates, what courses being studied/completed, future courses

-

Details of previous qualifications obtained through school/college

-

Details of the clear identified pathway and the courses he/she is expected to study during his/her time at the college and how remaining in formal education/training will help the young person to achieve education/training outcomes building on what they have learned before and preparing them for adult life

-

If over 18, that he/she requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education/training

-

3.2 What supports the young person's progress?

-

3.2 What hinders the young person's progress?

-

3.3 Information of the current level of support he/she is receiving in college (over and above 'average' support, specify amount of funding at Element 1, 2, 3)

-

3.4 What do you consider to be the main objectives in the coming year for the young person in the areas of need you have identified in section 6? Please specify, eg 'to be able to...'

- *For example, 'to be able to achieve Level 3 Car Mechanics'*

3.5 Relevant home factors

Please complete this in conjunction with parents or carers and provide only details related to the young person's special educational needs

- *Family information* - siblings may have disability/learning difficulties
 - siblings - ages - grandparent carer
 - foster family - adoptive family
- *Medical information* - involvement with paediatrician - diagnosis, if one
- *Young person's involvement in clubs/outside activities*

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

Description of the young person's current main areas of strength. Please include a consideration of the young person's skills and attainments, including progress under the following:

4.1 Physical development - general health, fine and gross motor skills, vision, hearing.

4.2 Language and communication skills - willingness to communicate, receptive, expressive language skills.

4.3 Social skills and interaction, including confidence in relationships, self-help, independence - early education setting/school, home and elsewhere (state whether observed or reported).

4.4 Approaches and attitudes to learning - self-image, confidence and independence, motivational factors, attention and concentration, child's/young person's own view of progress.

4.5 Cognitive development including reasoning, organisational and problem solving skills.

4.6 Extra-curricular strengths or interests - sport, drama, hobbies (for a child in an early education setting, particular activities that they enjoy).

4.7 Social, emotional and mental health.

Section 5 - Young person's learning difficulties

Description of the young person's learning difficulties requiring provision which is additional to or different from that in place for other children of the same age. Please include a consideration of the young person's SEN/learning difficulties under the following:

5.1 Physical development - general health, fine and gross motor skills, vision, hearing

5.2 Language and communication skills - willingness to communicate, receptive, expressive language skills

5.3 Social skills and interaction, including confidence in relationships, self-help, independence - early education setting/school, home and elsewhere (state whether observed or reported)

5.4 Approaches and attitudes to learning - self-image, confidence and independence, motivational factors, attention and concentration, child's/young person's own view of progress.

5.5 Cognitive development including reasoning, organisational and problem solving skills.

Section 6 - The young person's social, emotional and mental health (only complete if relevant)

*Description of the typical patterns of behaviour - in the classroom, around the college, etc. Please include **summary** details of what actually happens, contributing factors, the young person's views and any positive influences. Please note the following section (section 8) requests details of interventions and their outcomes.*

***Please provide records of behaviour in summary form.** Records of behaviour should show a clear analysis of data collected over time and your understanding of the underlying need the behaviour is reflecting.*

*Descriptive behaviour logs or recent examples **must** be accompanied by a summary and analysis, with reference to the multi-element model. Descriptive behaviour logs will only be used to understand your analysis of the young person's behaviour and **will not** be included as part of the EHC plan, if one is issued.*

Section 7 - Interventions undertaken and information from review and evaluation

- Evidence of the action already taken by the Isle of Wight College to meet his/her identified needs, including evidence of the outcomes of such interventions and what progress he/she has/has not made.
- Evidence of how the IW College has implemented the advice of other agencies such as Health and/or Social Care to meet his/her non-educational needs.

In both the following tables, please add further rows as necessary.

7.1 Interventions within the setting

A separate table **should** be included for each special educational need described in section 6 and 7.

Interventions to address:	
Interventions undertaken:	
Materials/equipment/adaptations:	
Who delivered the intervention?	
How much, how often, over what time period?	
How has the intervention been reviewed/evaluated?¹	
Outcomes for the child/young person²	

Interventions to address:	
Interventions undertaken:	
Materials/equipment/adaptations:	
Who delivered the intervention?	
How much, how often, over what time period?	
How has the intervention been reviewed/evaluated?¹	
Outcomes for the child/young person²	

Interventions to address:	
Interventions undertaken:	
Materials/equipment/adaptations:	
Who delivered the intervention?	
How much, how often, over what time period?	
How has the intervention been reviewed/evaluated?¹	
Outcomes for the child/young person²	

¹Refer to what you have done, which might take the form of personal plans that have been regularly reviewed and updated, new information from staff being cascaded to other staff in the setting at weekly meetings and so on. Please also note any tests that have been used to collect pre-and post-intervention data. If SEMH is the main need, please ensure that you refer to section 7.

²Include here any data from testing or any other records of progress over time and as appropriate, cross refer to personal plans or any other programme and plan review documents.

7.2 Details of external specialists involvement/liaison/provision

Please add additional tables as required to record all external agency involvement.

Who (name and designation):	
What have they done or are they doing?	
Time scale?	
Outcomes?	

Who (name and designation):	
What have they done or are they doing?	
Time scale?	
Outcomes?	

Who (name and designation):	
What have they done or are they doing?	
Time scale?	
Outcomes?	

Section 8 – Young Person’s/Parents’/Carers’ involvement

(This section is to ensure that you agree with this process.) If an EHC assessment is agreed you will be asked for your views at various stages of the process including the completion of ‘Our Story’.

9.1 Have you been involved in discussions with the college about your needs over time, e.g. personalised plan?

Yes No

9.2 Have you contributed to this assessment request by completing ‘My Story’?

Yes No

9.3 Have you seen the information the college is sending to the Local Authority?

Yes No

9.4 Do you agree with the request for an EHC assessment?

Yes No

9.5 Have your parents/carers contributed to this assessment request by completing ‘Our Story’?

Yes No

If yes, a copy of the completed ‘Our Story’ needs to be attached

Young Person’s signature(s) _____ **Date:** _____

Parents’/carers’ signature(s) _____ **Date:** _____

Section 10 - Important notes and signatures

The college and young person/parents/carers will be notified in writing of the LA's decision on whether or not it proposes to carry out an EHC assessment.

PLEASE ALERT the SEN Assessment & Review Team to any potential difficulties regarding communications with parents or any family arrangements to which the SEN Team needs to be sensitive

The key indicative question the LA will ask is whether the college can provide convincing evidence that, despite relevant and purposeful interventions and the support of external specialists, the young person's learning difficulties are such that a multi-disciplinary assessment is both necessary and appropriate

If the Local Authority proceeds with an EHC assessment, this evidence will be circulated to all those invited to contribute. It will be used as the Appendix K3 (educational advice) and in the event of an appeal will be made available to the First-Tier Tribunal (SEN and Disability). Please note that any supporting evidence provided will **not** be included in any subsequent EHC Plan. The Appendix K3 **must**, therefore, include a summary of this information.

Principal's signature

Signed: _____

Please print name: _____

Date: _____

For office use only	
Date of receipt:	
Decision:	
Caseworker:	Katie Riley
Signed:	
Date:	

Section 11 - Checklist of supporting evidence requirements

Please ensure that all the relevant documents are attached to Appendix K3

Please **do not** include information that is more than 12 months old unless you can provide a clear reason to do so.

✓ box

1. Evidence of college based interventions and strategies used.
 2. A copy of the young person's views.
 3. Copies of reports and advice from the educational psychologist.
 4. Copies of reports and advice from the advisory teacher.
 5. Copies of reports from health services giving health/medical advice.
 6. Copies of reports from social care/locality team and/or education welfare.
 7. Where a child's/young person's needs are related to social, emotional and mental health, please attach relevant evidence:
 - Completed behaviour checklists/tally charts with the analysis.
 - Examples of ABCC charts with the analysis.
 - 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.
 8. Please note any other documents submitted in addition to any listed above:
- I confirm that the information included is no more than 12 months old.**

If not, please state reason: