

## 11. Guidance for Initiating Statutory SEND Assessment (and required documentation).

Name of child or young person		Date of birth	
Setting/school/college		School year	
Name & contact details of person making request		Date of request	

**Please Note: Any evidence you submit will be included as an appendix to any EHCP that is produced. It is very important, therefore, that the evidence you submit does not contain information about other, identifiable pupils. Such information would be breach confidentiality and break GDPR.**

	The settings, schools and colleges must provide evidence:	List documents supplied
1	<p><b>- that the Early Help Assessment has been initiated and has been in place for at least 6 months.</b> A copy of the Early Help Assessment Form should be signed and dated by both the parent and the referrer. It should include the views of the parent/carer and the child or young person.</p>	
2	<p><b>- that external advice has been accessed.</b> Settings, schools and colleges should submit a copy of external advice provided. This could cover education, social care and health, as appropriate but must demonstrate an educational need.</p>	
3	<p><b>- which demonstrates how the external advice has been used to meet the child or young person's needs and the impact of this on progress.</b> This could be Learning Journeys, IEPs, Individual Support Plans, EY SEN Support Plans or from the Assess, Plan, Do, Review of the Early Help and should include evidence of the strategies utilised to meet the child or young person's needs and the impact of these. Settings, schools and colleges must submit at least <b>two</b> reviewed IEPs/Support plans <b>following</b> external advice.</p>	

4	<p><b>- which demonstrates that the child or young person's progress has not accelerated following the implementation of the early help assessment and external advice.</b></p> <p>Schools and colleges should submit attainment and progress data for the child or young person. Settings should submit Early Support Developmental Journal/Assessments by external professionals/EY outcomes.</p>	
5	<p><b>- of how the SEN budget has been allocated and how this would directly address the child or young person's SEND needs.</b></p> <p>Schools and colleges should provide evidence of the funding allocated to support the child or young person and the impact this has on the child or young person's progress. This could include a provision map and timetable of support. EY settings should submit timetable of support.</p>	
6	<p><b>- that the full allocation of the notional SEND budget to address the child or young person's needs has been utilised.</b></p> <p>This could include a provision map and timetable of support, together with evidence of progress over time. EY settings should submit the timetable of support with evidence of progress over time.</p>	
7	<p><b>- which demonstrates that the child or young person meets the SEND criteria, including evidence of the category and level of need.</b></p> <p>Settings, schools and colleges to submit the outcome of any diagnostic tests, assessments or statutory assessments. <b>N.B.</b> The Band Descriptors are a tool to be used when considering the level of need and should not be submitted as part of the evidence.</p>	
8	<p><b>- that the child or young person has an attendance of over 80%, lower attendance will impact on learning outcomes OR evidence that the child or young person's SEND impacts on attendance.</b></p> <p>Settings, schools and colleges to submit attendance data.</p>	