

# **SENCO FORUM – Spring 2**

## Transition and New Request for Assessment Documentation

# House Keeping



# Agenda

- 2:00pm – 2:10pm

General Update

- 2:10pm – 2:40pm

Transitions

- 2:40pm – 3:30pm

New EHC Needs Assessment Request  
Documentation and processes

## Update

- Local Offer
- Upcoming CPD Dates

Summer 1 SENCO Forum – Covid Recovery  
Sensory processing training - Pilot



### Local Offer

Thank you to those colleagues who have recently checked their local offer information. Please can all schools ensure that their information on the local offer is correct. If there are any changes to make please email [localoffer@hullcc.gov.uk](mailto:localoffer@hullcc.gov.uk)

### Upcoming CPD

Summer 1 SENCo Forums –  
Secondary Wednesday 19<sup>th</sup> May 9:30am – 11am,  
Primary Wednesday 19<sup>th</sup> May 2pm – 3:30pm

Focus will be on Covid Recovery – We would welcome any information on the challenges settings are currently facing following the period of school closure and any support or advice which you believe would be helpful

Primary Colleagues – Information regarding the Sensory Processing Training

Pilot has been circulated. There are still a small number of places available in the secondary session on the 21<sup>st</sup> of April between 9:30am and 11am. If requests to attend are not received by the end of this week, remaining places will be allocated to primary colleagues who are on the waiting list.

## Update: Annual Reviews

- Additional funding secured by the LA
- Annual Review Paperwork review has commenced
- School Allocations will now take place monthly unless they are part of a phase transfer in which case they will be considered altogether.
- **Reminder:** A request for a change of setting should not be made by a school. Parents will be asked to preference a change of setting if amendments to their plan are proposed.



At present this process is not working and annual reviews are not being processed within the statutory time scales. This challenge is 3 fold.

- 1) Schools are not holding annual review meetings early enough
- 2) Schools are not submitting annual review paperwork within 2 weeks of the annual review meeting
- 3) The Local Authority are not completing decisions from annual review paperwork within 4 weeks of the annual review meeting or within a year of the last annual review decision has been communicated

### **Annual Reviews in January:**

Only 57% of reviews due to be held in January have been held and documents received by the end of February

Only 49% of review documentation submitted was submitted within 2 weeks of the review meeting

Only 35% of reviews received had a decision communicated by the end of February

Only 9% of reviews received had a decision communicated within 4 weeks of the review meeting.

This demonstrates the multiple challenges in place for the Local Area in meeting the

statutory timescales in relation to annual reviews. The DfE are looking to introduce a formal monitoring metric for the management of Annual Reviews and so this is a priority for Hull to address.

As a result this data has been shared with senior leaders in the council and they have committed to additional temporary funding to support the SEND team to address the current backlog and place annual reviews back on an even keel.

A review of the current annual review paperwork has commenced. Thank you to those colleagues who have provided feedback. This will now be progressed as a priority matter.

To support the timely communication of annual review outcomes and any amendments to EHCPs, special school allocations will now be held on a monthly basis to consider those cases where parents have expressed a preference for a specialist setting. Phase transfers will be managed separately.

**Reminder:** A request for a change of setting should not be made by a school. Parents will be asked to preference a change of setting **if** amendments to their plan are proposed.

# Transition

## **Primary to Secondary Transition**

- Completion of a summary spreadsheet
- Identify those who are vulnerable or have SEND
- An additional form should be completed for those who are Vulnerable or have SEND and sent directly to the receiving school.

**Deadline:** 16<sup>th</sup> April 2021



New Schools Transition Document which has been shared with head teachers and will be made available through the how are you feeling website has seen the Learning Partnership agree on a coherent transition approach.

This entails primary schools completing a single spreadsheet for their year 6 cohort which will then be distributed to the secondary schools.

On this spreadsheet there is a column which details whether the child has SEN or is considered vulnerable.

Where a child is identified as SEN or vulnerable an additional form should be completed and these should be passed directly to the secondary setting. The deadline for transition forms to be passed to the secondary schools is the 16<sup>th</sup> of April.

If secondary colleagues find they are missing these documents please do let me know and I can support to follow up.

## **Learners with EHCPs**

- All Learners with an EHCP will need an annual review focused on their phase transfer
- This may require an additional (interim) review of the EHCP to be held

### **Learners transitioning to Primary or Secondary School**

| Usual Date of Annual Review | Date of Phase Transfer Review |
|-----------------------------|-------------------------------|
| Autumn 1                    | Autumn 1 (Annual Review)      |
| Autumn 2                    | Summer 1 (Interim Review)     |
| Spring 1                    | Summer 2 (Interim Review)     |
| Spring 2                    | Autumn 1 (Interim Review)     |
| Summer 1                    | Summer 1 (Annual Review)      |
| Summer 2                    | Summer 2 (Annual Review)      |

## **Deadlines**

EHC Reviews for Transfer submitted to the LA SEND Team by:

| Year Group September 2021                                   | Deadline for Annual Review Documentation to be submitted to the Local Authority |
|---|---|
| Nursery/pre-school due to commence school in September 2022 | Friday 22 <sup>nd</sup> October 2021  |
| Year 6  | Friday 22 <sup>nd</sup> October 2021  |

Phase transfers must be finalised by:

- EYFS to KS1: 15<sup>th</sup> February
- KS2 to KS3: 15<sup>th</sup> February

## **A Good Transition**

- Clear understanding of the individual's needs as identified within the EHCP and through discussion with others
- Effective communication between parents/carers, children/young people, current setting, specialist setting, local authority SEND Team and support agencies
- Opportunities to promote the building of relationships
- A focus on learners feeling safe and secure
- Identifying connections between current and future settings
- Timely information sharing
- Clear planning and preparation (Plan)

Template for a plan will be shared for schools to use if they wish.

## Transition Ideas

- Coffee and Cake
- “My Profile” Meetings
- “Out of Hours” Visits
- “School Hours” Visits
- “Hot Spots” Visits
- “My Photo Book”
- “Famous Faces”
- “Hear the Bells”
- Change over observations
- Breaktime Observation
- Lunchtime Observation
- Breaktime snack
- Lunchtime visit
- Half day experience
- New Friends Club

A transition “menu” giving further detail will be circulated and schools can adapt and use this if they wish.

# New Request For Assessment Documentation

## Beyond School Support

- Despite input through the graduated approach and implemented recommendations from outside agencies\*
- If you are still concerned about the learners progress
- Are unable to provide the provision required
- You should submit a request for an EHC Needs Assessment

\*Some exceptions E.g. ABI



Graduated approach should be followed and where outside agencies are involved recommendations which are made have been implemented. These may need time to embed and for any impact to be identified. This may lead to a number of rounds of A-P-D-R with the appropriate record keeping of actions to support. (In school you do this through Provision Map software and this may be supported by historical documentation/IEPs)

If after a number of rounds of A-P-D-R you are still concerned about the learners progress or are unable to provide the provision required then it would be appropriate to submit a request for an EHC Needs Assessment.

## Completing an Assessment Request

- EHCNAR's should be completed in conjunction with parents and other agencies as part of a Person Centred Planning meeting
- Provide as much detail as you can (include supporting documents such as letters from medical professionals (with consent), records of APDR, progress data)
- Use the guidance document to support you.

## **New Request for Assessment**

- 1 Document (The consent page is on the final page)
- Greater flexibility for settings to use their own documentation
- Only requests information needed at the request for assessment stage
- Changes to assessment process
- Allows for exceptional circumstances



1 Document (The consent page is on the final page) – No longer a separate checklist and consent form which was often forgotten.

Greater flexibility for settings to use their own documentation – settings will be able to include their own APDR documentation as an appendix and include screen shots of progress reports where appropriate.

Only requests information needed at the request for assessment stage – This has meant the initial request is shorter and hopefully less time consuming, although there will be a requirement for schools to provide further information if an assessment is agreed.

Changes to assessment process – Schools will be asked for additional advice if an assessment is agreed.

Allows for exceptional circumstances – The new request for assessment document supports requests where two cycles of APDR are not evidenced due to exceptional circumstances

## Exceptional Circumstances

- New in the city of Hull and evidence suggests that they have complex SEN
- The Child did not access any pre-school or nursery provision and presents with complex SEN
- Recently started in a new educational setting, and at the previous setting needs were well supported through the universal provision
- There has been a sudden and unexpected change in the child or young person's health needs which have resulted in extreme barriers to learning
- The Young person is likely to need support to access education beyond the age of 18 where support from an EHCP has not previously been required.

|   |  |
|---|--|
| Date of Person Centred Planning Meeting to complete this request for assessment |  |
| Date of Submission to Local Authority   |  |
| Name of Person Completing this Request  |  |
| Role  |  |
| Contact Details   |  |
| Are there exceptional circumstances surrounding this request for assessment?    | No <input type="checkbox"/> Yes <input type="checkbox"/> |
|   | If Yes please provide details in section 12              |

# Learner Views

Now in 2 stages....

| 1. Learner Views   |  |
|--|--|
| Please detail how these views have been obtained           |  |
|  |  |
| What do I like about school? What am I good at?            |  |
| Learner view   |  |
| What others say about me                                   |  |
| What do I not like about school? What do I find difficult? |  |
| Learner view   |  |
| What others say about me                                   |  |
| What can others do to help me learn?                       |  |
| Learner view   |  |
| What others say about me                                   |  |

Learner views will now be gathered in 2 stages:

Stage 1: Request for assessment – New, learner friendly questions which allow schools to clearly differentiate between the learners own views and the views of others. Too often previously this has been a professionals opinion and we haven't had the learners views. Learners may choose to handwrite their own answers, type up their own answers, create a short powerpoint, provide photographs or their views can be given in quotation marks from a discussion. Where quoting a learners views these should be in the language the learner used.

If an assessment is agreed then the school may be asked to support the learner to complete the one page profile. The loud mouths student voice group are looking to provide feedback and offer an alternative on this later in the school year. If schools have a focus group of learners with EHCPs and wish to explore this we are also happy to work with schools to explore this as we are aware one size does not necessarily fit all and a range of options may be needed going forward. If schools are interested in being involved please do let me know.

## Personal Details

### Changes:

Clarity on who has Parental Responsibility  
Parents preferred method of communication  
Parents first language  
Social Worker Details  
GP Details



Clarity on who has PR is required to support GDPR regulations to ensure that they have the appropriate permissions to share the learners data.

Parents preferred method of communication is helpful to enable the SEND team to know how best to communicate with the family. If parents prefer to be contacted by email please ensure you provide an email address for them.

Parents first language is important to help the SEND team to know if they are able to communicate with the family in written form or via telephone. Where an interpreter or translated documentation is required this should be noted on the support needs section.

Social worker details are important and vital if parents do not have parental responsibility.

GP details are required to support the SEND team to understand where any relevant health funding will come from.

# Current Educational Setting

| 6. Details of current educational setting  |  |                          |
|--|--|--------------------------|
| Name and address of school/setting:  |  |                          |
| Date of entry:   |  | Year Group:              |
| <b>Attendance</b>  |  |                          |
| Academic Year  | Attendance %   |                          |
|  |  |                          |
| Have there been significant periods or patterns of absence?  | Yes <input type="checkbox"/> No <input type="checkbox"/> | ★                        |
|  | If yes please explain:                                   |                          |
| <b>Exclusion</b>   |  |                          |
| Type of exclusion  | Date of exclusion  | Duration (if fixed term) |
|  |  |                          |
| Have there been any significant patterns of exclusion?   | Yes <input type="checkbox"/> No <input type="checkbox"/> | ★                        |
|  | If yes please explain:                                   |                          |
| <b>Educational Offer</b>   |  |                          |
| Does the child or young person have a full-time offer of education?  | Yes <input type="checkbox"/> No <input type="checkbox"/> | ★                        |
| If no, please describe what the offer of educational provision is and explain the reasoning for this, including planned steps back to full entitlement |  |                          |
|  |  |                          |

 City Council

Changes to the section about the current educational setting allow the setting to tell the learners story.

For example where there is low attendance it is helpful to know if this is as a result of medical appointments or illness, or if it is due to a family holiday or covid related.

Exclusions – Again it is important to understand the story here. Has the child been excluded for a one of event as a result of an error of judgement or is it repeated short term exclusions as a result of persistent disruptive behaviour or more significant assaults on others.

Educational Offer – This is important to help the moderating group understand whether the learner is currently accessing full time provision. If they are not this may be for a range of reasons, such as a part time timetable to rebuild positive relationships in school, a phased return following a long period of absence or a part time timetable under the recommendations of a medical practitioner or to manage a health condition. Where a part time offer is in place a clear plan for return to full time education should be included.

|   |  |   |
|---|--|---|
| <h1>Parent/<br/>Carer<br/>Views</h1> <p>Now in 2<br/>stages....</p>   | <b>7. Parent/carer views</b>   |   |
|   | What do you hope will be achieved as a result of this request for Education Health and Care Assessment?  | <i>Why is a request for assessment being submitted now?</i><br><i>What do you hope this process will provide for your child?</i><br><i>What difference would an EHC Assessment make?</i>  |
|   | If an assessment is agreed I/we would like further or more up to date information to be requested from the following practitioners   | <i>Are there practitioners who you would like up to date information or advice from if an Education, Health and Care Assessment is agreed?</i><br><i>This is an opportunity to identify those who know your child well and who are able to provide details on their strengths, difficulties and support which is in place or required.</i><br><i>This may include people such as health or medical practitioners, family support or social workers, voluntary support agencies, youth group or after school club leaders etc.</i> |
| Is there any information you would like to share relating to your child's Special Educational Needs to support a request for an Education Health and Care Assessment? | <i>This is an opportunity for parents/carers to provide additional information at this early stage if they wish. There is no requirement for this box to be completed.</i> |   |

Parent/Carer views will now be gathered in 2 stages (like learner voice):

Stage 1: Request for assessment – New, parent friendly questions which allow parents to outline any concerns they have and what they feel would be gained from the request for an EHC Needs assessment.

Stage 2: If an assessment is agreed then the parent will be asked to contribute further. A new parental advice form has been coproduced with the Parent Carer Forum and this form offers sources of support to parents and carers to complete the form. This includes; their child's school, SENDIASS and their SEND Caseworker. (A new copy of this form with guiding questions will be circulated to schools for awareness)

# Identified SEND

| 8. Identified Special Educational Needs  |   |
|--|---|
| <b>Strengths and Achievements</b>  |   |
| ★  |   |
| <b>Barriers to Learning</b>  |   |
| When was the learner first identified as SEN at school/setting support?              | ★ |
| What primary category of need is identified for the purpose of the school census?    | ★ |
| Are other categories of need identified for the purpose of the school census?        |   |
|  |   |

## Identified Special Educational Needs.

Strengths and Achievements is now 1 section. – All strengths and achievements should be detailed in this area. This can include skills, educational attainment, interests in and out of school. For example if you have a young person who has a real gift for karate out of school this is valuable for us to know.

When was the learner first identified as SEN at school/setting support? – Under the Code of Practice schools should record initial concerns and this date should be included here.

Primary category of need – This is the category of need the school report as part of the school census. This is SEN type rather than area of need. E.g. SpLD rather than Cognition and Learning or Hearing Impairment rather than sensory/physical.

This is followed by the 4 broad areas of need for settings to provide any relevant information. It is important that this includes details of the barriers to learning and not a list of things the learner cannot do. Observations can be helpful but it is important to demonstrate that you have explored the reasons behind these observations. For example: Joe will refuse to write and walk away from his work.

WHY?? Is it as a result of difficulties constructing sentences/poor fine motor skills/poor muscle tone in his hands/difficulties with sensory feedback from the writing implement. This allows the appropriate support mechanisms to be identified.

Quotes from reports can be included here with appropriate reference to the appendix number and the original document included in the appendix.

# Health Needs

## 9. Description of Any Health needs related to the learners Special Educational Needs

|   |   |
|---|---|
|   |   |
| Does the child have an Individual Health Care Plan? | Yes <input type="checkbox"/> No <input type="checkbox"/><br>If yes please enclose a copy as an appendix |

Please include relevant information regarding the learners health needs. Any information relating to diagnoses or health conditions can be given here.

Quotes can be used when the original document is included in the Appendix.



There is no requirement for schools to circulate the advice forms previously used. These will be circulated by the SEND team if an assessment is agreed.

## Social Care Needs

10. Description of Any Social Care needs related to the learners Special Educational Needs.

Please include any details of current or requested support from social care services. This could include Early Help.

Copies of plans can be included as an appendix with the parents permission.

There is no requirement for schools to circulate the advice forms previously used. These will be circulated by the SEND team if an assessment is agreed.

If it is felt that there are no social care needs this should be stated and the section left blank.

# Professional Involvement

## 11. External Agency/Professionals Involvement

| Name: | Job title: | Organisation: | Contact details: | Involvement Date |    | Report   |
|-------|------------|---------------|------------------|------------------|----|--|
|       |            |               |                  | From             | To | Included?  |
|       |            |               |                  |                  |    | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|       |            |               |                  |                  |    | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Include historical and current involvement

This table should be used to identify all professionals who have had involvement with the learner both current and historical. It is important to note where involvement remains open and where involvement has been closed or the learner has been discharged from a service. This should be reflected in the “from” and “to” dates.

Where reports have been provided to inform the request these should be checked as yes and should be included in the appendix.

## The Graduated Approach

### Changes:

- Educational Journey to Date
- Current educational attainment/developmental milestones
- Previous educational attainment
- Summary of Graduated Approach
  - QFT Strategies and Reasonable adjustments
  - Additional and Different

Educational Journey to Date – This allows settings to explain the educational journey the child has had to date. It is helpful to understand if the learner has attended multiple settings or has missed some time in a setting, perhaps due to elective home education or not attending a nursery or preschool setting. It also allows settings to demonstrate when a child was first placed on the SEN register and if they have previously been removed before being placed back on the register.

Current educational attainment/developmental milestones – This should demonstrate the learners current levels of attainment or development. It is important to identify where the learner is currently working independently or with support. Settings may wish to insert a picture of the settings most recent progress report with clear detail around any coding which is used. Age equivalents or target grades are also helpful to demonstrate to the moderating group any gap between the learner and their peers. For example working at pre key stage is not always helpful as it is unclear how far behind the learner is and whether any progress is being made.

Previous educational attainment – This should provide a summary of outcomes reported at the end of each key stage.

Summary of Graduated Approach – This should provide a summary of the information detailed in the APDR documents which should be included as an appendix.

-QFT Strategies and Reasonable adjustments – These are the first steps in any graduated approach so please include these. They may be detailed in a pupil profile or student passport and this could be included in an appendix.

-Additional and Different – details of any interventions which have been implemented or support which has been tried should be detailed along with impact information. (Again this should be evident within the schools APDR documentation)

# Educational Provision

Detail provision currently in place.

| 13. Educational provision<br>(Please submit relevant summaries, e.g. timetable, IEPS, Intervention Records, Impact Reviews)             |                |  |                |
|---|----------------|--|----------------|
| Type of support/provision.<br>What is the educational provision in place?<br><i>interventions; programmes, facilities and resources</i> | Recommended by | Timescales/<br>frequency<br><i>How often will this happen and for how long? Be as specific as possible</i> | Impact to date |
|   | ★              | ★  | ★              |
|   |                |  |                |



*The Provision detailed here should not include Quality First Teaching or other provision that should be readily provided in schools or early years settings. It should not include things that might be considered to be universal provision or anything that would usually be provided for children within Element One funding.*

*This should clearly detail provision which the setting currently have in place to support the learner.*

*Recommendations for additional support will be sought if an assessment is agreed.*

It is helpful to understand who recommended the provision in place and it would be acceptable for settings to state that this was recommended by the SENCO based on previous support or advice for another learner with similar difficulties. If these are not working we would hope to see further/different recommendations being sought from support services.

For timescales and frequency please be specific. Daily and as required are not helpful to understand the level of need a learner is displaying. For 10 minutes every day, or for 1 hour twice a week is more helpful. Where support is as “required” this can be detailed as on average. For example. Support to regulate emotions may be “on average for 20 minutes once a day” or “on average for 5 minutes, 6 times a day”

## Key Question

14. Why is an EHC Assessment being requested now?

- What difference would an assessment/EHCP make to the learner?
- What would an EHCP bring?
- Why is this being requested at this point in time?

# Appendix

| 15. Evidence Informing this EHCNAR |        |   |         |  |
|------------------------------------|--------|---|---------|--|
|                                    | Author | Detail (e.g. One page Profile, Cognitive Assessment Report, IEP, medical letter, ASD Diagnosis) | date    | submitted  |
| 1                                  |        |   | ..J.J.. | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 2                                  |        |   | ..J.J.. | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3                                  |        |   | ..J.J.. | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4                                  |        |   | ..J.J.. | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 5                                  |        |   | ..J.J.. | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 6                                  |        |   | ..J.J.. | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Please detail any evidence which is being included to support the request for an EHC Assessment. Any documentation included but not detailed here will be returned due to GDPR.

## After Submission

Decision made on whether to assess or not.

If an assessment is agreed then requests for advice will be circulated.

Schools will be expected to provide:

- Any relevant updates
- Suggested outcomes
- Recommended provision additional to current provision

Schools may also be asked to support the gathering of further learner voice



Decision will be made by the Local Authority, supported by the moderating group.

If an assessment is agreed further advice will be requested.

## Next Steps

- Guidance and Finalised form will be circulated for use from 12<sup>th</sup> April 2021
- Schools who have started a My Support Plan may continue to use this until the end of the summer term
- Use of the new form will be reviewed in the Autumn term

Any Questions?

## Before you leave....

Please provide any feedback in the chat on today's SENCO Forum.

Please include any topics which you would find it helpful to focus on either as part of the covid recovery forum or future SENCO Forums.