

Evidencing the Graduated Approach in the Statutory Assessment Process



25th January 2018

Aims of the session

- Explore the criteria for EHCP requests
- Explore possible sources of evidence to demonstrate individual needs
- Discuss and share ways to evidence the graduated approach to inform statutory assessment requests

‘The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges.

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.’

Who needs an EHCP?

The child or young person:

- a) Has severe or complex long term needs that affect their everyday life;
- b) Requires provision and resources that are not normally available within a mainstream education setting;
- c) Requires intensive help and support from more than one agency; **and**
- d) Despite relevant and purposeful levels of support being provided by their educational establishment, they are making limited or no progress

SEN Code of Practice

‘The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.’

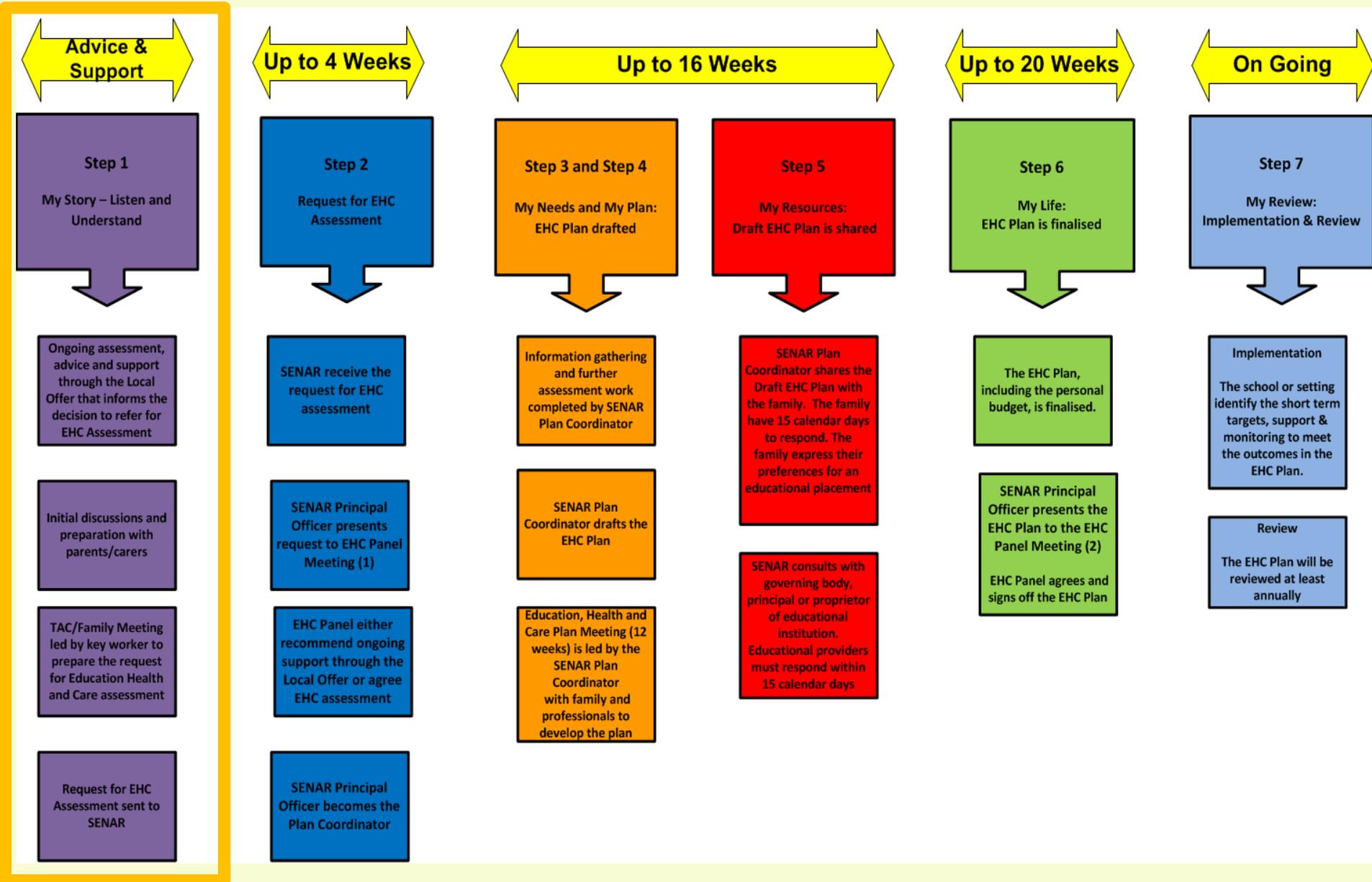
SEN Code of practice 2015

SEN Code of Practice

Local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person
- Provide a full description of the child or young person's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

EHC Pathway



SEN Code of Practice

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the child or young person's SEN
- Evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- Where a young person is aged over 18, the local authority must consider whether the young person 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 or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

SEN Code of Practice

In order to make a decision about whether to carry out a statutory assessment, the local authority will need to take into account a wide range of evidence and should pay particular attention to:

Evidence base	Attached
Evidence of the child or young person's academic attainment (or developmental milestones in younger children)	
Evidence of the child or young person's rate of progress, demonstrating impact of support provided by the setting	
Information about the nature, extent and context of the child or young person's special educational needs .	
Information about the required provision ; CRISP assessment (Criteria for Special Provision) completed with at least one outside agency involved.	
Evidence of the action and its evaluation already undertaken by the early years provider, school or post-16 institution	
Evidence that where progress has been made, it has only been as a result of much additional intervention and support over and above that which is usually provided	
Evidence of the child or young person's health needs and physical, emotional and social development, the impact on their learning and development, and what has been done to meet these by other agencies	
Where a young person is over 18, the local authority must consider whether the young person needs additional time to complete their education or training in comparison to the majority of others of the same age who do not have special educational needs.	



Discussion

With the people on your table please think about each of the items in the list.

How could you evidence these from the information you will have in school?



What evidence should be considered?

Evidence of the child or young person's academic attainment (or developmental milestones in younger children)	
Evidence of the child or young person's rate of progress, demonstrating impact of support provided by the setting	
Information about the nature, extent and context of the child or young person's special educational needs.	
Information about the required provision; CRISP assessment (Criteria for Special Provision) completed with at least one outside agency involved.	
Evidence of the action and its evaluation already undertaken by the early years provider, school or post-16 institution	
Evidence that where progress has been made, it has only been as a result of much additional intervention and support over and above that which is usually provided	
Evidence of the child or young person's health needs and physical, emotional and social development, the impact on their learning and development, and what has been done to meet these by other agencies	
Where a young person is over 18, the local authority must consider whether the young person needs additional time to complete their education or training in comparison to the majority of others of the same age who do not have special educational needs.	

Revised arrangements since September 2016, to help ensure a fair and consistent decision making process.

- What do they need?
- What have you done?
- What impact did it have?
- Evidence of a graduated approach

Graduated Approach

SEN support should take the form of a four-part cycle (Assess, Plan, Do, Review) through which decisions and actions are revisited, refined and revised.

This should provide a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.



The graduated approach



Quality First Teaching
School delivers Quality First Teaching.
Has progress been made? If yes continue appropriate level of provision.

High Quality Teaching

No

Universal Support
Class teacher/parent has concerns re progress; provide Universal Support.
Has progress been made? If yes continue appropriate level of provision.

High Quality Teaching with some differentiation

No

Targeted Support
Concerns continue so school involves SENCo/ school based specialist provide Targeted Support.
Has progress been made? If yes continue appropriate level of provision.

Additional intervention planned by the class teacher with TAs

Further targeted support – Advice and support from the SENCO

No

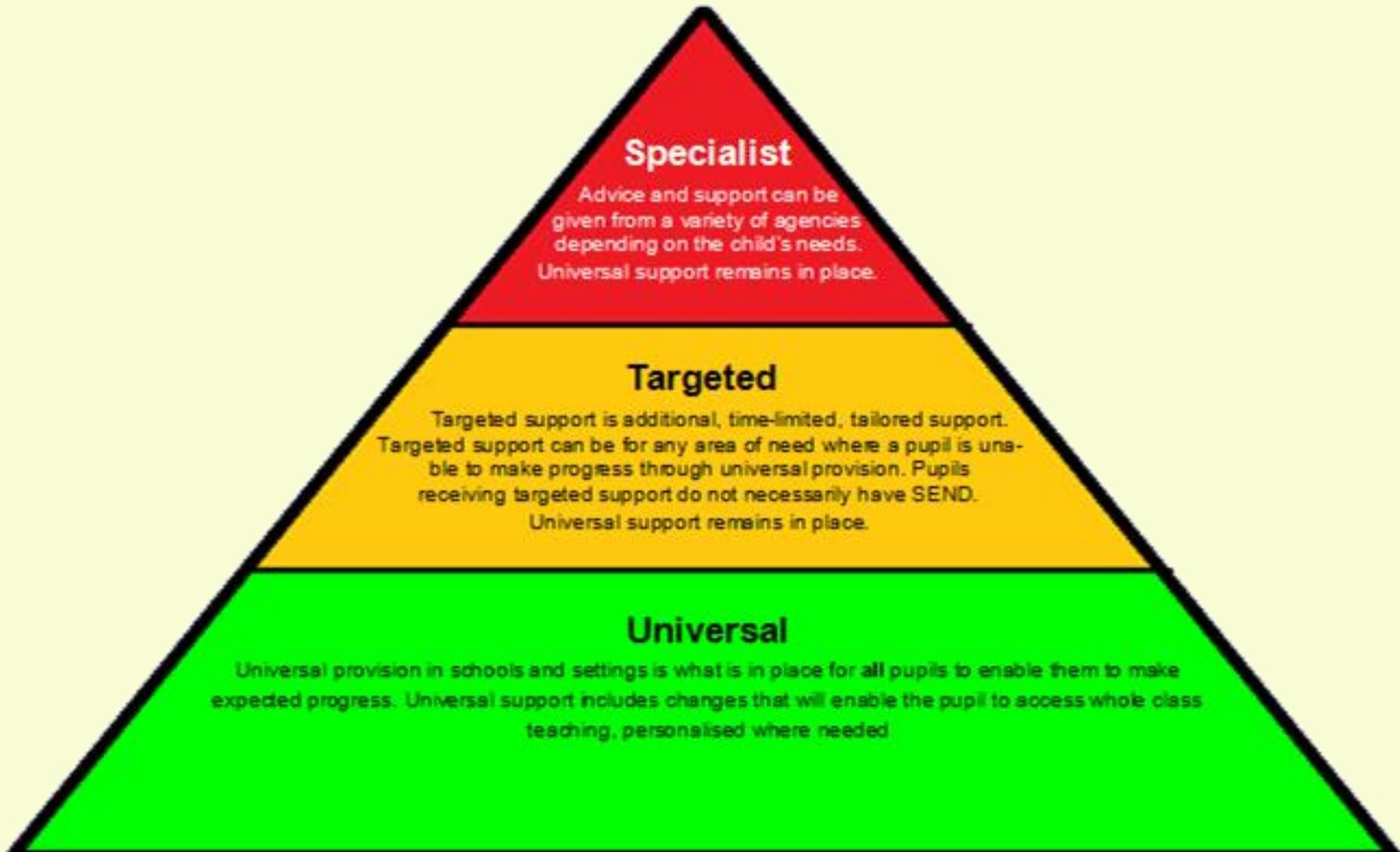
Specialist Support
Concerns continue so school should involve specialist services and implement outside agency recommendations.
Has progress been made? If yes continue appropriate level of provision.

Outside agency involvement

Yes

Yes

Graduated Approach



Universal Support

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching”

Universal support includes changes that will enable the pupil to access whole class teaching, personalised where needed

- Environment – display / lighting / seating / distraction
- Language - appropriate, modelled and explained.
- Resources – accessible / supportive
- Grouping / pairing / adult support
- Alternative methods to record (including ICT)
- Strategies to promote independence (task management)

Targeted Support

Should a pupil be unable to make progress through universal provision, class teachers should plan appropriate targeted intervention. This should ideally be:

- Evidence based rather than just closing the gap / booster groups
- Little and often
- Organised at times so that the pupil can still benefit from class teacher input in core lessons
- Jointly planned - CT / TA / Senco
- Should be evaluated – do pupils make progress? If not why not?
- Should be changed if not having an impact

Specialist Support

Advice and support can be given from a variety of agencies depending on the child's needs.

Most agencies will want to know what has already been tried as part of the referral process.

Recommendations should be acted on and evidence collated for review and discussion.

Parental permission is needed for most referrals.

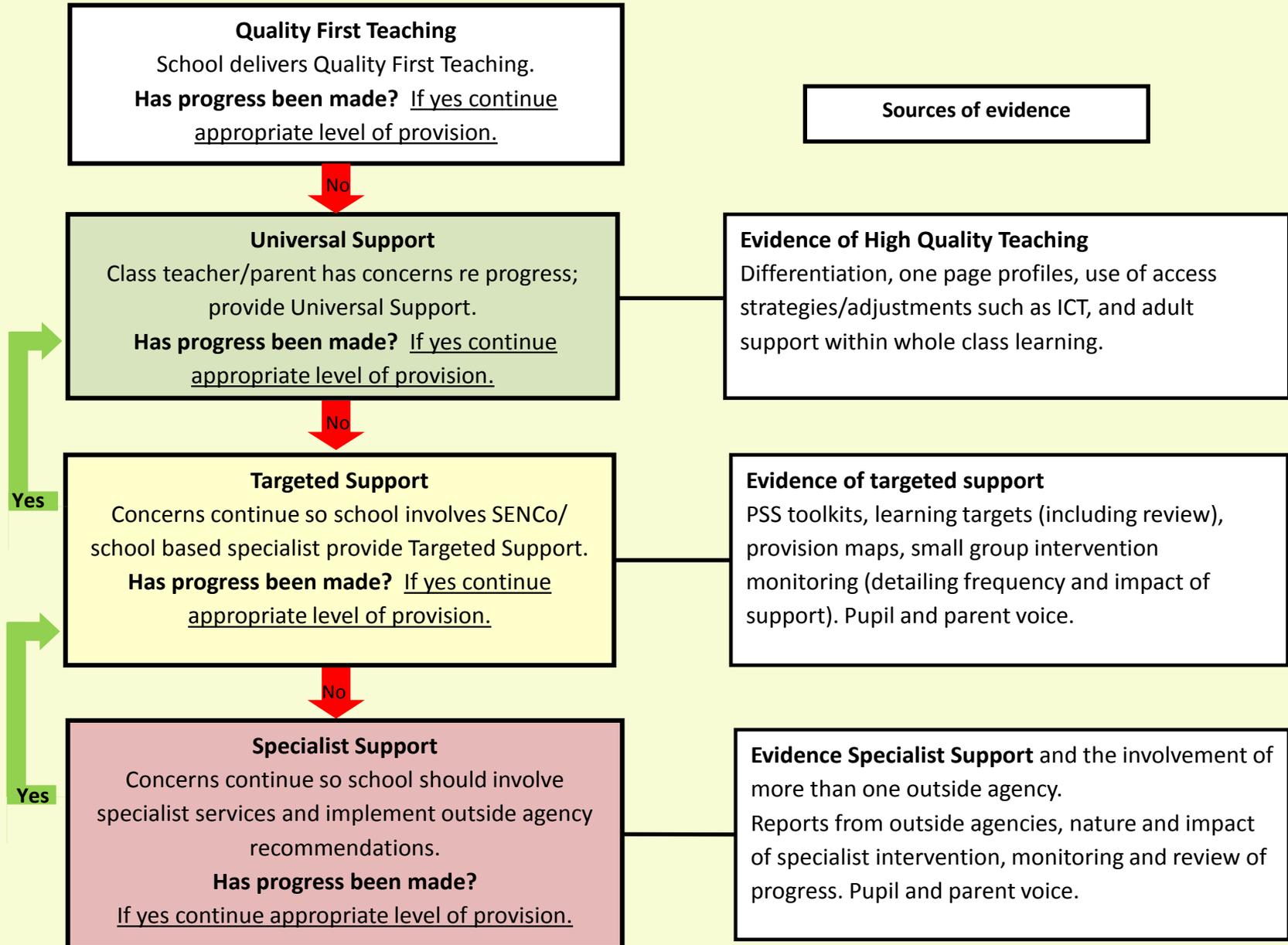
Graduated Approach



Evidencing the Graduated Approach
in the Statutory Assessment Process



Evidencing the graduated approach



Graduated Approach

Universal Support	Description of needs	Teaching and learning strategies	Possible evidence to demonstrate support
<p>Class teacher/parent has concerns re progress.</p> <p>Differentiation needed in some subject areas.</p> <p>Awareness of the potential need for guidance and support.</p> <p>Some adult support for learning.</p>	<p>Some difficulties in the acquisition and/or use of language, literacy and numeracy skills.</p> <p>May be some difficulties with adaptive behaviour and social skills.</p> <p>May be able to organise resources for familiar activities.</p>	<p>High Quality Teaching with a specific consideration for children with learning needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. High Quality Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted, simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently • Small step approaches • Resources and displays that support independence • Routine feedback to pupils • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage • A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress 	<p>Assess:</p> <p><input type="checkbox"/> Attainment data</p> <p>Plan:</p> <p><input type="checkbox"/> One page profile with differentiation strategies, including use of ICT</p> <p><input type="checkbox"/> Differentiated planning</p> <p>Do:</p> <p><input type="checkbox"/> Evidence of target plans or ITPs (include dates)</p> <p>Review:</p> <p><input type="checkbox"/> Progress monitored</p>



PSS Toolkits

<p>Band 6</p>	<p>sounding and blending.</p> <p>Can read 10 of the Y1 common exception words</p>	<p>digraphs and use them to blend to read regular words e.g.</p> <p>Can blend to read cvc words that include double final consonants i.e. ff, ss, ll, ck e.g. <i>mass, will, tick</i>.</p> <p>Can use phonic knowledge to read simple phonetically regular 2-syllable words e.g. <i>mango, sunset</i>.</p>	<p>basis of their title and illustrations.</p> <p>Links events in stories to their own experiences.</p>	<p>the text and illustrations for support.</p> <p>Can order a sequence of 3 pictures independently from a familiar story they have recently heard.</p>
<p>Band 5</p> <p>National expectation at the end of Reception</p>	<p>Can read some frequently encountered cvc fluently (without overt sounding and blending)</p> <p>Reads up to 30 common/familiar words by sight.</p> <p>Beginning to develop 1:1 correspondence when reading aloud.</p>	<p>Can recognise and say up to 5 standard vowel digraphs and use them to blend to read CVC e.g. <i>rain, meet, fam</i>.</p> <p>Can recognise sh, ch, th and use to read CVC e.g. <i>ship, chop, thin</i>.</p> <p>Can apply phonic knowledge to independent reading with minimal adult prompts.</p>	<p>Can read known words in simple sentences and texts.</p> <p>Demonstrates an enjoyment of an increasing range of books.</p>	<p>Is beginning to retell the main points of the text in sequence with the aid of visual and/or verbal prompts e.g. story boards, picture sequences.</p>
<p>Band 4</p>	<p>Reads up to 20 common/familiar words by sight.</p>	<p>Can recognise and say the sound for all letters of the alphabet.</p> <p>Can blend to read short vowel CVC e.g. <i>pin, hot, box</i>.</p> <p>Beginning to apply phonic knowledge to independent reading with adult prompts.</p>	<p>Can remember and say repeated phrase by the end of a simple book with visual cues e.g. <i>I can see a dog I can see a ...</i></p> <p>Can identify and point to known words in simple sentences</p>	<p>Can use a visual cue to talk about a character and/or event in a familiar story.</p>
<p>Band 3</p>	<p>Reads up to 10 common / familiar words by sight.</p>	<p>Can recognise and say the sound for most letters of the alphabet.</p>	<p>Follows print in books from left to right /top to bottom.</p> <p>With adult prompting is beginning to link events in stories to their own experiences.</p>	<p>Can identify the main events in a familiar story and uses in imaginative play.</p> <p>Uses story language e.g. <i>once upon a time...</i> when creating own stories to pictures in a book.</p>
<p>Band 2</p> <p>National expectation at the end of Nursery</p>	<p>Recognises familiar words and signs such as their own name and advertising logos.</p>	<p>Orally identifies most initial sounds in spoken words e.g. <i>What is the first sound in moon?</i></p> <p>Is beginning to match up to 6 letters of the alphabet to a given sound.</p> <p>Can continue a rhyming string e.g. <i>cat, mat</i></p>	<p>Joins in with and repeats words and phrases from nursery rhymes and action songs.</p> <p>Participates appropriately in shared stories read by an adult.</p>	<p>When looking at books, looks at the pictures to see what happens next.</p> <p>Can suggest how a familiar story might end.</p>
<p>Band 1</p>	<p>Demonstrates through role play reading that s/he knows information can be relayed in print.</p>	<p>Matches objects to pictures or symbols.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game. e.g. <i>Humpty Dumpty sat on a ...</i></p>	<p>Handles books carefully.</p> <p>Holds books the correct way up and turns pages.</p> <p>Demonstrates enjoyment of books by choosing to look at them independently.</p> <p>Shows interest in illustrations and print in books.</p>	<p>Points to words as an adult reads to them.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles and joins in with actions.</p> <p>Regularly anticipates events in familiar rhymes and stories.</p>
<p>READING FLUENCY</p>		<p>PHONIC SKILLS</p>	<p>ATTITUDE TOWARDS READING</p>	<p>UNDERSTANDING</p>

Support Tool L&L

Pupil Information					Language and Literacy Continuum - Date:										Secure Bandings														
Forename	Surname	DOB	Ethnicity	Year Group	Group discussion and interaction	Grammar and Sentence Building	Listening and Understanding	Verbal Storytelling and Narrati	Vocabulary	Clarity of Speech	Reading Fluency	Phonic Skills	Attitude Towards Reading	Understanding	Spelling	Composition	Punctuation and Grammar	Handwriting	Autumn			Spring			Summer				
																			Speaking and Listening	Reading	Writing	Speaking and Listening	Reading	Writing	Speaking and Listening	Reading	Writing	Key to level of support indicated by secure banding	
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Graduated Approach

Specialist Support	Description of needs	Teaching and learning strategies	Possible evidence to demonstrate support
<p>Concerns continue so school should involve specialist services to provide assessment and consultation.</p> <p>Considerable differentiation and/or modification needed in all subject areas.</p> <p>Considerable adult support and resources required to enable access to learning and the curriculum</p>	<p>Severe and persistent learning difficulties.</p> <p>Making very limited progress.</p> <p>Functional Skills in English and Maths at Entry level in post-16</p>	<p>Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. Additional adults support the CYP individually, under the direction of outside agencies to:</p> <ul style="list-style-type: none"> • Work on significantly modified curriculum tasks • Access daily individual support • Encourage independence • Create opportunities for peer to peer interaction • Monitor progress using highly structured methods • Provide opportunities for CYP to develop independent living skills through access to targeted interventions • To provide opportunities for the CYP to engage in community/school activities • A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. • Planned reviews including the parent and CYP 	<p>Assess & Plan:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outside agency report/ recommendations <p>Do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Details and evidence of 1:1 intervention work over time <p>Review:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence the impact of specialist support e.g. entry and exit data <input type="checkbox"/> Intervention monitoring to include impact of specialist support <p>Advice & guidance from:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SENCO or Specialist teacher <input type="checkbox"/> Outside agencies e.g. PSS, EPS, SALT, SSS

Statutory assessment request considered

Personalised Developmental curriculum.	Severe or complex long term needs that affect their everyday life	As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support. Adaptations for access to the curriculum.	<p>Settings MUST submit</p> <ul style="list-style-type: none"> <input type="checkbox"/> CRISP profile <input type="checkbox"/> Evidence of provision and impact <input type="checkbox"/> Evidence for assessment
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Evidencing the graduated approach

Specialist Support

Concerns continue so school should involve specialist services and implement outside agency recommendations.

Has progress been made? If yes continue appropriate level of provision.

Evidence Specialist Support and the involvement of **more than one** outside agency. Reports from outside agencies, nature and impact of specialist intervention, monitoring and review of progress. Pupil and parent voice.

No

Consider whether the pupil meets the criteria to make a request for an EHCP.

Does the child or young person:

- Have severe or complex long term needs that affect their everyday life;
- Require provision and resources that are not normally available within a mainstream education setting;
- Require intensive help and support from more than one agency; and
- Despite relevant and purposeful levels of support being provided by their educational establishment, they are making limited or no progress

Would a statutory assessment benefit the child? If yes consider making a request for an EHCP.

No



Evidencing the graduated approach

Consider whether the pupil meets the criteria to make a request for an EHCP. **Does the child or young person:**

- a) Have severe or complex long term needs that affect their everyday life;
- b) Require provision and resources that are not normally available within a mainstream education setting;
- c) Require intensive help and support from more than one agency; and
- d) Despite relevant and purposeful levels of support being provided by their educational establishment, they are making limited or no progress

Would a statutory assessment benefit the child? If yes consider making a request for an EHCP.

Yes

Arrange a 'Team around the Child/Young person' (TAC) meeting to consult with relevant agencies. Request reports from all involved.

Complete CRISP Assessment with outside agencies. Gather and review evidence of the graduated approach to inform the request.

Yes

Submit a request for EHCP assessment ensuring that the information clearly identifies

1: Information about the nature, extent and context of the child or young person's **special educational needs**. Include their attainment and progress data, demonstrating the impact of support provided by the setting.

2: Evidence of the **action and its evaluation** already undertaken by the setting. Evidence that where progress has been made, it has only been as a result of additional support over and above that which is usually provided.

Reviewing a request

Reason for Request of EHC Assessment

Please provide an overview of the evidence of the child or young person's needs in relation to the thresholds for EHC assessment

Recommendation	Yes/No	Evidence
1. Has severe or complex long term needs that affect their everyday life		
2. Requires provision and resources that are not normally available within a mainstream education setting		
3. Requires intensive help and support from more than one agency		
4. Despite high levels of support is making limited or no progress		
5. Has parental consent		
Overall recommendation		
This child requires a full assessment of their Education, Health and care needs.		

Discussion

Please look at the example request for an EHCP assessment.

Can you decide whether you think it would meet the criteria for assessment.



Reviewing a request

Reason for Request of EHC Assessment

Please provide an overview of the evidence of the child or young person's needs in relation to the thresholds for EHC assessment

Recommendation	Yes/No	Evidence
1. Has severe or complex long term needs that affect their everyday life		
2. Requires provision and resources that are not normally available within a mainstream education setting		
3. Requires intensive help and support from more than one agency		
4. Despite high levels of support is making limited or no progress		
5. Has parental consent		
Overall recommendation		
This child requires a full assessment of their Education, Health and care needs.		

Key questions:

- Is it relevant?
- Does it show what has been put in place?
- Does it show the impact it has had?
- Is it up to date?
- Does it provide an overview of what support has been put in place?
- Who can we contact to gain further information?

- Insufficient information about the child's needs
- Insufficient information about what the setting has already been doing
- Insufficient information about the child's progress and the impact of intervention
- The child is making progress and their needs can be met in a mainstream school

Evidence

In order that the Local Authority has the information it needs to decide if these criteria are satisfied, it would expect to see proof of:

- the **action taken by a school**, including evidence that appropriate interventions, support and resources, which are available through the Local Offer and school's SEN funding, have already been put in place, including the Assess/Plan/Do/Review cycles;
- the child or young person's failure to make expected progress; and
- the special educational provision required to meet the child or young person's needs cannot reasonably be provided from with the resources normally available to their setting.

Key messages

- It is not the quantity of information – it is the **quality** of what you provide
- Ensure that all of the relevant and appropriate agencies are involved with the child – and this is evidenced/recorded
- Ensure that a CRISP profile is completed with at least one outside agency
- Ensure that they meet the EHCP criteria

Further information...

Materials can be found on

<http://www.birmingham.gov.uk/localoffer>



The screenshot shows the Birmingham City Council website. At the top, there is a purple header with the council logo, navigation links for 'Sign in / Register', 'Visited pages', and 'Council services', and a search bar. Below the header, a yellow banner contains a warning icon and a message about refuse collections. The main content area features a breadcrumb trail: 'Home / Schools and learning / Birmingham's Local Offer (SEND)'. A dropdown menu is open, showing 'Birmingham's Local Offer (SEND)'. To the left, there is a 'Related information' section with a 'Downloads' link. The main heading is 'Birmingham's Local Offer (SEND)'. Below this is a photograph of five children in school uniforms. A white callout box over the photo contains the text 'Special educational needs' and 'What are special educational needs?'. At the bottom, a white box contains the text 'Welcome to the Birmingham Local Offer for Special Educational Needs (SEN) and disability'.

Birmingham City Council

Sign in / Register Visited pages Council services

Find information, advice and more... Search

Refuse collections update
We are working over the weekend to clear recent missed collections, so please leave your bins out. We apologise for the inconvenience caused.
[Read our latest update >](#)

Home / Schools and learning / Birmingham's Local Offer (SEND)

Birmingham's Local Offer (SEND)

Related information
Downloads

Birmingham's Local Offer (SEND)

Special educational needs
What are special educational needs?

Welcome to the Birmingham Local Offer for Special Educational Needs (SEN) and disability

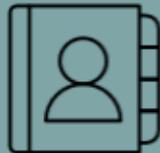
Further information...

<http://www.birmingham.gov.uk/localoffer>

Assessment of needs



**What are education,
health and care
plans?**



Education, health and care plans

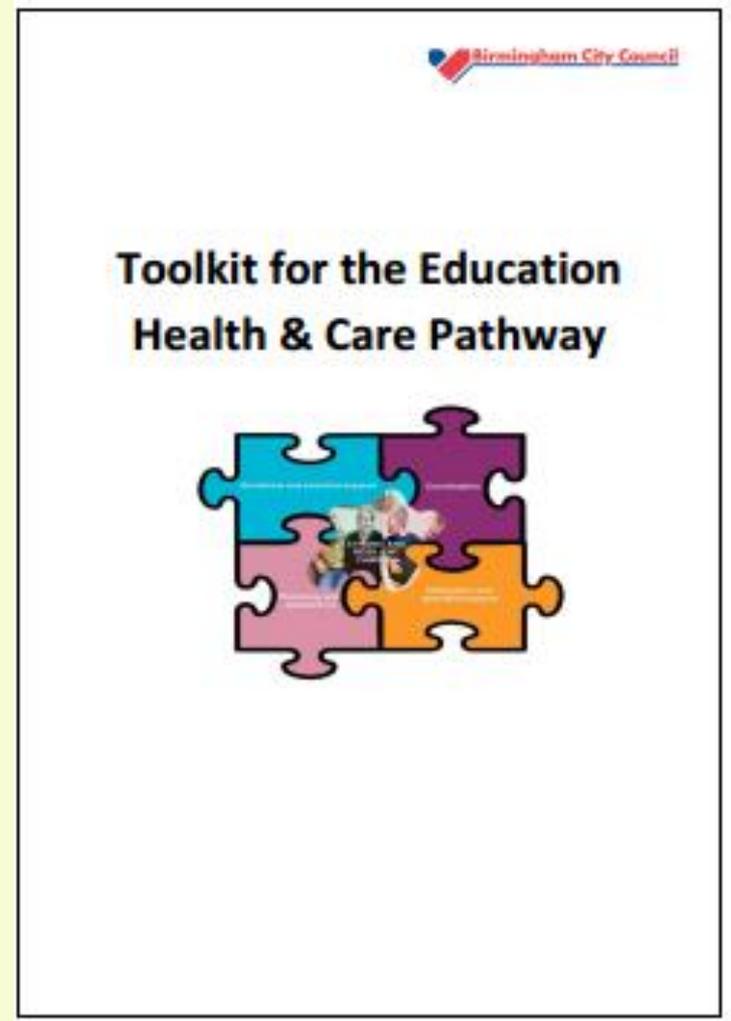
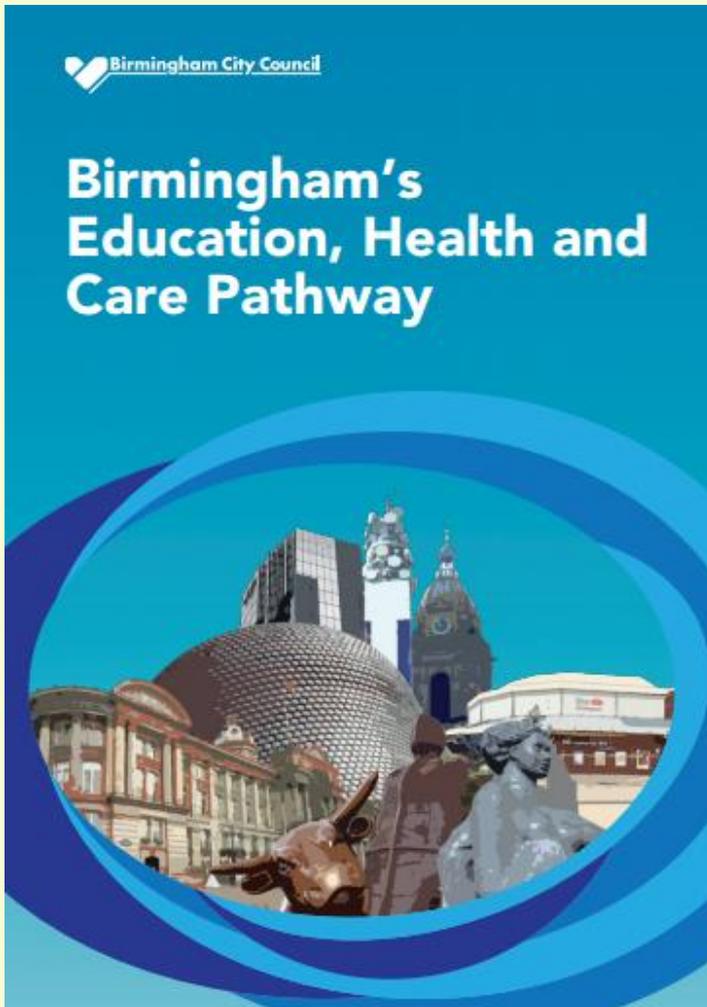
Involving parents and young people in decisions

What to do if you're unhappy with a SEND statement, assessment or plan (appeal process)

Professionals working with children requesting an Education, Health and Care Plan assessment

SEN transfer to EHCP

Guidance and information





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