

## **GUIDELINES TO SCHOOLS / EARLY YEARS SETTINGS**

### **PROVIDING EDUCATIONAL ADVICE FOR STATUTORY ASSESSMENT:**

#### **APPENDIX B**

*The following guidance is taken from the SEN Toolkit Section 8.*

#### **Introduction**

The guidance set out below aims to assist early years settings and schools in the production of the educational report required as the school's contribution towards statutory assessment. The purpose of a statutory assessment of special educational needs under the Education Act 1996 is to gain a clear picture of the child / young person as a whole person in terms of educational and social strengths as well as educational weaknesses and difficulties. The Local Authority **must** seek educational advice from the school or setting that the child / young person is currently attending.

Early years settings and schools **must** respond within six weeks of the request for advice unless the request is made one week before the school or setting is closed for a continuous period of more than four weeks from that date and ends one week before the date on which it reopens. Regulations require that the advice must relate to the educational, medical, psychological or other features that appear relevant to a child / young person's current and future educational needs. Your advice must also set out how those features could affect the child / young person's educational needs and the provision that you consider is appropriate in the light of those features.

The advice **must not** be influenced by consideration of the name of a school at which the child / young person might eventually be placed. Specific schools must not be suggested. The Local Authority will decide placement at a later stage in the light of any preferences or representations made by the parents/carers. However, you may discuss the child / young person's needs and options in general with parents/carers, and your written advice can include consideration of options for provision including the scope for mainstream education and the type of school in which their needs might be best met, e.g. mainstream or special. But your discussions and advice should not commit the

Local Authority nor pre-empt the parents'/carers' preferences. These are matters for the Local Authority to determine on the basis of its consideration of all the advice received.

Reports should be written in straightforward language, avoiding the use of jargon so that they can be clearly understood by both parents/carers and other professionals. It is important to remember that all reports are copied to parents/carers and the other professionals involved in the assessment process. Any views or comments made in the report should be backed up by clear evidence, and care should be taken to avoid subjective descriptions or judgements. Therefore, there should be a clear indication of the sources of information that are being used in drawing up your advice. Discussions with parents/carers and other professionals should be clearly referenced, and any written reports used should be appended. You should also refer to the nature of any assessments made (standardised tests, curriculum based etc).

Set out below is a checklist for consideration by schools and settings when completing your reports.

### **Section 1: Background Information**

This deals with the essential details of this child / young person. Please alert the SEN Team to any family arrangements to which it should be sensitive such as:

- who has parental responsibility / day-to-day responsibility
- the status / relationship of carers to the child / young person
- a second name and address if there is joint custody of the child / young person
- other names by which the child / young person is known
- if the child / young person is Looked After by Social Care, and if so, whether they are subject to care order, accommodated etc.

Also include any information relating to communication with the parents/carers:

- home language if not English
- Parent / carer has a disability or learning difficulty.

## **Section 2: Supporting Documentation / Evidence**

### **1. Context**

Briefly describe the school/setting organisation and curricular arrangements and how they assist children with special educational needs.

### **2. Background**

The following information should be included in this section:

- earlier education history: this should include a record of schools previously attended by the pupil and the pupil's attendance records when known.
- background information: this may include family details, environmental factors and medical information.

Please note that only those factors which relate to the pupil's educational needs require comment and only factual information should be provided about family background if it is considered to be relevant.

### **3. Description of the child / young person's current skills and attainments**

- physical development – general health, fine and gross motor skills, vision, hearing.
- approaches and attitudes to learning – self image, confidence and independence, motivational factors, child / young person's own view of progress.
- speech and communication skills – articulation skills, fluency of speech, willingness to communicate, vocabulary, comprehension, language structure.
- educational attainments – literacy and numeracy skills, other curriculum areas. Please include National Curriculum assessment information, where available and appropriate. Where standardised tests are used, please detail the name of the test and date administered
- cognitive development including reasoning, organisational and problem solving skills.

- social skills and interaction – school, home and elsewhere (state whether observed or reported).
- behaviour – classroom behaviour, playground behaviour, outside school (reported or observed). Please indicate positive aspects of behaviour as well as any aspects of behaviour that interfere with schooling.
- self-help and independence skills.

#### **4. Relevant home and school factors**

- at school – size/age range of class, description of school-based interventions, SEN arrangements from school's own resources, curriculum provision, quality of teaching, physical limitation of building, if relevant.
- at home and in the community – home language, parental views, care situation, home/school liaison arrangements, involvement in clubs, outside activities etc.
- record of attendance.

#### **5. Summary of special education needs**

Identify and list all of the child / young person's special educational needs and for each need describe their level of functioning, i.e. what they can and cannot do.

- the child / young person's main areas of strengths.
- the child / young person's main areas of difficulty.
- child / young person's rate of progress – levels of attainment should be stated.

#### **6. Aims of Provision**

Please suggest main long-term educational and developmental objectives for the child / young person, referring to each need as listed above.

#### **7. Educational facilities and resources**

What special educational provision has already been made for the child / young person through Early Education Action and Early Education Action Plus or School Action and

School Action Plus? Describe the progress they have made. (Please append IEPs and a record of IEP reviews – it is likely that they will provide sufficient information about past and current provision).

For each need and objective, please consider what features of provision might meet the special educational needs as identified (you are not being asked to recommend a particular alternative school or type of provision)

- curriculum features – with details of any National Curriculum modifications or disapplication considered necessary and how a broad and balanced curriculum is to be maintained
- teaching strategies and approaches
- any differentiation of class or curriculum organisation
- specific programmes/activities/materials/equipment/staffing
- pastoral care arrangements
- physical environment
- need for staff advice/training/support.

Please state clearly any features in addition to those normally available in the school or setting that in your opinion are necessary to meet the needs.

## **8. Pupil's views**

Please record the ascertainable views of the child / young person about their needs and the ways in which they like/would like to be helped. Please describe the way in which they were consulted and how the views were initially recorded and by whom.

## **9. Other information**

Please provide any additional relevant evidence or advice.

## **Summary**

Please ensure that you provide all the relevant information or evidence

1. Skill levels and functioning in school/setting:

- whether following age appropriate programmes of study
- details of programmes of study
- exclusions from the National Curriculum
- attainments in core subjects compared to peers
- (or) details of progress towards the early learning goals
- whether falling progressively behind peers
- recent progress over a given period
- details of moves from Early Years Action/School Action to Early Years Action Plus/School Action Plus with reasons.

2. Identification of learning needs:

- how has this been carried out?

3. Strategies used to date:

- details of IEPs with evidence of outcomes
- evidence of child / young person's functioning, programmes used and progress
- details of outside specialist involvement
- details of structured programmes including targets and outcomes
- evidence of progress within such programmes.

4. Resources made available by the school through school-based intervention:

- details of additional staffing support from within settings'/schools' own resources
- details of materials used
- details of aids or adaptations
- details of equipment
- details of liaison arrangements.

5. Parental involvement:

- level of parental involvement
- views of the parents.

6. Other factors:

- views, wishes and feelings of the pupil and how obtained
- evidence of other identifiable factors.

**Please make sure your report is signed and dated by the head teacher.**