

GUIDELINES TO SCHOOLS / EARLY YEARS SETTINGS

REQUEST FOR STATUTORY ASSESSMENT

Introduction

Before you complete a request for Statutory Assessment you should stop and think carefully whether this is the appropriate way forward for the child.

Given that any statutory assessment has an administrative cost attached to it, we need to justify our choice e.g. in many cases, provision under delegated resources will be appropriate. **High incidence statements do not generate additional resources for schools.** (Moderate learning difficulties / specific learning difficulties / emotional & behavioural difficulties). Their only purpose is to clarify for everyone's benefit, including parents/carers, the collective understanding of and provision for the child's needs. It is therefore crucial that the decision to proceed with statutory assessment is carefully considered and based on clear evidence to ensure positive outcomes, specifically for children.

Requests are evaluated against agreed criteria and you need to read the Guidelines for Completion of Statutory Assessment, the Code of Practice and SEN Toolkit carefully before you complete this form.

You will need to ensure that you have involved and consulted all the appropriate agencies including outreach services and parents/carers. Evidence will be required that advice received has been implemented and that you have put in place resources of sufficient quality and quantity. You will need to demonstrate that all pre-statutory stages have been exhausted and that completing a statutory assessment will make a positive difference to the child's education. All requests for statutory assessments are carefully considered by a panel of officers and other professionals including school staff who evaluate the evidence submitted.

Decisions on statutory assessment must be made within 6 weeks of receipt of the request form and shared with both parents/carers and schools.

How To Complete The Required Documentation

Note: If the Local Authority proceeds with a statutory assessment, this form may need to be copied to those who provide assessment reports. It is therefore essential that the form is produced clearly and can be copied (it must be typed / word processed).

You should complete the Early Years version of the Statutory Request Form for children at the Foundation Stage, in reception year.

If statutory assessment is agreed, Educational Advice: Appendix B will be requested and must be provided within six weeks of the request.

Section 1: Background Information

1. **Section 1** deals with the essential details of this child. 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 parents / carers to the child
 - a second name and address if there is joint custody of the child
 - other names by which the child is known
 - if the child is Looked After by Social Care, and if so, whether the child is 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

2. **Section 2** provides a description of the child / young person's learning difficulties and assessment levels. Please also include a summary of recent attendance to provide some context.
3. **Section 3** provides an opportunity for you to describe your organisation and curriculum arrangements, how this assists a child experiencing special educational needs and why you believe that statutory assessment is being requested.
4. **Section 4** should be used in conjunction with the Code of Practice criteria Chapters 4,5 and 6 and local guidance for statutory assessment to indicate the criteria specific to the child.
5. **Section 5** provides a checklist of the supporting attachments. In particular, this **must** include consultation with or direct involvement with the Educational Psychologist within the last six months. Any supporting documents must be up-to-date, relevant and useful to the Local Authority to make a decision on statutory assessment. It is not helpful or necessary to provide copies of a child / young person's school file.
6. **Section 6** is to be completed by school staff, Educational Psychologist, the child / young person and the parents/carers. Parents/carers must see the completed report and supporting evidence before being asked to sign. It is important that parents/carers know that they and the child will have an opportunity to comment in detail if the Local Authority decides to initiate the statutory assessment process.

Please email your completed form to: Sen.Panel@southampton.gov.uk

If you need any further advice on completion of this form, please telephone the SEN Team on Southampton 8083 3270 or by email to amanda.smith@southampton.gov.uk.

Appendix 1: Additional Guidance

From SEN Code of Practice (2001) 7:35:

In considering whether a statutory assessment is necessary, the Local Authority needs to pay particular attention to:

- *Evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled 'Inclusion: Providing effective learning opportunities for all children'.*
- *Evidence provided by the child's school, parents/carers and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties.*
- *Evidence of action already taken by the child's school to meet and overcome those difficulties.*
- *Evidence of the rate and style of the child's progress.*
- *Evidence that where some progress has been made, it has not only been as the result of much additional effort and instruction at a sustained level not usually commensurate with provision through Action Plus.'*

Possibly one of the most challenging areas for schools is in organising provision for the most needy children at Early Years / School Action Plus. The funding to help these children has been delegated to individual school budgets through the Special Needs Funding, and centres and schools should demonstrate in cases submitted for statutory assessment how they have used this funding for the individual child. Developing programmes for children with this level of support is part of the centre / school demonstrating that they have made **sufficient** special educational provision to address the child's needs and, in the face of this, this child still has failed to progress at a satisfactory rate.

The attached table summarises the evidence required when a request is submitted for a statutory assessment. Teachers may find this helpful as a checklist when submitting requests to ensure all necessary evidence is submitted. Please note that the following essential features apply in almost all instances. There are some rare but important exceptions which need to be considered on their individual merits e.g. the child with a degenerative disease, child transferring between Local Authority's.

Type of Evidence	Essential Features	What Officers and the Moderation Panel will look for
School Action IEPs	<ul style="list-style-type: none"> ▪ Minimum of 2 IEPs ▪ Realistic time span 	<p>A rough guideline would be one term duration for each IEP where learning difficulties are being addressed.</p> <p>For cases where emotional and behavioural difficulties are a priority, it may be appropriate for the IEP to be planned termly but supported by action plans planned and reviewed more frequently according to need.</p> <p>Intervention at School Action should certainly have been systematically tackled over two terms.</p> <p>If available, the school should provide a copy of its Provision Map.</p>
	<ul style="list-style-type: none"> ▪ Continuity 	<p>Targets are related to reviews.</p> <p>Start dates and review dates follow on logically.</p>
	<ul style="list-style-type: none"> ▪ Individual Education Plan clearly addresses the grounds for statutory assessment 	<p>The school has been systematically addressing the current difficulties. For example, for a child with a behavioural difficulty, there has been a sustained attempt to address the behaviour with relevant targets, strategies, resources and parental involvement.</p>
	<ul style="list-style-type: none"> ▪ Targets set are specific, measurable and achievable 	<p>For example:</p> <p>‘Reads aloud 200 key works with 95% accuracy’ not ‘increase sight vocabulary’.</p> <p>‘Settles to task set by teacher for 5 minutes’ not ‘improve attitude to work’.</p>
	<ul style="list-style-type: none"> ▪ Evidence of monitoring 	<p>For example, progress checks on reading attainment, observation records on behaviour.</p>
	<ul style="list-style-type: none"> ▪ Parent/carer, and where appropriate, pupil involvement 	<p>For example, strategies involving home, evidence of discussions with parents/carers, signatures on IEPs.</p>
School Action Reviews	<ul style="list-style-type: none"> ▪ Reviews relate to the IEPs submitted 	<p>All IEPs are reviewed and review record has been kept and submitted</p>
	<ul style="list-style-type: none"> ▪ Reviews lead to action 	<p>Evidence of actions determined at review being implemented</p> <p>For example, refined or different targets, decision to consult with support service, registration at Early Years / School Action Plus</p>
	<ul style="list-style-type: none"> ▪ Parent/carer involved / informed 	<p>Parent/carer signature, agreed activities at home, agreed strategies for use at home, evidence that school has made efforts to involve parents/carers in the review process.</p>

Type of Evidence	Essential Features	What Officers and the Moderation Panel will look for
Early Years / School Action Plus	Children must have been formally registered at Early Years / School Action Plus for a minimum of two terms.	All features detailed at Early Years / School Action should be included but at Early Years / School Action Plus should demonstrate a more intensive programme with additional resources to address the child's difficulties.
School Action Plus IEPs	<ul style="list-style-type: none"> ▪ Appropriate resource allocation <p><i>The school would be expected to fund from its delegated budget additional support equivalent to at least 5 hours per week LSA time for that child</i></p>	<p>Allocation of appropriate resources to allow Early Years / School Action Plus programme to be delivered.</p> <p>Timetable demonstrating above.</p> <p>This does not necessarily imply one-to-one teaching – the child's needs should be addressed in an appropriate learning context. Appropriate arrangements can be, for example:</p> <ul style="list-style-type: none"> ▪ an individualised, supported learning programme delivered within a whole class context; ▪ participation in a group learning programme addressing a common special need. <p>There should, however, be a minimum of 5 hours weekly, supported, individualised learning activities addressing targets on the pupil's IEP</p> <p>If available, the school should provide a copy of its Provision Map.</p>
Early Years / School Action Plus Involvement of Support Services / External Specialist Services	<ul style="list-style-type: none"> ▪ Consultation with and/or direct involvement of the Educational Psychologist ▪ Further involvement of other support services and/or external specialists appropriate to the child's needs 	
Early Years / School Action Plus Reviews	All features detailed at School Action should be included but at Early Years / School Action Plus should demonstrate support service involvement with subsequent IEPs reflecting advice	Targets, strategies, provision developing through series of IEPs reflecting advice (second or subsequent IEPs at Early Years / School Action Plus should demonstrate this).