

INCLUSION PANEL

Request for an EHC Needs Assessment

Child Name
 Child date of birth
 Current setting
 Current year group



Stage 1 – Decision to carry out a EHC needs assessment

Might the child or young person have special educational needs (SEN)? Yes No

What we have considered:

1. evidence of the child or young person’s academic attainment (or developmental milestones in younger children) and rate of progress.		
Developmental milestones		
Academic milestones		
2. information about the nature, extent and context of the child or young person’s SEN.		
Communication and interaction need <i>Area of need questionnaire</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Cognition and learning needs <i>Area of need questionnaire</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Social, emotional, and mental health needs <i>Area of need questionnaire</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Physical and/or sensory needs <i>Area of need questionnaire</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. 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		
Health needs	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Social care needs	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Independence needs	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Might the child or young person need special educational provision to be made through an EHC plan?

Yes No

What we have considered:

4. evidence of the action already taken by the school or other setting.

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Parents have been involved in the Assess-Plan-Do-Review process and the development of the SEN Support plan IEP/MEP/SEN Support plan	
There have been 2 cycles of Assess-Plan-Do-Review IEP/MEP/SEN Support plan	
Interventions are well matched to the child or young person's needs IEP/MEP/SEN Support plan	
There has been involvement from outside professionals (including training/consultation) Reports provided	
Advice from professionals has been implemented IEP/MEP/SEN Support plan	
5. 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.	
There is evidence of how the educational setting has used their notional SEND funding Provision map	

STAGE 1 – Decision and recommendations

Does the child or young person require an EHC needs assessment to be carried out?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Further information required
If No – reason why panel believes an assessment is not required	Despite the child having SEN the level of need does not meet the threshold criteria set out in the supporting documents (9.54) The interventions in the support plan are not matched to the primary area of needs (9.54) There have not been 2 cycles of APDR (9.54) Parents/child have not been involved in the support plan Advice has been sought from other professionals, but it has not been implemented

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	<p>There is not enough evidence that the school has used the notional budget to meet the child's needs (9.54)</p> <p>The child's educational needs are being met at SEN (9.55) specialist support</p>
Panel advice for education setting	•
Panel advice for parent/carer	•

Stage 2 – Decision whether provision is required in accordance with an EHCP

All relevant assessments, based on the needs of the child or young person have been carried out	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The information gathered in the assessment confirms the information gathered at stage 1 in respect of levels of need	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The special educational provision made (through graduated response) was well matched to the SEN of the child or young person as identified in the assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The educational provision required to meet the child or young person's needs can reasonably be provided from within the resources normally available to a mainstream setting?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

STAGE 2 – Decision and recommendations

Does the child or young person require an EHCP?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Further information required
If No – reason why panel believes an assessment is not required	
Panel advice for education setting	•
Panel advice for parent/carer	•