

Request for EHC needs assessment

GUIDANCE FOR EDUCATION SETTINGS

The following guidance and EHC assessment form has been produced to support educational settings when requesting an EHC needs assessment. The EHC needs assessment form and associated guidance is designed to align with the delivery a high quality graduated approach.

Please note these changes only apply to professionals and educational settings who are making a request for an EHC assessment. Parents and young people should continue to use the documentation and guidance available on the [Local Offer](#) if they are considering making a request for an EHC assessment.

Guidelines for educational settings when requesting an education, health and care assessment

1. Introduction

1.1 This document should be used by educational settings in the City of London (and those schools and settings where City of London resident children are educated) when making a request for an education, health and care assessment. It has been written in accordance with the Children and Family Act 2014. It sets out local criteria used by the City of London to decide when it is necessary to carry out an EHC needs assessment. The guidance outlines the kind of evidence that would normally be available as an outcome of good practice in meeting the needs of children and young people with SEN and/or disability. The guidelines are not exclusive of any other form of evidence and the City of London is committed to depart from criteria where there is a compelling reason to do so in any particular case of where individual circumstances warrant such a departure; as specified within paragraph 9:16 of the SEN Code of Practice, DfE, January 2015.

1.2 The majority of children and young people with SEN or disabilities have their needs met within their local mainstream early years setting, school or college. Only a small minority of children require an Education, Health and Care (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.

1.3 In considering whether an EHC needs assessment is necessary, the local authority applies the statutory tests as described in section 36(8) of the Children and Families Act 2014. The Local Authority will undertake an EHC assessment where it is of the opinion that:

- a) the child or young person has or may have special educational needs, and
- b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

The local authority will take into account a range of factors in deciding whether or not to undertake an EHC needs assessment. For example:

- Evidence of the child or young person's academic progress (or developmental milestones in younger children) and rate of academic progress
- Information about the nature, extent and context of the child or young person's SEN.
- Evidence of the action and provision already being provided 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 or targeted intervention and support over and above that which is usually provided at the setting
- Evidence of any assessment of the child or young person's physical, emotional and social development needs.
- Where the person is over 18 whether they require additional time to complete education or training.

To inform decision making the local authority will take into account a wide range of evidence.

1.4 The local authority is only able to make decisions based on the information it receives as part of the request for an EHC needs assessment. The documentation supports schools or settings to describe the actions taken to meet a child or young person's special educational needs through a high quality graduated approach. It is important that any information and evidence the SEND panel need to consider is included in the request for an EHCP assessment. It is essential that colleagues focus on providing evidence about what it has already done to support a child or young person and the impact of that support, alongside the description of concerns and perceived needs, when completing a request for assessment.

1.5 Early Years settings, schools and colleges are asked to note the paramount principle of involving children, young people and families from the outset, in a person centred way, at the heart of their practice. The panel expect to see evidence of the voice of the child/young person.

1.6 Parents and young people who want to make a request for an EHC needs assessment, should write to the local authority directly at:

SEND Caseworker,
Education and Early Years Service,
City of London Corporation,
PO Box 270,
Guildhall North Wing,
London EC2P 2EJ

We recommend that where parents (or a young person) are considering making a request, a discussion is held first with the person responsible for SEND within the child or young person's educational setting, usually the special educational needs coordinator (SENCo). The SENCo is experienced in supporting parents in making requests for EHCP assessment.

2. The role of Educational Settings

2.1 The SEND Code of Practice 2015 sets out the duties which must be observed by early years settings (Section 5), schools (Section 6) and further education providers (Section 7) in identifying children and young people with Special Educational Needs and Disabilities (SEND) and providing support for them.

2.2 Treating people equally means treating them differently according to their needs. All learners are unique and all are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals, live fulfilling lives and make a successful transition into adulthood.

2.3 Mainstream early years settings, schools and colleges will support most learners with SEND by making reasonable adjustments to remove or reduce barriers to learning. Specific parts of their budget (called 'notional SEN funding' and for some pupils 'Pupil Premium funding') should be used to create provision that is additional to or different from that made generally for other learners of the same age in school. This information will be required as part of the request for an EHCP.

2.4 Settings are required to use their best endeavours in not only identifying children and young people with SEND but also in providing support for them. The support that is ordinarily available must be set out and published by the educational setting and placed on its website in a SEN Information Report or Setting/School Local Offer. This information is always checked by the SEND Team when an application for an EHC Needs assessment is made.

3. Considering a request for an EHC Needs Assessment – The Legal Context

3.1 The Children and Family Act defines whether a child or young person has special educational needs and requires an EHC Needs Assessment. A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

3.2 A child or young person has a learning difficulty if he or she:

- Has a significant greater degree in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 provision.

3.3 A child of under compulsory school age has special educational needs if he or she is likely to fall within the definition above when he/she reaches compulsory school age or would do if special educational provision was not made for him/her.

3.4 In some exceptional circumstances, it may be possible for a combination of less severe special educational needs to have a cumulative effect on a child's educational progress. An EHC needs assessment will be considered if the cumulative effect may call for special provision which cannot reasonably be provided within the resources normally available to mainstream settings.

3.5 The four broad categories of need as set out in the SEND Code of Practice 2015:

- Speech, language and communication.
- Cognition and learning.
- Social, emotional mental health.
- Physical, sensory medical.

3.6 The Local Authority recognises that learners often have needs in several or all areas, and that their needs may change over time. When making decisions, the local authority will take into account the complexity of the learner's needs, alongside the quality of the graduated approach used by settings, to determine whether special educational provision, in accordance with an EHC plan, is necessary for the child or young person.

3.7 We also recognise that there may be exceptional circumstances which will require the local authority to initiate an EHC needs assessment without evidence that all criteria has been met. These may include the following:

- An exceptional learner with profound and multiple learning difficulties, which are obvious at birth or soon afterwards, requires long term help and support from more than one agency;
- A learner has moved in from another Authority and/or their former school has provided evidence that an EHC needs assessment had been agreed or was in progress;
- There is clear evidence that the learner has severe, complex and enduring difficulties but they are newly arrived into the country or have attended several different schools, or are not attending school, and so it has not been possible to make a graduated response;
- A learner's functioning has been suddenly, significantly and enduringly changed by major illness or injury.

3.8 It is recognised that for children under compulsory school age a request for an EHC needs assessment will be based on the evidence from professional reports outlining the need for future specialist provision.

3.9 A request for an EHC Needs Assessment for a child or young person aged 0-25 years and with special educational needs and/or disabilities can be made by:

- The child's parent.
- A young person aged 16-25 years.
- A person acting on behalf of a school or post 16 institution.

Children and young people under 19 in youth custodial establishments have the right to request assessment for an EHC Plan.

3.10 Following a request for an EHC Needs Assessment or the child having otherwise been brought to its attention, the local authority must determine whether an EHC needs assessment is necessary.

3.11 The Local Authority must make this decision and communicate the decision to the child's parent within six weeks of receiving the request. Decisions in respect of an EHC needs assessment will be made by the City of London SEND panel. This is chaired by a senior officer from the local authority's SEND services and s/he is responsible for the decision taken.

4. Indicators for an Education, Health and Care (EHC) Needs Assessment

The local authority will use the following indicators as guidance to support decision making about EHC Needs Assessments.

Indicator 1

There may be a SEN that requires significant continuing support to enable the pupil to access the curriculum and make progress. Evidence is supplied, highlighting where published criteria (Appendix A) is met against one or more areas of need as specified in the SEND Code of Practice:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical

Additional notes for Indicator 1

Description of need

Evidence is required to show that the learner's needs are significantly greater than other learners of the same age, are likely to be long term and that they require significant, continuing adult support to promote the learner's progress, emotional well-being, social inclusion and/or to develop independence. The learner may have one area of difficulty, or moderate to severe difficulties in a number of areas which have a cumulative impact on the learner's ability to access the curriculum and make progress.

Evidencing the severity of need

The City of London Corporation criteria can be found at Appendix A . These relate to the four areas of SEN as described in the SEND Code of Practice 2015:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical

Schools should specify the learner's primary area of need in Part 5 of the EHC Needs Assessment request form. Where appropriate, rank additional needs in order of priority. The criteria in Appendix A should be used to support completion of this part of the form. It is expected that, in the majority of cases, the evidence provided will show that most of the criteria have been met.

Indicator 2

A graduated approach of assess, plan, do, review has been delivered. This approach involves the education setting, the learner and the learner's parents/carers. This is likely to include cycles of increasingly individualised support. Specific records of the learner's progress have been kept through review cycles that suggest the need for continued provision over and above what the school would ordinarily be expected to provide.

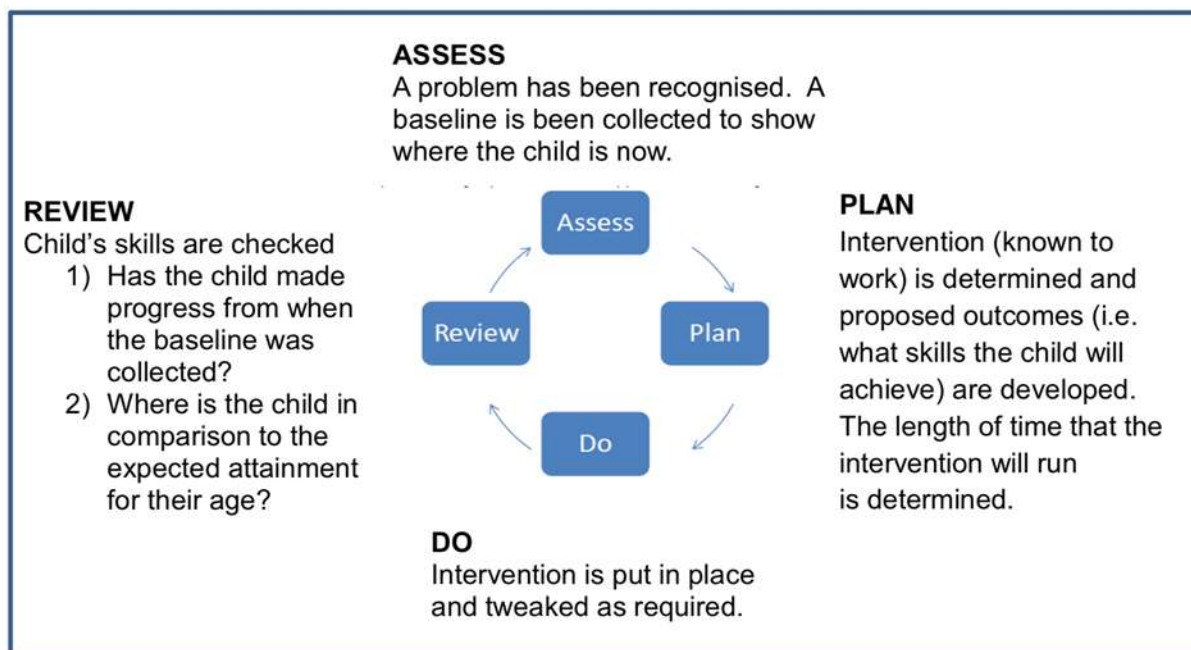
Indicator 2: The graduated approach to meeting special educational needs

High quality teaching differentiated for all pupils is the first step in responding to learners who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. School should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable children and young people and their knowledge of high frequency SEN.

Where a learner is identified as possibly having special educational needs, educational settings are expected to adopt a graduated approach of cycles of assess, plan, do and review.

Where a learner is identified as having SEND, the educational setting should take action to remove any barriers to learning and to put in place effective special education provision. This SEN Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised thus developing a deeper understanding of the learner's needs and of what provision is most effective in helping the pupil to make good progress and so secure good outcomes. This is known as the graduated approach and is shown in Figure 1.

Figure 1 – The Graduated Approach of assess, plan, do and review



The graduated approach draws on increasingly detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the special educational needs of the child or young person.

Evidencing the graduated response within the request for an EHC needs assessment

The City of London here lists 5 key requirements to evidence a high quality graduated response.

1. The request for assessment clearly features individual learner support plans/provision maps showing 'waves' of support that feature assess, plan, do, review cycles at universal (element 1), targeted (element 2) and specialist (element 3) levels. Part of the request for EHC needs assessment form asks you to evidence cycles of APDR. There is not a specified number of cycles nor a set timeframe before a request for an EHC assessment can be made, although in the majority of cases at least two cycles is expected.
2. Within individual learner support plans/provision maps there are clear targets with well-defined outcomes. These are articulated using SMART (Specific, Measurable, Achievable, Realistic, Time-targeted) principles. A baseline must be included so that the starting point of the child or young person is known and evaluation should focus on progress made from that starting position.
3. Outside agencies have contributed over time throughout APDR cycles and their involvement is clearly evidenced.
4. Progress data is provided over time and clearly shows where the child is currently attaining and how that compares to the expectation for children of the same age.

5. Person-centred approaches have been used throughout cycles of graduated approach. Individual support plans/provision maps show that children and parents have been involved in target/outcome setting and their views and wishes are represented.

At all times the local authority will consider the individual circumstances of the application for assessment as outlined in the relevant sections of the 2015 SEND Code of Practice and Section 36(8) of the Children and Families Act 2015.

Indicator 3

Suitably qualified external specialists have contributed over time to the review and refinement of evidence-based interventions carried out by setting staff. The external specialists have reported on the implementation of the evidence-based programmes as part of the graduated approach review.

Indicator 3: Use of outside professionals

The use of outside professionals within educational settings is critical to supporting children and young people with special educational needs both in terms of early intervention, building capacity and the provision of specialist advice for those learners who require cycles of the graduated approach.

The Code of Practice 2015 highlights that schools and settings are likely to need to commission these services directly and that such services include, but are not limited to, Educational Psychologists, Specialist learning and behaviour support services and teachers of Hearing/Visual Impairment. This may also include therapists such as speech and language therapists, occupational therapists and physiotherapists.

Evidence that Indicator 3 has been met will include the meaningful contribution of appropriate professionals, relevant to the child or young person's need, and that recommendations have been put in place and reviewed over time. See Part 7 of the form.

Indicator 4

The education setting has provided support in line with expectation about what it would ordinarily provide. To do this, settings may find it helpful to demonstrate its use of delegated funds using a fully costed individual provision map.

Indicator 4: Provision

Schools and settings must provide evidence that they have used the notional SEND budget and any relevant Pupil Premium (if appropriate) to provide target programmes, support and resources that are unique to the child individually or in a group environment. Schools are expected to fund up to £4000 from their base budget for the provision of high quality differentiated teaching (element 1) and an additional £6000 from their notional SEN budget (element 2) to support the graduated approach as specified with section 11 of the Schools

and Early Years Finance Regulations, 2015 (page 12). Part 8 of the form asks you to submit a costed plan or provision map that shows how delegated SEND funding has been used to make provision for the pupil.

Part 8 also asks you to consider what additional provision, over and above element 2 you consider is required to meet a child's needs. This should be based on recommendations of the outside professionals who you have been working with you and the child or young person throughout graduated approach.

5. Tell it once

A key feature of the SEND reforms was to improve a family's experience during an assessment of a child or young person's special educational needs by reducing the amount of times they had to repeat their 'story', given the multiple professionals they met. Parts 3 and 4 of the EHC needs assessment form has been developed to promote a 'tell it once' approach. A conversation will be required to understand a family's views, aspirations and wishes and build a picture of their circumstances. Where a request is agreed, this form will be sent to all professionals from whom advice will be sought. Professionals will be expected to use this information to understand the context of the family, rather than asking families to repeat information, allowing discussions to be focused on areas of specific interest to their professional expertise.

It is expected that parts 3 and 4 of the form will be completed by the professional completing the EHC needs assessment form in a family conversation with the parent. Once information is placed on the form the parent will need to sign it (part 12), to confirm that the information is correct and that they are happy for it to be distributed to the various professionals who will be involved in the EHC needs assessment.

5.3 The family should be able to choose who will support them to complete the EHC needs assessment form. It could be a family friend, an independent supporter, a member of the IASS service, or an early help/ social worker if they are involved. Families should be able to choose someone with whom they feel comfortable sharing sensitive information.

6. Child and Young Person's Views: One Page Profiles

Part 4 of the EHC assessment form asks schools and/or families to complete a One Page Profile to ascertain the learner's views about themselves, school and their future. It should be someone who is familiar to them such as a class teacher or SENCo or social worker where a family is known to those services. The questions can be personalised to suit the age or needs of the learner, and it may take considerable time and additional support to gather the views of some learners. Guidance on how to produce a one-page profile and examples are provided in Appendix B.

7. Outcomes

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does

not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided. Outcomes are not a description of the service being provided – for example the provision of three hours of speech and language therapy is not an outcome. In this case, the outcome is what it is intended that the speech and language therapy will help the individual to do that they cannot do now and by when this will be achieved. SEND Code of Practice (2015) 9.66

When agreeing outcomes, it is important to consider both what is important **to** the child or young person – what they themselves want to be able to achieve – and what is important **for** them as judged by others with the child or young person's best interests at heart.

Short term outcomes will be steps towards longer-term outcomes and usually identify the difference or benefit to the pupil at the end of the current or next year.

Long term outcomes will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage.

8. Medical Questionnaire

A further addition to the form requesting an EHC assessment is a medical questionnaire (see part 11. The referrer must work with parents to complete this section. This will be used by health professionals to determine the appropriateness of further health assessment where a decision to proceed with an EHC assessment is made.

9. Making the application for an EHC needs assessment

Section 9 of the SEND Code of Practice (2015) sets out the stages to be followed where a local authority is considering whether or not to initiate an EHC needs assessment.

8.2 Once an educational setting, parents/carers and external professionals have agreed that it would be appropriate to refer a child for an EHC needs assessment, you need to allow plenty of time to prepare the relevant information and evidence. A checklist is provided on page 15 of this guidance.

8.3 When you have gathered the appropriate information, please send it to the SEND team. Referrals can be submitted electronically in the form of Word documents and scanned pages where signatures are required. The email address to send it to is EEYservice@cityoflondon.gov.uk titled EHC assessment request, with the name of the school or setting.

Alternatively, referrals can be sent in hard copy by post to;

SEND Caseworker,
Education and Early Years Service,
City of London Corporation,
PO Box 270,
Guildhall North Wing,

London EC2P 2EJ

8.4 Requests will be scanned and must include signed parental/carer consent. Where this is not provided, requests will be returned immediately to the setting and will not be processed further. A setting will then need to make a further resubmission once consent has been included within the request.

Appendix A**Criteria for statutory assessment****Cognition and Learning**

Chapter 9.16 of the SEND Code of Practice (2015) allows Local Authorities to develop criteria to support decisions regarding whether or not to undertake an Education, Health and Care Needs Assessment. The criteria are flexible, adaptable and will not be applied as a blanket policy. While the criteria are used to support decision making, each case is considered on its own merits. At all times the Local Authority applies the statutory tests as described in Section 36(8) of the Children and Families Act 2014 to determine the appropriateness of a request for an EHC needs assessment.	
CL1	Despite the school using the graduated approach at SEN Support, the pupil requires higher level specialist resources that are additional to and different from the school's SEN Support offer in order to access the curriculum.
CL2	The pupil has significant difficulties with reading and writing that have a negative impact on his/her ability to access the curriculum, despite the use of a range of alternative methods.
CL3	Evidence that external professionals such as advisory teachers or educational psychologists have carried out a comprehensive assessment of the pupil's strengths and difficulties. They will have advised on the pupil's SEN Support plan and the impact of the advice will have been evaluated over at least two cycles (usually one cycle per term).
CL4	The pupil has learning difficulties and his/her attainments are recorded at the 2 nd percentile or lower for a range of skills.
CL5	The pupil's attainment or rate of progress is consistently and significantly below the expectation for a pupil of his/her age.

Supporting evidence will include:

CL a	Details of a successive programme of advice from external agencies and how that advice has been implemented and reviewed over time.
CL b	Actions taken to support the family and pupil's needs, such as shared programmes, the CAF and/or TAC process.
CL c	Details of access to regular, additional targeted teaching in small groups and one to one.
CL d	Details of the additional and different organisation required over and above what would normally be provided through Quality First Teaching and SEN Support.
CL e	Details of levels of differentiation higher than is usual at SEN Support.
CL f	Details of specific, evidence-based interventions used to meet pupils' individual needs and the impact of those interventions has been evaluated over at least two cycles of the graduated approach of assess, plan, do review.
CL g	Details of targets set for the pupil over at least the previous 12 months and evidence of progress towards those targets.
CL h	Detailed costing of the additional or different provision made for the pupil over and above £6000.

Communication and Interaction

Chapter 9.16 of the SEND Code of Practice (2015) allows Local Authorities to develop criteria to support decisions regarding whether or not to undertake an Education, Health and Care Needs Assessment. The criteria are flexible, adaptable and will not be applied as a blanket policy. While the criteria are used to support decision making, each case is considered on its own merits. At all times the Local Authority applies the statutory tests as described in Section 36(8) of the Children and Families Act 2014 to determine the appropriateness of a request for an EHC needs assessment.	
CI 1	Despite the school using the graduated approach at SEN Support, the pupil requires higher level specialist resources that are additional to and different from the school's SEN Support offer in order to access the curriculum.
CI 2	Receptive and expressive language skills within the 2 nd percentiles indicating a severe language delay or disorder.
CI 3	Severe difficulties understanding others.
CI 4	Significant difficulties communicating feelings, thoughts and ideas with others.
CI 5	Significant interaction difficulties as a result of the speech, language and communication challenges.

Autism Spectrum Disorder/Condition: ASD / ASC

CI 6	High levels of social isolation which prevents the pupil establishing relationships with others.
CI 7	Rigidity in behaviour such as obsessive, challenging or withdrawn to the extent that it prevents inclusion in a well-planned and supportive curriculum.
CI 8	Consistent difficulties with transitions and adapting to changes in routines despite highly differentiated class/subject teaching and ASD strategies.
CI 9	Significant differences with social interaction, understanding others' feelings and misinterpretation of situations.
CI 10	Levels of anxiety and sensory differences that prevent access to their environment, curriculum and engagement with other pupils.

Supporting evidence will include:

CI a	Details of a successive programme of advice from external agencies and how that advice has been implemented and reviewed over time.
CI b	Actions taken to support the family and pupil's needs through shared programmes with family, the CAF and/or TAC process.
CI c	Details of access to regular, additional targeted teaching in small groups or one to one.
CI d	Details of the additional and different organisation required over and above what would normally be provided through Quality First Teaching and SEN Support.
CI e	Details of levels of differentiation higher than is usual at SEN Support.
CI f	Details of specific, evidence-based interventions used to meet pupils' individual needs and the impact of those intervention over at least two cycles of the graduated approach of assess, plan, do review.
CI g	Details of targets set for the pupil over at least the previous 12 months and evidence of progress towards those targets.
CI h	Detailed costing of the additional or different provision made for the pupil over and above £6000.

Sensory and Physical

<p>Chapter 9.16 of the SEND Code of Practice (2015) allows Local Authorities to develop criteria to support decisions regarding whether or not to undertake an Education, Health and Care Needs Assessment. The criteria are flexible, adaptable and will not be applied as a blanket policy. While the criteria are used to support decision making, each case is considered on its own merits. At all times the Local Authority applies the statutory tests as described in Section 36(8) of the Children and Families Act 2014 to determine the appropriateness of a request for an EHC needs assessment.</p>	
SP 1	Despite the school using the graduated approach at SEN Support, the pupil requires higher level specialist resources that are additional to and different from the school's SEN Support offer in order to access the curriculum.
SP 2	The pupil has a severe physical disability/ or a profound or severe visual or hearing impairment which has a negative impact on his/her ability to access to the whole school curriculum.
SP 3	The pupil has sensory or physical difficulties that are complex, severe and long-term and that require daily, individual support from a suitably trained adult over and above the level usually expected at SEN Support.
SP 4	The pupil needs to access additional targeted teaching either in a group or one to one for part of each day. This may include: <ul style="list-style-type: none"> • Small group/ one to one time to practice new skills • Individualised teaching of new or specialist skills • Training for mobility and independence in and around the school or setting.

Supporting evidence will include:

SP a	Details of a successive programme of advice from external agencies and how that advice has been implemented and reviewed over time.
SP b	Details of the additional and different organisation required over and above what would normally be provided through Quality First Teaching and SEN Support.
SP c	Actions taken to support the family and pupil's needs through shared programmes, the CAF and/or TAC process.
SP d	Details of levels of differentiation higher than is usual at SEN Support.
SP e	Details of specific, evidence-based and daily interventions used to meet pupils' individual needs and the impact of those intervention over at least two cycles of the graduated approach of assess, plan, do review.
SP f	Details of targets set for the pupil over at least the previous 12 months and evidence of progress towards those targets.
SP g	Detailed costing of the additional or different provision made for the pupil over and above £6000.

Social, Emotional and Mental Health

Chapter 9.16 of the SEND Code of Practice (2015) allows Local Authorities to develop criteria to support decisions regarding whether or not to undertake an Education, Health and Care Needs Assessment. The criteria are flexible, adaptable and will not be applied as a blanket policy. While the criteria are used to support decision making, each case is considered on its own merits. At all times the Local Authority applies the statutory tests as described in Section 36(8) of the Children and Families Act 2014 to determine the appropriateness of a request for an EHC needs assessment.	
SEMH 1	Despite the school using the graduated approach at SEN Support, the pupil requires higher level specialist resources that are additional to and different from the school's SEN Support offer in order to access the curriculum.
SEMH 2	The pupil has very limited access to the curriculum due to the significant, challenging behaviours with which he or she presents.
SEMH 3	These behaviours may be associated with a mental health condition.
SEMH 4	Extreme, complex emotional and behavioural difficulties of considerable duration and frequent in a variety of school situations. The behaviours result in adverse consequences for the pupil and have a severe, negative impact on other pupils and adults.
SEMH 5	Extreme complex emotional difficulties can also include self-harm and avoidance of social interaction.

Supporting evidence will include:

SEMH a	Details of a successive programme of advice from external agencies and how that advice has been implemented and reviewed over time.
SEMH b	Details of the additional and different organisation required over and above what would normally be provided through Quality First Teaching and SEN Support.
SEMH c	Details of meetings over time with the family and external professionals and the evaluation of the impact of resulting actions. Involvement of CAF, TAC or Early Help.
SEMH d	Details of specific, evidence-based and positive behaviour interventions used to meet the pupil's individual needs and the impact of those intervention over at least two cycles of the graduated approach of assess, plan, do review.
SEMH e	Details of additional or different activities and incentives that have been used to maintain the pupil's engagement with learning.
SEMH f	Details of the additional adult support provided over the past 12 months and the impact of that support on engagement and progress.
SEMH g	Details of targets set for the pupil over at least the previous 12 months and evidence of progress towards those targets.
SEMH h	Detailed costing of the additional or different provision made for the pupil over and above £6000.

Appendix B

One-Page Profiles

A one-page profile captures all the important information about a young person on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me and how best to support me.

A one-page profile is a summary of what we like and admire about our pupils, what matters to them and how best to support them. They are a way for children to have a voice in how they are supported and to have their strengths acknowledged and appreciated. The idea of a One Page Profile is that any person can pick it up and quickly have an overview of what matters to the child, how to support them and also their strengths and personality.

One-Page Profiles are used to record information about what is important to a pupil in a setting or school. This approach isn't only about delivering what is important to the pupil; there needs to be a balance of what is important TO the pupil (being happy, content and fulfilled) and what is important FOR the pupil (healthy, safe, valued and having every opportunity to learn). In working with pupils, we are looking to discover what support they need that balances both important TO and important FOR them at home and at school.

Example of a completed one-page profile

The form is titled '_____'s 1 page profile' and features three main sections: 'Great things', 'Important to _____ at school', and 'Support _____ needs at school'. Each section contains specific details about the child's preferences and needs.

Great things
 Likes: to help others on the playground
 Enjoys showing friends how to play at golden time
 Really enjoys Art

Important to _____ at school
 Friends- because they help me
 Playtime
 Golden Time- choosing activities
 iPod
 _____-she helps me if I find something difficult

Support _____ needs at school

Independence
 _____ should be encouraged to use their visual prompt card to begin activities independently. If they need help they will ask for it by using their prompt card.

Maths
 Should be encouraged to use practical resources to help answer questions. Adults should give _____ time to read question, and provide support if needed. Allow time for _____ to understand the question.

Social
 _____'s social story should be shared every day before play time and lunchtimes to remind them of how to play with other children. Role play based games daily with other children to allow _____ to build relationships with other children.