

SPECIAL EDUCATIONAL NEEDS

Request for
Statutory
Assessment for
School Age
Children



GUIDANCE BOOKLET

For
Parents and carers,
schools, young people and
Professional Organisations





www.westsussex.gov.uk

The SEN Request for Statutory Assessment for School Age Children: Guidance Booklet, 2009, the Statutory Assessment Request: Head Teacher's Form (SAR:HT) and the Consultation Response Form can be found on the WSGfL at:

<http://wsgfl.westsussex.gov.uk/statutoryassessment>

or put **SEN statutory assessment** into the search.

Designed by the Central Graphic Design Unit, County Hall, Chichester, May 2009.

WS346

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Foreword

Welcome to this revised guidance on the assessment and provision of support for children with special educational needs. It is intended to provide clear advice and guidance for parents and carers, teachers, social care and health workers and other colleagues involved in special educational needs.

West Sussex County Council and its schools are committed to work with children, young people, parents and carers to:

- Create the conditions that will enable all children and young people to be happy and make the best possible progress;
- Ensure timely support for all children and young people with additional or special needs;
- Ensure that all relevant public services (Health etc) are appropriate and effectively involved.

West Sussex County Council has statutory duties through a wide range of legislation to assess and provide services for children with special educational needs.

Provision is made mainly in mainstream schools with support from a range of specialist support teams. In addition, for a small minority, there is a range of specialist provision including specialist support centres and special schools

Assessment and provision is undertaken using a graduated approach which recognises that children learn in different ways and have different levels of need. Step-by-step specialist expertise is brought in to help schools with the educational difficulties which pupils have at 'School Action' and 'School Action Plus'.

If a child does not make adequate progress, and the school or setting cannot provide all the help that a child needs, it may be necessary to consider further professional assessment and may involve specialists from different public services. The vast majority of special educational needs can be met by 'School Action' and 'School Action Plus'. Very few children will need a Statutory Assessment.

This Guidance has been revised from the SEN Handbook January 2008 and provides new, comprehensive and transparent advice regarding the process of requesting a Statutory Assessment of special educational needs in West Sussex. It is designed as an essential reference tool to assist all concerned to have an understanding of our coordinated progressive approach to meeting special educational needs. We are committed to working in partnership with parents, schools and centres, Health, Social Care and others to assess needs and make provision to remove barriers to learning.

Responses to the Revised Guidance will be welcomed and a Response Form is included at Appendix 9. The Guidance will be reviewed in a year's time and advice will be considered for the future.

Signed:



Director of Learning, West Sussex County Council

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Introduction

The following information reflects advice in The Department for Children, Schools and Families' Booklet: 'Special Educational Needs (SEN) - A Guide for Parents and Carers' ISBN: 978-1-84775-226-0
www.teachernet.gov.uk/publications

This Revised Guidance aims to clarify and assist in the understanding of:

- What are special educational needs
- What to do if there is a concern that a child may be having difficulties at, or before, starting school
- What help is available
- What early education settings and schools can do to help a child
- What local authorities and other services can do to help a child
- What rights and responsibilities there are for parents, schools and the local authority

Inclusion

Definitions of 'Inclusion'

- 1 'Social inclusion enables all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.'
OfSTED Report: Schools and Sustainability. May 2008
- 2 'Educational inclusion is more than a concern about any one group of pupils such as those pupils who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school.' *OfSTED*
- 3 West Sussex is undertaking a review of its definition of 'Inclusion' which will reflect current national legislation.

Special Educational Needs (SEN) what does it mean?

The term 'special educational needs' has a legal definition under the 1996 Education Act. Children with **special educational needs** all have **learning difficulties** or **disabilities** that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

"In a very small number of cases the LEA will need to make a statutory assessment of special educational needs and then consider whether or not to issue a statement"

The Special Educational Needs Code of Practice: COP 7:1

Meeting special educational needs

The **SEN Code of Practice** gives guidance to state schools, independent schools, local authorities and anybody else that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures that all these organisations must or should follow to meet the needs of children. They must not ignore the guidance in the Code.

They must also take account of the Code when they write their SEN policies.

You can get free copies of the SEN Code of Practice from the Department for Children, Schools and Families on the DCSF website at www.teachernet.gov.uk/wholeschool/sen or from DCSF Publications Centre on 0845 6022260.

The Code describes how help for children with special educational needs in schools and early education settings* should be made by a step-by-step or '**graduated approach**'.

What is the graduated approach?

- 1 Many children, at some time, will have special educational needs of some kind. The law says

that all state schools must do their best to see that special help is provided for all children with SEN. Most children's needs can be met by their ordinary, (mainstream) school, sometimes with the help of outside specialists.

- 2 Schools place great importance on identifying special educational needs early so that they can help children as quickly as possible. Once it has been decided that a child has SEN, the child's teachers should take account of the guidance in the SEN Code of Practice. This includes giving information about the local Parent Partnership Service.**
- 3 The school **must** tell parents when they first start giving extra or different help for their child because the child has special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. In schools this is called **School Action**. (See Appendix 5 Pages 27 and 28)
- 4 The graduated approach recognises that children learn in different ways and can have different kinds and levels of SEN. So increasingly, step by step, specialist expertise can be brought in to help the school with the difficulties that a child may have. In schools this is called '**School Action Plus**'.

A pupil or student might need help through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Many children, at some time, may have special educational needs of some kind. Local authority schools must do their best to see that special help is provided for all children with SEN. Most children's needs can be met by their ordinary, (mainstream) school, sometimes with the help of outside specialists. All West Sussex schools already have resources to meet their pupils' SEN and to routes to access specialist services, for example a

specialist teacher, an educational psychologist, a speech and language therapist or other health professionals.***

Next Steps

A school or parent's decision about next steps depends on a pupil's progress, the duration, frequency and severity of the child's difficulties, and his or her response to interventions and strategies provided within School Action and School Action Plus as advised by specialist advisers.

Schools will present evidence of progress at the school's Planning and Review Meeting, PARM, and consider whether or not there is sufficient evidence of adequate progress to consider requesting a Statutory Assessment

If a pupil does not seem to be making adequate progress over time, the school or the parent may request the Local Authority (LA), consider carrying out a detailed, multi-agency Statutory Assessment.

(A Statutory Assessment does not create an automatic entitlement to a Statement. It is a multi-agency assessment to determine a child's special educational needs)

Adapted from The Department for Children,
Schools and Families:

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www.teachernet.gov.uk/publications

* This Guidance is designed primarily for school-age children. Guidance for early education settings will follow shortly but concerns regarding pre-school children should be made to local Pre-School multi-agency Panels.

** The West Sussex Parent Partnership Service, PPS, is an impartial service to help parents to understand special educational needs and to put their views across. The PPS can support parents at meetings, help them to write letters and refer parents to other sources of support.

*** For SEN Funding arrangements please see Appendix 6
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Guidance for Schools on Requests for Statutory Assessment

It is essential to refer to this Guidance when completing the Head Teacher Form

Purpose

The following Guidance is to assist schools in the preparation of an evidence base to complete the Head Teacher's Request for Statutory Assessment (SAR:HT). This will inform the Statutory Assessment Panel in making decisions which are consistent and transparent, and the results of which are easily understood and accessible to all interested parties.

It is essential that the proposal to make a Statutory Assessment request is first discussed with your Educational Psychologist

Key Points

The balance of **evidence** for Statutory Assessment must show that:

- 1 The child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists over a significant period of time.
- 2 The child's learning difficulties may call for educational provision which cannot reasonably be provided in mainstream schools in the area via delegated budgets.

The Local Authority has a statutory responsibility for arrangements in relation to the small number of pupils who have significant, complex and enduring special educational needs as described by the Education Act 1996 (Sections 321 & 323).

Under these arrangements the purpose of any Statutory Assessment is to clarify the needs of the child and the best means of securing progress in the following areas:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

SEN Code of Practice 7:52

Deciding to Initiate Statutory Assessment

In coming to a decision as to whether a child falls within that small group of children who are likely to require a Statutory Assessment the Statutory Assessment Panel require evidence regarding:

- Threshold indicators relating to educational attainment and behaviour for learning;
- Number(s) of areas of difficulty; their range and interaction;
- The pupil's progress over time;
- The efficacy of school interventions over time;
- The seeking and implementation of advice from specialist external support agencies;
- The reasonable adjustments which have been made in terms of resources, access and support arrangements;
- The further assessment of complex needs.

Threshold indicators suggest levels at which a child may not be regarded as making **adequate progress** (COP 5.42, 6.49) and may therefore require further assessment to determine appropriate arrangements and provision. (The timetable for the completion of Statutory Assessments is given in Appendix 1).

Initiation of Statutory Assessment will result in a multi-professional assessment of a child's needs but may not necessarily result in a Statement. Where this is the case a Note in Lieu of a Statement will be issued by the Local Authority and the school will arrange a meeting with the parents and the Educational Psychologist to discuss how the school will meet needs identified by the multi-professional assessment and outlined in the **Note in Lieu**.

"The Note should describe the child's special educational needs, explain why the Local Educational Authority does not think it necessary to make a Statement and make recommendations about appropriate provision for the child."
SEN Code of Practice

Where a Statement is issued the school will continue to be responsible for making any reasonable steps to help the child access learning.

- The school will also continue to be responsible for providing up to 20 hours of teaching assistant support, or its equivalent in teacher time, or a combination of both.
- Statements report the outcomes of multi-disciplinary assessments of children’s needs, identify objectives and specify provision. The Local Authority will require the school to make arrangements to review the statement at least on an annual basis.
- Statements will not necessarily attract funding over and above that delegated to schools through the SEN/AEN formula.

Key Points

- 3 Where a pupil has significant needs in more than one of the four key areas, consideration will be given to the cumulative and interactive effects on the pupil’s learning as well as the actual achievement levels in relation to the threshold indicators.
- 4 Low attainment may still reflect adequate progress relative to the pupil’s cognitive abilities.
- 5 The fact that a pupil may have a detrimental effect on the education or welfare of another pupil or pupils does not itself define a special educational need. Similarly, exclusion from school is not an intervention and does not itself indicate that a pupil requires a Statutory Assessment of his or her special educational needs.

Threshold Indicators

The table below gives an indication of P Scales and National Curriculum levels of attainment which are likely to be seen in pupils across the age range who are being considered for Statutory Assessment, particularly where the main area of need is Cognition and Learning.

Table 1. Curriculum Attainment Thresholds for SA for Learning

Age	5	6	7	8	9	10	11	12	13	14	15	16
NC Levels At or below	P4	P5	P6	P7	P8	1c	1b	1a	2c	2b	2a	3c

The following characteristics and assessment descriptors are indicative of the four areas of need identified in the SEN Code of Practice.

Communication & Interaction

Characteristics	Assessments
<ol style="list-style-type: none"> 1 Language levels, receptive and/or expressive significantly delayed/disordered. 2 Speech is very difficult to understand even for a familiar listener. 3 Severely impaired social communication skills. 4 Severe difficulty in responding to social situations and adult direction. 	<p>At or below 1st percentile where standardised measures are available.</p> <p>Other checklists and observation schedules should be referred to & copies attached as appropriate.</p>

Cognition & Learning

Characteristics	Assessments
<p>1 Difficulty in accessing the full National Curriculum at levels which are appropriate for children of similar age and ability.</p> <p>2 Significant discrepancies between different curriculum areas or aspects of the curriculum (e.g. Specific Learning Difficulties).</p>	<p>Below 1st percentile for standardised measures & NC attainment levels as given above in table.</p>

Behaviour, emotional and social development

Characteristics	Assessments
<p>1 Pupils with BESD will display a range of behaviours at significant levels in Learning, Conduct or Emotional areas. These areas are neither discrete nor mutually exclusive. Behaviours are likely to have persisted over time (at least two terms) and pupils will not have shown positive responses to interventions</p> <p>2 Learning Behaviours may include: Very low levels of on task behaviour, inability, or unwillingness to work without direct supervision, limited attention or concentration, poor rates of task completion and lack of compliance with directions or instructions.</p> <p>3 Conduct behaviours may include: Extreme resentment/vindictiveness; continual defiance, verbal or physical aggression (actual or threatened), oppositional, damage to property, lying or stealing.</p> <p>4 Emotional Behaviours may include; pre-empting failure in tasks; constant anxiety; depressed/withdrawn behaviour; bizarre, self injurious or obsessive behaviour; significant difficulties establishing relationships with peers or fantasising; extreme attention seeking behaviours; acute anxiety and fear about attending school; inappropriate sexual behaviour.</p>	<p>Behaviours of concern will have been assessed and monitored using an approach which analyses Antecedents, Behaviour and Consequences (ABC) and looks at the Frequency, Intensity and Duration (FID) of these behaviours. Evidence should include the impact of these behaviours on learning over time</p> <p>Classroom and playground observation using fixed interval or event sampling. Small group or individual behaviour.</p> <p>Objective measures of behaviour that demonstrate that behaviour, emotional & social are severe, persistent and long term.</p>
<p>5 The child's behaviour has required support including behavioural programmes (IEP, IBP, PSP). In spite of support the child has not made appropriate progress.</p>	<p>Progress has been no more than 6 months in the last academic year in core curriculum areas.</p>

6	Behaviour impacts significantly upon attainments.	Attainment between core subjects shows a discrepancy with some areas falling at or below the threshold levels given in Table 1.
7	Pupil displays behaviour that is significantly outside the level expected for their age.	Observational reports and behaviour logs.

Sensory and/or physical

It is essential that any proposal to make a **Statutory Assessment Request** for sensory impairment is first discussed with an **Advisory Teacher** from the **Sensory Support Team**.

Hearing impairment:		
Characteristics	Assessments	
1	A level of hearing loss that requires hearing aids or a cochlear implant and results in significant speech and/or language difficulties which significantly restrict communication and access to all areas of the curriculum	Severe hearing loss (71 dBHL and above); a severe high frequency hearing loss; or a progressive degenerative hearing condition. Language assessments indicate a significant delay in the acquisition of receptive language and expressive language.
2	A high level of specialist support and/or modification is required to enable the child to access the core curriculum and to support the use of additional audiological equipment such as a radio aid system.	Measured language levels are significantly below chronological age which prevents access to the curriculum without a high degree of differentiation and/or support.
3	The child requires significant modification of the language used to deliver and access the curriculum.	Language assessments show significant delay and understanding of syntax and semantics.
4	Child's assessment profile shows an uneven pattern of progress and attainment	Attainment in language based subjects is significantly below the child's ability.
5	The child requires British Sign Language or Sign Supported English to access the curriculum	Assessments indicate that the child is unable to access the curriculum through audition alone.

Visual impairment:		
Characteristics	Assessments	
1	The child has significant visual impairment and/or a deteriorating condition affecting vision.	Visual acuity of 6/36 or less plus a reduction in near vision or a significant field defect.
2	The child has insufficient or no vision and requires an alternative format such as Braille to access the curriculum.	Assessed as 'educationally blind' meaning that the child has no vision or insufficient vision to access print.
3	The child's lack of vision severely impairs access to the curriculum.	Visual acuity of 6/36 or less resulting in an inability to access the board reliably. Print sizes of N36 or greater are needed to access print materials. May use an alternative format such as Braille for reading purposes.

4	Child's attainment in NC core subjects is/ or is likely to be below expectations for age or their assessment profile shows an uneven pattern of progress and attainment.	The child has difficulty accessing the curriculum without substantial adaptation of teaching materials resulting in attainment levels significantly below the child's ability.
5	The child's vision significantly affects their mobility in the educational setting.	Assessments indicate specialist support is required for mobility and independent living skills.

Multi-sensory impairment:		
Characteristics	Assessments	
1	The child has a hearing loss together with a visual impairment at a level which might normally be overcome through a reliance on listening in the classroom setting.	Visual acuity of 6/18 or less together with a level of hearing loss that requires hearing aids.
2	The child has a combination of visual and hearing impairment which results in the child having difficulty accessing sign or lip pattern and having to rely on audition alone.	Visual acuity of 6/18 or less together with a level of hearing loss that requires hearing aids.
3	The child has a hearing loss and a visual impairment which significantly affects central vision, near vision and/or peripheral vision.	Difficulty accessing the board; large print or a tactile curriculum required; difficulty accessing the curriculum without substantial adaptation of teaching materials; reliance on support assistant who will 'listen' for them.
4	The child's multi-sensory impairment significantly affects their mobility in the educational setting.	Assessments indicate specialist support is required for mobility and independent living skills.

Physical/Medical disability:		
Characteristics	Assessments supported by PCT/OT/Physiotherapy advice	
1	Significant physical or medical needs arising from a pre-existing or acquired condition which impacts upon the pupil's overall development and which is likely to persist over time. There may be the need for the use of mechanical or technological aids or assistive or augmented communication aids to allow curriculum access.	Evidence that despite the reasonable adjustments made by the school the pupils' physical disabilities and/or medical condition significantly impacts on their opportunity to access the whole school curriculum.

Exceptional Needs

‘There may be a very small number of exceptional cases where a child may need a very quick response to meeting their needs, for example a severe sensory or physical impairment, severe emotional or behavioural difficulties who require immediate or emergency support perhaps only available in specialist provision or special school. In such cases provision may be made in advance of a Statutory Assessment and will be considered as assessment placement pending the outcome of the SA. It will be necessary for all key players to be in agreement for the emergency placement to be agreed.’

SEN Code of Practice 7:32

* Pupils from maintained provision who move in to West Sussex with Statements will be placed in ‘best-match’ **local provision** until the first Annual or Interim Review can be undertaken.

Completing the Statutory Assessment Request (SAR) (Head Teacher) and Evidence Pack

Who Completes the Form SAR:HT?

- I. The person who is ultimately responsible for making the request is the **Head Teacher** of the school or setting at which the child is on roll. The Head Teacher will also sign and date the SAR:HT.
- II. The completion of the SAR:HT and the collation of the Evidence Pack should be done by whoever the Head Teacher considers most appropriate and this Guidance Booklet should be made available to them. In the majority of cases this will be the **Special Educational Needs Co-ordinator** for the school.

In the case of a **parental request or a Social Worker request in relation to a Looked After Learner**, LAL, the school or setting must provide information on the SAR:HT together with the Evidence Pack. The Local Authority will ask the school for this information within approximately 2 weeks after receipt of the Request Form from the parents, even if the school does not endorse or agree with the parental request. It is essential that a full Evidence Pack is available to assist the decision-making of the Statutory Assessment Panel.

Parents should be advised that they can contact the Parent Partnership Service, PPS, which is an impartial service to help parents to understand special educational needs and to put their views across. The PPS can support parents at meetings, help them to write letters and refer parents to other sources of support.

Key Points

- 1 Where key information is lacking in clarity or necessary detail, or is missing from the SAR:HT and/or the Evidence Pack, the Request will be returned to the school and the parent/s with a letter requesting the required information. This will inevitably create delay, which we would all wish to avoid.
- 2 The SAR:HT in its electronic format has boxed sections which expand to accommodate typed information.
- 3 The SAR:HT is organised in numbered sections and the Evidence Pack needs to be numbered and collated in the same way.

Identity/demographic section

- III. **SCHOOL/SETTING:** Indicate first the school or setting where the child is on roll. If the child is dual registered or also attends another setting, eg Pupil Referral Unit, PRU, then note this in addition. If the child is educated other than at school, please give details e.g. Out of School Learning (OSL) including Pupil Referral Unit (PRU) and Home Tuition. Where parents are home educating please indicate Elective Home Education (EHE)
- IV. **LOCAL AUTHORITY:** Where the child is a Looked After Learner, note the Local Authority responsible, i.e. West Sussex or otherwise.

Section I. Key Principles

- I.i These are the key principles in considering the balance of submitted evidence. In order to demonstrate the significance of the child's needs, it is essential that evidence is provided of advice given by other professionals being incorporated into school based interventions. Such interventions should be carried out over substantial periods of time and evidence of reviewed progress must be submitted.
- I.ii Dates for placement at **School Action** and **School Action Plus** are required.

Section 2. Involving Parents and Summary of Needs and Strengths

2.i The involvement of parents in the education of their children is fundamental. This is an opportunity to note how parents have been kept informed and what part they have played.

It is essential that the request for Statutory Assessment has been discussed with the **parents**, that they understand the implications and their rights, and that they have given their agreement.

A useful reference for parents is the DCSF booklet, "**Special Educational Needs (SEN) - A guide for parents and carers (Revised 2008)**". This is downloadable from the DCSF website at www.teachernet.gov.uk/publications

2.ii The second part of Section 2c is for a description of the pupil's needs and strengths. This is designed to provide a summative overview of the pupil's learning needs and behaviours, and issues arising in addressing these concerns over time. Specific reference to more detailed information in the **Evidence Pack** may be made in Section 2.

Section 3. Areas of Significant Need

3.i Please indicate, with a tick in one box only, in which of the four areas you consider the child is experiencing most need.

3.ii Very often the child will have needs in other areas and boxes should be ticked, as appropriate, in the Other Needs column.

3.iii Evidence must be provided to describe the child's performance in all areas indicated.

Section 4. Tests and Measures

4.i The information given in this section will be drawn from a range of assessments undertaken over time to indicate the extent of the child's learning needs and progress.

4.ii Assessments will include teacher assessment and tracking of progress in National Curriculum core subjects and materials from the National Strategies www.nationalstrategies.org.uk and

Qualifications & Curriculum Authority www.qca.org.uk They will also include commonly used commercially published standardised test measures, such as those for reading and spelling (see below for publishers).

4.iii Standardised norm-referenced tests provide valid and reliable evidence of children's levels of functioning against children of a similar age and repeated over time give evidence of progress. These tests give standardised scores based on a normal distribution; having an average score of 100 and a standard deviation of 15. **More than two thirds of children will score within the average range between 85 and 115.**

4.iv Standardised tests results can also be expressed as percentiles. These relate to the percentage of the population of a similar age who might be expected to achieve a lower score based upon a normal distribution. Thus a child who achieves a score of 100 would be at the 50th percentile and half of the children of a similar age might be expected to achieve a similar score, whilst only 16% of children who achieve a score of 85 might be expected to achieve a lower score. (See Appendix 4 for standard scores and percentile equivalents).

4.v Where threshold indicators relate to percentiles appropriate standardised tests should be used. In order to demonstrate progress over time the same test or a parallel form of the test should be used.

4.vi Test results should be reported fully giving the test name, date of administration, the chronological age of the child, standardised score, percentile and age equivalent (where this is included in the scoring manual). Raw scores are not normally useful and need not be reported.

4.vii Standardised tests may be either group tests or individual tests. Group tests are normally used for screening or tracking progress whereas individually administered tests are more commonly used diagnostically. Group tests may be used to identify children where further individual assessment is indicated as part of the school's own graduated approach.

4.viii Criterion referenced measures, covering curriculum areas or behaviour, although not standardised, can be used to demonstrate

progress over time for individual children. Questionnaire and self-report measures can provide qualitative evidence, for example with reference to social and emotional behaviour, and the inclusion of response forms rather than the results alone as part of the Evidence Pack can provide additional information to inform decision making.

- 4.ix Examples of tests and measures which may be used by teachers are given in Appendix 3. This is not a complete list but does broadly reflect those commonly found in schools.
- 4.x Educational assessment materials are commercially available from publishers such as:
GL assessment www.gl-assessment.co.uk
Harcourt assessment www.harcourt-uk.com
Hodder Murray www.hodder-tests.co.uk
Pearson www.pearson.co.uk
- 4.xi Curriculum Related Measures will include; Foundation Stage, P-scales, National Curriculum levels and SATs results (as appropriate). Criterion referenced materials such as word reading and spelling records can be reported in the levels/outcomes column and, where necessary, in the Evidence Pack.

Section 5. Additional Evidence

- 5.i This section is likely to comprise a substantial part of the submitted evidence, and will cover items not included in the previous Tests and Measures section. Much of this evidence will be descriptive and evaluative, rather than quantifiable.
- 5.ii Collate this evidence in chronological order.
- 5.iii Reports from support services and other professionals can be included. The most recent will be the most useful, but at your discretion include those which provide a helpful, historical perspective (see also Section 10 External Agencies).
- 5.iv Where appropriate, include evidence of assessments, interventions and actions by school and others. Examples of such interventions are:

- **Planning and Review Meeting Meetings (PARMs)** School-based planning meetings attended by an educational psychologist, member of the Inclusion Support Team and other specialist advisers
- **Pastoral Support Programme (PSP)** Designed to gather views from school and a variety of agencies to prevent escalation of behaviour which may otherwise lead to exclusion.
- **Personal Education Plan (PEP)** Broad based development plan for Looked After Learners compiled by social worker (Children's Services).
- **Common Assessment Framework (CAF)** Multi-agency assessment of child's performance and needs, family context in ECM framework. A summary of the CAF should be included or, if it has not been entirely completed, include the findings to date.
- **Team Around the Child (TAC)** Action planning meetings which may result from CAF, with Lead Professional and multi-agency responsibilities. A summary of the TAC should be included, or if it has not been entirely completed, include the findings to date.
- **Health Care Plans (HCP)** Where a child's physical and/or medical needs impact on access to learning, HCPs may be helpful.

- 5.v Circumstances in the child's life in the home and community and significant events in the child's history may be important to record.
- 5.vi Please indicate with 'See Evidence' where further information is included in the Evidence Pack.

Section 6. Individual Education Plan

- 5.i IEPs should be dated and reviewed, except in the case of a current IEP.
- 5.ii The IEPs should include SMART targets which clearly demonstrate what observable and measurable progress the child has made over time.

- 5.iii Examples of work or outcomes may be included to demonstrate achievement.
- 5.iv The IEPs should cover a period of time which illustrates interventions, cycles of review and progress.
- 5.v The advice from support services and other external agencies should be incorporated in IEPs and reviewed.

Section 7. Pupil's Views

- 7.i Pupil's views of their experiences and needs are very important and should be ascertained where possible. Even very young children and those with significant learning difficulties will often show preferences, likes and dislikes through their behaviour. For some pupils with very complex communication and learning difficulties it is recognised that it may be difficult to gain this information. Please tick the YES or NO box to indicate if the pupil's views are included in the Evidence Pack.

Section 8. Examples of Pupil's Work

- 8.i Evidence of work performed by the pupil can be very informative. In particular, drawings and pieces of free writing can give a useful indication of levels of development and needs.
- 8.ii Please list all examples of pupil's work which are included in the Evidence Pack, ensuring that they are dated and have accompanying explanatory notes where necessary.

Section 9. Current School Provision for this Pupil

- 9.i A copy of the school **Provision Map** for addressing Special and Additional Educational Needs **MUST** be included in the Evidence Pack. This should detail teaching and teaching assistant personnel, their responsibilities and organisation of delivery, time to groups and individuals and the focus of the support work. A Timetable relating to the child's provision will be helpful.

- 9.ii Indicate in the Timetable provided who provides the support, which may include therapist input, how much time is delivered, dates (from and to) and the focus of the support.

The estimated cost of this provision should also be included.

- 9.iii The Special Educational Needs and Disability Act 2001 requires schools to take '**reasonable steps**' to ensure that a child is not at a substantial disadvantage compared to other pupils at the school.

For example:

- A deaf pupil who lip-reads should be able to see the teacher's face at all times when the teacher is speaking.
- It may be appropriate for a pupil with dyslexia to be given copies of the teacher's lesson notes.
- A pupil with poor pen/pencil control may require alternative means of recording work, e.g. laptop or voice-activated technology.

Please describe the reasonable steps the school has made to meet the pupil's needs.

Ref: '*Inclusive Schooling: Children with Special Educational Needs 2001*': DFES/0774/2001.

Section 10. External Agencies

- 10.i Please indicate which agencies have been involved with this child, their dates of involvement, and tick if a report or correspondence is included in the Evidence Pack.
- 10.ii It is essential that the proposal to make a Statutory Assessment Request is first discussed with the Educational Psychologist. At the very least, this provides an opportunity to share views about the quality of the submitted evidence and the interpretation of the threshold indicators and other requirements. Typically, however, the school Educational Psychologist will be aware of the child and have contributed to the formulation of needs and interventions over a period of time.

Section 11. Summary and Further Comments

This is an opportunity to provide any further relevant comment in support of the application.

INDEX TO APPENDICES

- Appendix 1** **Timetable for Statutory Assessments**
- Appendix 2** **SA Request Form, Headteacher SAR:HT**
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Appendix 1

Timetable for Statutory Assessments

Week 0 - Parents or school make a request to the Local Authority to carry out a Statutory Assessment. The Local Authority has 6 weeks in which to consider the evidence and to make a decision.

Week 6 - The Local Authority decides whether to carry out a Statutory Assessment and informs the parents and the school. (If they refuse to carry out a Statutory Assessment, parents have a right of appeal.) If the assessment goes ahead, reports are requested from parents and professionals.

Week 12 - Deadline for submission of reports and advice from parents and professionals.

Week 16 - The Local Authority will decide whether to write a Proposed Statement or a Note in Lieu. (If a Note in Lieu is issued, parents will have a right of appeal.)

Week 18 - A Proposed Statement or Note in Lieu is issued. Parents have the opportunity to comment on the Proposed Statement and to tell the Local Authority which school they would like their child to attend.

Week 22 - Deadline for response by parents to Proposed Statement or Note in Lieu.

Week 26 - Final Statement is issued, naming the school the child will attend.

Appendix 2: The Statutory Assessment Request: Head Teacher's Form SAR:HT

STATUTORY ASSESSMENT REQUEST

SUMMATIVE EVIDENCE SUBMITTED BY THE HEADTEACHER OF THE CHILD'S SCHOOL

Name: DOB: Age:..... N.C.Year: ...

Address: Male/Female:
Parents/Person Responsible Address (if different)

..... Ethnic Origin:

..... Home Language:

Postcode: Tel.No: Expected date of transfer to
next school (if appropriate)

.....

SCHOOL/SETTING: LOOKED AFTER LEARNER ...YES/NO

Date of Birth: LOCAL AUTHORITY:

REQUESTED BY..... SCHOOL PARENT (tick one box only)

DATE OF THIS REQUEST

THIS DOCUMENT MUST BE COMPLETED WITH REFERENCE TO THE GUIDANCE BOOKLET

1.

In order that a statutory assessment is undertaken, the balance of evidence must show that:

- a) the child's learning difficulties have not responded to relevant and purposeful measures by the school and external specialists over a significant period of time, or at least two terms:
- b) the child's learning difficulties may call for specialist education provision which cannot reasonably be provided within the resources normally available to mainstream schools in the area via the delegated Special Educational Needs formula funding.

Date SEN identified for School Action

Date of move to School Action Plus

2.

- a) How have parents been involved in School Action and School Action Plus to date?

.....
.....

- b) When was request for Statutory Assessment discussed with parents?

- 2.**
c) Brief overview of pupil's needs, including strengths

3.

In which areas is the child experiencing significant need:

	Main Need (tick one only)	Other Needs (as appropriate)
■ Communication/Interaction	<input type="checkbox"/>	<input type="checkbox"/>
■ Cognition/Learning	<input type="checkbox"/>	<input type="checkbox"/>
■ Behaviour/Emotional & Social Development	<input type="checkbox"/>	<input type="checkbox"/>
■ Sensory/Physical	<input type="checkbox"/>	<input type="checkbox"/>

4.

TESTS AND MEASURES

Please indicate tests, dates and results and submit any further detail in the Evidence Pack

Tests must indicate progress over time

Also refer to measures reported upon by other professionals and indicate in Evidence Submitted column where reports, etc., have been included.

A. COMMUNICATION/INTERACTION

Test/Instrument	Date	Results/Outcomes	Evidence submitted (tick)

B. COGNITION/LEARNING

(i) Curriculum related measures: P-scales, NC levels, SATs, other criterion referenced material

Test/Measure	Date	Age	Level/Outcomes	Evidence Submitted (tick)

(ii) Attainment and Cognitive standardised tests

Test	Date	Age	Standard Score	Percentile	Age equivalent	Evidence submitted (tick)

C. BEHAVIOURAL, EMOTIONAL & SOCIAL DEVELOPMENT

Rating scales, self-report measures, behaviour logs

Test/Measure	Date	Results/Outcomes	Evidence submitted (tick)

D. SENSORY/PHYSICAL

Test/Measure	Date	Results/Outcomes	Evidence submitted (tick)

5.

ADDITIONAL EVIDENCE

(not covered in Tests and Measures section above)

e.g. PARM, PSP, PEP, CAF, TAC action plans, Health Care Planning, Independent Professional reports

6.

INDIVIDUAL EDUCATION PLANS

Number of IEPs (current and reviewed) submitted in Evidence Pack

7.

PUPIL'S VIEWS

Indicate if pupil's views are included in the Evidence Pack

YES NO

(If No please give reasons)

8.

EXAMPLES OF PUPIL'S WORK

List items submitted in Evidence Pack

9.

CURRENT SCHOOL PROVISION FOR THIS PUPIL

(i) Copy of Provision map submitted (mandatory)

(ii)

Type of support	Individual Hours	Group Hours	Group Size	Date	Focus of this support
Teaching Assistant					
Teaching					
SENCO					
OTHER (specify)					

Cost of this provision:

(iii) Describe other Reasonable Steps (SEN & Disability Act 2001) school have made to meet the pupil's needs

10.

EXTERNAL AGENCIES

Agency	Dates of Involvement	Report in Evidence Pack
Educational Psychologist (this request MUST be discussed with the EPS)		
Inclusion Support Team (IST, BST, SCT)		
Education Welfare Service		
Sensory Support Team (VI & HI)		
Support for Looked After Learners Team		
Out of School Learning (OSL)		
Social & Caring Services		
Family Link Workers		
Speech and Language Therapist		
Physiotherapist		
Occupational Therapist		
Child and Adolescent Mental Health Service		
Child Development Centre Service		
Other		

11.

SUMMARY AND FURTHER COMMENTS

Head Teacher's Signature Date

PANEL USE ONLY

Decision/comments

.....

.....

.....

Signature..... Date

(Chairman of the Statutory Assessment Panel)

Appendix 2A

SA Request - An Aide Memoire

The questions below will help you check that you have provided a comprehensive evidence base. If you cannot answer YES to all of these questions consideration of your submission may be delayed or the referral refused because of lack of evidence.

Questions to Support SA Request		Yes
Q.1	Have you provided evidence that the pupil's performance has remained at a significantly low level compared with the majority of pupils, despite intervention(s)? [See Thresholds Table pg. 2]	
Q.2	Have you actively involved the parents and the pupil (where appropriate) and incorporated their views into Individual Education Plans?	
Q.3	Have you put in place pastoral care and guidance strategies, sought external advice to meet any social, emotional or behavioural difficulties and included descriptions and evaluations of these?	
Q.4	Have you set SMART targets for the pupil in IEPs, have you reviewed and evaluated progress at least termly and included copies of reviewed IEPs?	
Q.5	Have you documented consultation(s) with the Educational Psychologist , other relevant support services and external specialists through PARMs and shown that advice as been implemented?	
Q.6	Have you demonstrated that the pupil's progress has continued to be significantly less than that of the majority of pupils supported at School Action and Action Plus, despite intervention(s)?	
Q.7	Have you thoroughly evaluated intervention strategies and teaching programmes over a period of no less than two terms and have these been modified or alternatives tried?	
Q.8	Have you provided the pupil with the maximum support of 20 hours per week available at School Action Plus over a period of at least two terms and specified how this support is used?	
Q.9	Have you provided increased access to ICT or other resources and adaptations where appropriate?	

Appendix 3

Tests & Measures which may be used by Teachers

Salford Sentence reading test (Revised)

This is an Individually administered oral test based on sentences of increasing difficulty. It takes 4 or 5 minutes to administer and there are two parallel forms to allow for retesting. It is for use with children age 5+ to 10+.

Suffolk Reading Scale

This is a standardised group reading test with multiple-choice sentence completion questions. The scale has three levels covering the age range 6 to 14 years 11 months. There are two parallel forms for re-testing.

Neale Analysis of Reading Ability

The Neale Analysis of Reading Ability is an individually administered test of reading. It gives measures for the accuracy, comprehension and rate of reading in children from 6 to 12.11 - 20 minutes.

Group Reading Test II

Group Reading Test 6-14 measures how pupils are performing compared to their peer groups nationally. It also helps monitor pupils' overall literacy development in terms of the National Literacy Strategy. Age range 6 to 15.3. Administration time 30 minutes.

SPAR Spelling & Reading Tests

Group tests for age range 7 to 9 with parallel forms for the reading test. Spelling "banks" are included in the manual. Administration time 25 minutes.

Edinburgh Reading Tests

This is a group test which also provides diagnostic information. There are four tests covering the age range 7 -16+ which assess a range of different literacy skills (e.g. vocabulary, sequencing, comprehension of points of view). Administration time from 30 to 45 minutes.

Vernon Graded Word Spelling Test

Test words, graded in order of difficulty are placed in the context of a short sentence. Administration time 20–30 minutes individuals or to a group. The new edition provides norms as standardised scores, percentiles and Spelling Ages. Age range 5 -18+. Bottom of Form

British Picture Vocabulary Scale

A measure of receptive vocabulary for standard English, which helps in the identification of children who have difficulty in accessing vocabulary. Individually administered, it can be helpful as an initial screening tool to look at a child's understanding of words. The child has to point to one of 4 pictures associated with a target word provided by the teacher. Age range 3 -15.8. Administration time 8 – 10 minutes.

Aston Index

A battery of assessments for screening and diagnosing language difficulties. This is individually administered and can provide estimates of general ability with reference to the child's mental age. It also looks at areas such as visual and auditory discrimination, motor co-ordination and reading and spelling. Age 5-14. Administration time variable depending upon which scales are used.

Progress in Maths 4-14

A series of standardised tests designed to provide diagnostic information on pupils' mathematical abilities. Oral administration for 4 - 8 year olds. Age range 4 – 14. Untimed.

CATs

CATs (Cognitive Abilities Tests). These group measures are widely used by schools to gain a baseline estimate of pupils' verbal, quantitative and non-verbal reasoning and in conjunction with attainment measures can provide helpful information on differences in pupils' reasoning skills.

Non-Verbal reasoning 5-14

A standardised test series which measures pupils' ability to engage in key non-verbal reasoning processes. Tests can be administered on a group or individual basis.

Strengths & Difficulties Questionnaire

The SDQ is a brief behavioural screening questionnaire covering 3-16 age range. It exists in several versions to meet the needs of researchers, clinicians and educationalists. Each version includes 25 items on psychological attributes; there are also versions for parents and, for adolescents, a self report measure. The SDQ was developed some 12 years or so ago and is widely used. There are full details and versions of the questionnaire, including the facility to computer score the SDQ, available on the Youth in Mind website <http://www.sdqinfo.com/> The SDQ can also be completed directly on line by teachers, parents and students at www.youthinmind.net

The Boxall Profile

This is a two-part checklist developed by Educational Psychologist Marjorie Boxall in her work on nurture groups with children showing social emotional and behavioural difficulties. It comprises Developmental strands and a Diagnostic profile and can be helpful both in identifying behaviours giving concern and in planning strategies to manage these behaviours.

Appendix 4

RELATIONSHIP BETWEEN STANDARD SCORES AND PERCENTILES

STANDARD SCORE	PERCENTILE	STANDARD SCORE	PERCENTILE
145	99.9	100	50
135	99	99	47
130	98	98	45
129	97	97	42
128	97	96	39
127	96	95	37
126	96	94	34
125	95	93	32
124	95	92	30
123	94	91	27
122	93	90	25
121	92	89	23
120	91	88	21
119	90	87	19
118	88	86	18
117	87	85	16
116	86	84	14
115	84	83	13
114	82	82	12
113	81	81	10
112	79	80	9
111	77	79	8
110	75	78	7
109	73	77	6
108	70	76	5
107	68	75	5
106	66	74	4
105	63	73	4
104	61	72	3
103	58	71	3
102	55	70	2
101	53	69	1

Appendix 5

WEST SUSSEX GRADUATED APPROACH TO THE INCLUSION OF PUPILS WITH ADDITIONAL/SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

School Action:

LEVEL	ACADEMIC CURRICULUM	SOCIAL CURRICULUM	SPECIAL RESOURCES	TYPE AND LEVEL OF ADULT RESOURCES	PHYSICAL REQUIREMENTS	ASSESSMENT & REVIEW	OTHER AGENCY RESOURCES
SCHOOL ACTION:	<p>Child is receiving individually differentiated tasks in at least one area of National Curriculum, delivered through ongoing activities.</p> <p>This would be delivered as Wave 1 quality first teaching or Wave 2 support</p> <p>School is making reasonable adjustments to cater for child's needs</p>	<p>Development of personal/social/behaviour plan with additional support from appropriate school staff. E.g. SENCo, Deputy Head, Pastoral Staff.</p>	<p>Additional access to use of specialist teaching materials and equipment normally available in the school.</p>	<p>Support for group work within normal contact time. This could be delivered through normal groupings and may not necessarily require a special group.</p> <p>Child could be receiving targeted support from TA/HLTA focused on targets up to 5 hours</p>	<p>Class/subject teacher carefully monitors and/or assists with mobility or health concerns occasionally.</p>	<p>IEP constructed between class/subject/pastoral teacher, parents/carers and SENCo.</p> <p>Record of action taken.</p> <p>SENCo reviews with input from involved staff, parents/carers. This might be within a term.</p> <p>Informal advice from/monitoring of sensory support/equipment by external agencies.</p>	<p>Access to general advice and training to the school about health/social issues.</p> <p>Access to ISDA teams through Common Assessment Framework (CAF) and Team Around the Child (TAC) processes</p>

LEVEL	ACADEMIC CURRICULUM	SOCIAL CURRICULUM	SPECIAL RESOURCES	TYPE AND LEVEL OF ADULT RESOURCES	PHYSICAL REQUIREMENTS	ASSESSMENT & REVIEW	OTHER AGENCY RESOURCES
SCHOOL ACTION PLUS:	<p>Child is receiving individually differentiated tasks in a range of National Curriculum areas. Attainments may be outside expected KS in some or all NC core areas. Child, because of identified needs is receiving modification of the means of presentation for his/her learning (up to 100%).</p> <p>Child is receiving individual structured programme to address significant discrepancy in at least one curriculum area, including support at Wave 3</p> <p>School is making reasonable adjustments to cater for child's needs.</p>	<p>Individual Social management programme which might include teaching social/study skills, in conjunction with advice and support from external agencies.</p> <p>Planned counselling of child when necessary.</p> <p>Planned programme of personal/social development/behaviour requiring supported interaction with other children and adults.</p>	<p>Enhanced personal access to equipment and/or specialised access to curriculum via resources normally available from support services.</p> <p>Special personal equipment and specialised access to the curriculum.</p>	<p>Training, advice, consultation and support from external support services</p> <p>Group or individual procedures/ provision with targeted programmes planned by teachers working alongside TA/HLTA up to further 15 hours</p>	<p>This level will be covered by normal Health and Safety procedures.</p> <p>Regular and planned help from an adult will be required to assist the child in managing health, or hygiene needs, or to provide mediation of the sensory environment up to 100% of the timetable.</p>	<p>IEP jointly constructed and reviewed between SENCo appropriate school staff, parents/carers and external agents.</p> <p>Clear, specific recording of agreed action and outcomes.</p> <p>Reviewed termly.</p> <p>More frequent monitoring and review of progress.</p> <p>Additional specialist assessment as required</p>	<p>Advice and training about managing the pupils needs in school.</p> <p>Assessment and programme provision from Health specialist</p> <p>Some direct input from Health specialist on school premises.</p> <p>Access to ISDA teams through CAF and TAC processes</p>

Next Steps:

The school's decision about next steps depends on the DURATION, FREQUENCY and SEVERITY of the child's difficulties and his/her response to interventions provided at School Action and School Action Plus

LEVEL	ACADEMIC CURRICULUM	SOCIAL CURRICULUM	SPECIAL RESOURCES	TYPE AND LEVEL OF ADULT RESOURCES	PHYSICAL REQUIREMENTS	ASSESSMENT & REVIEW	OTHER AGENCY RESOURCES
Before considering a Request for Statutory Assessment	<p>Gather evidence that the pupil's performance has remained at a significantly low level compared with the majority of pupils, despite intervention(s). [See <i>Thresholds Table pg. 7</i>]</p> <p>Collect evidence of SMART targets that have been set for the pupil on IEPs that have been reviewed and evaluated at least termly.</p> <p>Gather documented consultation(s) with the Educational Psychologist, other relevant support services and external specialists through PARMs. Records should show that advice as been implemented.</p> <p>Look for evidence that demonstrates that the pupil's progress has continued to be significantly less than that of the majority of pupils supported at School Action and Action Plus, despite intervention(s)?</p>	<p>Collect records that show that have you put in place pastoral care and guidance strategies, sought external advice to meet any social, emotional or behavioural difficulties including descriptions and evaluation</p>	<p>Consider and record what special personal equipment and specialised access to the curriculum has been made available, including ICT</p>	<p>Records should indicate the type and level of additional resources provided, including adult resources which must include the maximum support of 20 hours at School/Action Plus.</p>	<p>Consider and record what special personal equipment and specialised access to the curriculum has been made available, including ICT and any adaptations.</p>	<p>Collate evidence and records that show IEPs have been jointly constructed and reviewed between SENCo appropriate school staff, parents/carers and external agents.</p> <p>Provide evidence of clear, specific recording of agreed action and outcomes that have been reviewed termly, for at least two terms.</p>	<p>Collect evidence of advice from other agencies and organisations.</p> <p>Find evidence that the parents/carers have been actively engaged or involved.</p> <p>Has there been a Team Around the Child Meeting?</p>

Appendix 6

Funding Arrangements to Support Pupils with Additional and Special Educational Needs in Mainstream Schools

Funding for supporting the needs of pupils with additional (AEN) and special (SEN) educational needs has been progressively delegated to schools in order to enable early intervention once needs are identified. Funding for each school is identified through 7% of the AWPU, the AEN Formula and SEN Formula. (see Funding Continuum below). Many schools also receive extra Deprivation Funding.

A Statement of Special Educational Needs for a pupil in a mainstream school will not necessarily attract additional funding. This will be determined by the specified provision.

West Sussex Funding Continuum				
Level of need	Suggested range of provision	Up to 7% AWPU	AEN Formula	SEN Formula
ADDITIONAL CURRICULUM DIFFERENTIATION/ACCESS NEEDS		✓		
ADDITIONAL LEARNING, EMOTIONAL OR WELFARE NEEDS OR VULNERABILITY, DISABILITY, EAL.	Up to 5 hours group/individual support per week	✓	✓	
SCHOOL ACTION	Up to 5 hours group/individual support per week	✓	✓	
SCHOOL ACTION PLUS	Up to 15 hours in addition to School Action individually targeted TA support or equivalent combination teacher/TA	✓	✓	✓
SEN STATEMENT FOR LOW INCIDENCE, COMPLEX NEEDS (may attract a top-up individual SEN supplement)	Over 20 hours of individually targeted TA or equivalent combination teacher/TA	✓	✓	✓

Value for Money (VFM) Tool

The Audit Commission website has details of the tool which enables schools to map needs and provision, identify available funds and evaluate effective use of resources.

It can be accessed at <http://www.sen-aen.audit-commission.gov.uk>

Appendix 7

Definitions

AEN	Additional educational needs
Annual review	A yearly review of a Statement of SEN
AWPU	Age-weighted pupil unit
Early education settings	All preschool education provision such as nursery classes and schools, day nurseries and playgroups
Local Authority (LA)	A local government body that is responsible for providing education and for carrying out Statutory Assessments and maintaining Statements
Mainstream school	An ordinary school which is for all children, not just those with SEN. This will normally be a state school, although it could also be an independent school, that is, a City Technology College, a City College for Technology of the Arts, or an Academy
Maintained school	A state school
Named Officer	The person at the LA who deals with your child's case
Note In Lieu	A NiL is issued following a multi-professional assessment when the Local Authority determine that the child's needs may be met without recourse to a Statement
Parent Partnership	The Parent Partnership Service is an impartial service to help Service parents to understand special educational needs and to put their views across. The PPS can support parents at meetings, help them to write letters and refer parents to other sources of support.
SEN Code of Practice	A guide for early education settings, state schools and Local Authorities (LAs) on the help they can give to children with special educational needs. Schools and LAs must take account of the Code when they deal with a child with Special Educational Needs
Special Educational Needs (SEN)	Children have special educational needs if they have learning difficulties that need special educational provision They have learning difficulties if they find it much harder to learn than most children of the same age or they have disabilities that make it much more difficult for them in school
Special educational provision	The extra or different help given to children with special educational needs
Special school	A school that is for children with severe and complex disabilities. All children attending will have Statements of SEN
Statement of Special Educational Needs	A document that sets out a child's needs and all the extra help they should get
Statutory Assessment	A very detailed examination of a child's special educational needs. It may lead to a Statement or to a Note in Lieu
Voluntary organisations	Organisations, usually charities, which provide help and advice that is often linked to particular needs



Appendix 8

WEST SUSSEX COUNTY COUNCIL Pupil's Comments regarding their special educational needs

Name: DOB:

School:

What do you enjoy about school?

.....

.....

.....

.....

What do you find hard in school?

.....

.....

.....

.....

What things would you like more help with?

.....

.....

.....

.....

Tell us about yourself! (Hobbies, favourite things, family, pets)

.....

.....

.....

.....

Anything else you would like us to know?

.....

.....

.....

.....

My signature **Date**



www.westsussex.gov.uk

The SEN Request for Statutory Assessment for School Age Children: Guidance Booklet, 2009, the Statutory Assessment Request: Head Teacher's Form (SAR:HT) and the Consultation Response Form can be found on the WSGfL at:

<http://wsgfl.westsussex.gov.uk/statutoryassessment>

or put **SEN statutory assessment** into the search.

Designed by the Central Graphic Design Unit, County Hall, Chichester, May 2009.

WS346