

# **MSPRU:**



# **SEND TEAM**

# **SUPPORT – THE**

# **OFFER & PROCESS**

**September 2020**

**Reviewed:**

# **MSPRU SEND Team Support**

## **The Offer & Process**



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## **MSPRU SEND Team Contacts**

**Paul Barker-Mathews, SENCO**

**Fielden Park Learning Centre: 0161 696 2432**

**Mobile: 07736 896 145**

**Email: [P.Barker-Mathews@mspru.manchester.sch.uk](mailto:P.Barker-Mathews@mspru.manchester.sch.uk)**

**Ann Hardy, SENCO**

**Fielden Park Learning Centre: 0161 696 2431**

**Mobile: 07736 896 129**

**Email: [A.Hardy@mspru.manchester.sch.uk](mailto:A.Hardy@mspru.manchester.sch.uk)**

# **THE MSPRU SEND TEAM OFFER:**

**TO PROVIDE A MSPRU SEND OFFER OF GUIDANCE, TRAINING AND SUPPORT THAT ALL CENTRES AND STAFF CAN ACCESS**

- 1. To support staff across the MSPRU and APs to identify underlying SEND needs and to work together to help meet those needs.**
- 2. To provide a MSPRU SEND offer of guidance, training and resourcing that all centres and staff can access.**
- 3. To implement a graduated approach to SEND intervention that follows the **ASSESS, PLAN, DO, REVIEW** cycle and uses evidence-based interventions.**
- 4. To operate a triage system of SEND intervention based on need and informed by staff SEND referral and SEND panel recommendation.**

# MSPRU SEND Support for Alternative Providers [Summary]

## MSPRU Universal Support through:

- Pastoral Support Officer – Pre-admit & Review Meetings/ Agency Referral/ Transition Support/ Parental Support
- Teaching and Learning – Deputy Head cohort reviews/ Teaching and Learning observations/ Curriculum network and teacher support/ CPD opportunities/ Resources
- AP Network Meetings – Quality Assurance/ Resources/ Updates

## SEND Team Support

### MSPRU Universal

- Half-termly Centre SEND Cohort review
- Sharing SEND data across MSPRU
- Staff CPD for high-incidence SEND
- SEND Resources – SEND toolkits

### MSPRU +

- SEND Referral + response
- Centre SEND Drop-in
- Support Centre-led intervention reviewed with SEND team
- SEND baseline assessment
- SEND student support plan
- Specific SEND Resources to support intervention
- SEND Cohort, observation if needed
- SEND Intervention planning and resourcing
- Tracking and monitoring the SEND cohort
- Referral to EP if needed

### MSPRU Intensive

- Maintaining existing EHC Plans
- Developing EHCP for submission
- Providing Education Advice and updates for the LA
- Specific SEND teaching input
- Specific SEND student support
- Leading TAC meetings
- Transition planning for students with EHCP

## Funding

***Additional specialist funding once it is agreed with the LA through the final plan is reclaimed by MSPRU and depending on the circumstances contributes to the support provided by MSPRU for the young person.***

***Note: If the young person is dual-registered, the referring school will receive any additional funding associated with the EHCP directly from the LA to contribute to the cost of placement.***

# MSPRU SEND TEAM:

## The SEND Support Offer and Process

**AIM:** To provide an overview of MSPRU SEND Team Support for all KS4 Core MSPRU Centres and Alternative Providers – outlining the SEND Support available across MSPRU and how to access support.

- 1. The MSPRU SEND Team Offer:** To provide a MSPRU SEND offer of guidance, training and support that all centres and staff can access
  - To support staff across the MSPRU and APs to identify underlying SEND needs and to work together to help meet those needs.
  - To provide a MSPRU SEND offer of guidance, training and resourcing that all centres and staff can access.
  - To implement a graduated approach to SEND intervention that follows the ASSESS, PLAN, DO, REVIEW cycle and uses evidence-based interventions.
  - To operate a triage system of SEND intervention based on need and informed by staff SEND referral and SEND panel recommendation.
  
- 2. Overview of MSPRU Support:** MSPRU SEND Team Support is part of the MSPRU Universal Offer, which includes:
  - Teaching & Learning support and resources through Cross-phase meetings and CPD/ INSET;
  - Pastoral Support inc. welfare and attendance support; CAMHS and Social Care referral and liaison; multi-agency work with other professionals inc. GMP, YOS, MST and 42<sup>nd</sup> Street etc.
  - Dedicated LAC Team pastoral support;
  - Health support through the School Nurse;
  - SEND support through MSPRU SEND Team
  
- 3. MSPRU Universal Offer:** The MSPRU SEND Offer sits within the MSPRU Universal Offer, which includes primarily classroom-based approaches designed for the benefit of all young people, all of the time. These approaches include:

- A nurture-based approach to learning in a small group setting with high staff to young person ratio
- Specialist staff, consisting of subject specialist teachers, qualified youth workers, support staff and teaching assistants
- Teachers provide highly differentiated resources and activities to engage the young people and raise confidence, self-esteem and academic achievement
- Personal support and development programmes, including PSHE and social and emotional aspects of learning
- Additional elements of the curriculum, including outdoor pursuits and creative projects and enrichment activities
- Individual learning plans for every young person
- Regular mentor support and half-termly review sessions and regular parental contact regarding engagement, progress and achievement

#### **4. MSPRU SEND Team Support:** A Graduated Approach to support and intervention.

##### **A) MSPRU Universal:**

- Each centre receives a half termly SEND cohort review with the appropriate SEND Lead;
  - Data sharing of SEND files & SEND chronology
  - Initial cohort observation
  - Intervention planning and resourcing
- Ongoing Casebook – tracking and monitoring the SEND cohort
  - Maintaining existing EHC plans
  - Developing plans for requests submitted prior to placement
  - Ongoing statutory assessment for young people with an EP Report [K2]
- Staff CPD and Inset in line with identified high-incidence SEND needs across MSPRU
  - Staff training and support around key legislation and processes
  - Staff training and support to develop understanding around key aspects of SEND
  - Staff training and support with toolkits and resources to develop inclusive classrooms and to support effective differentiation

##### **B) MSPRU+:**

- **Send Referral** – Centre staff and teachers and request additional SEND Team support by completing a SEND Referral. The referral can be about any concerns around:
  - An individual learner's needs
  - A specific SEND cohort in a centre
  - An identified staff CPD need

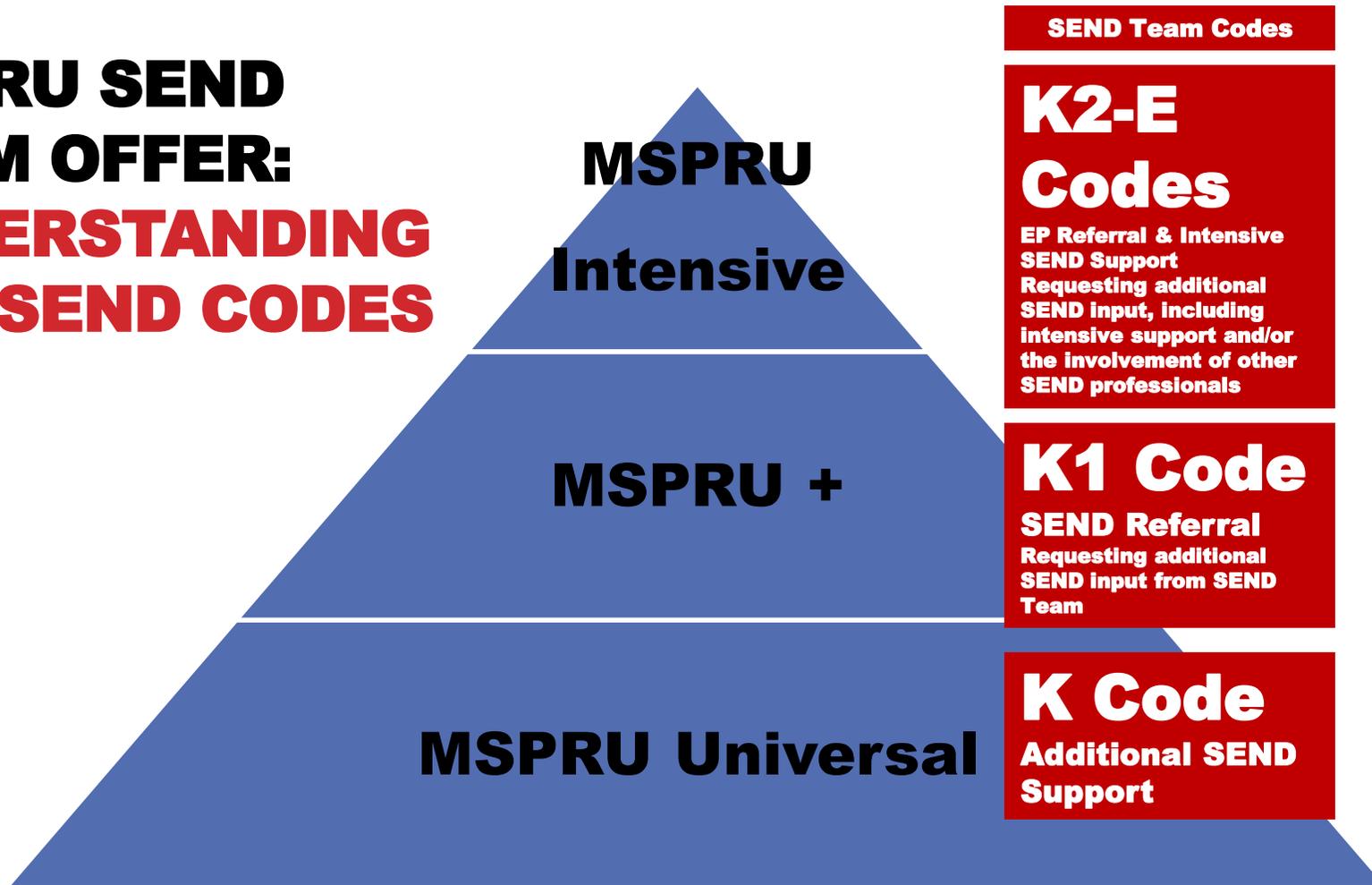
- Specific SEND support and/ or resourcing
- **SEND Drop-in** – After receiving a SEND Referral, the relevant SEND Lead will convene a SEND Drop-in meeting to discuss the concern raised:
  - A record of the Drop-in meeting will be made to record the discussion; to review any prior intervention and to agree and develop shared strategies and approaches to move forward
  - Any learner observation will be agreed and calendared with staff feedback
  - Any SEND Baseline assessment will be completed and reported back to staff
  - A SEND Support plan will be developed with staff to support the young person in class; the plan will be reviewed through the regular Cohort Review
- **Supporting Centre-led Intervention** – Any agreed additional staff support coming from SEND Drop-in meetings will be agreed and calendared, including:
  - Staff CPD and training
  - SEND Toolkit resources and support for centre staff intervention planning and delivery and for classroom support/ differentiation
  - An Intervention Strategy resource to track, monitor and evaluate agreed interventions

### **C) MSPRU Intensive:**

- All statutory assessment work will be led and delivered by the SEND Lead/ SEND Team; including liaising with the family, the centre staff and teachers and all professionals involved in the case, including:
  - Providing Education Advice and updates for the LA
  - Convening Team around the Child Meetings with family, centre staff and professionals
  - Developing outcomes and regularly reviewing progress as part of the Assess-Plan-Do-Review process
- Maintaining existing EHC Plans through annual review with family, centre staff and relevant professionals
- Monitoring and reviewing progress through half-termly Cohort Review
- Supporting teachers and staff with individual SEND Support Plans outlining learner needs; strategies and agreed intervention approaches [progress reviewed at Cohort Review
- Transition planning for those with EHC Plans moving on to specialist provision, mainstream school or post-16 pathway
- SEND information sharing with post-16 pathway providers for all young people referred to the SEND Team or on our casebooks

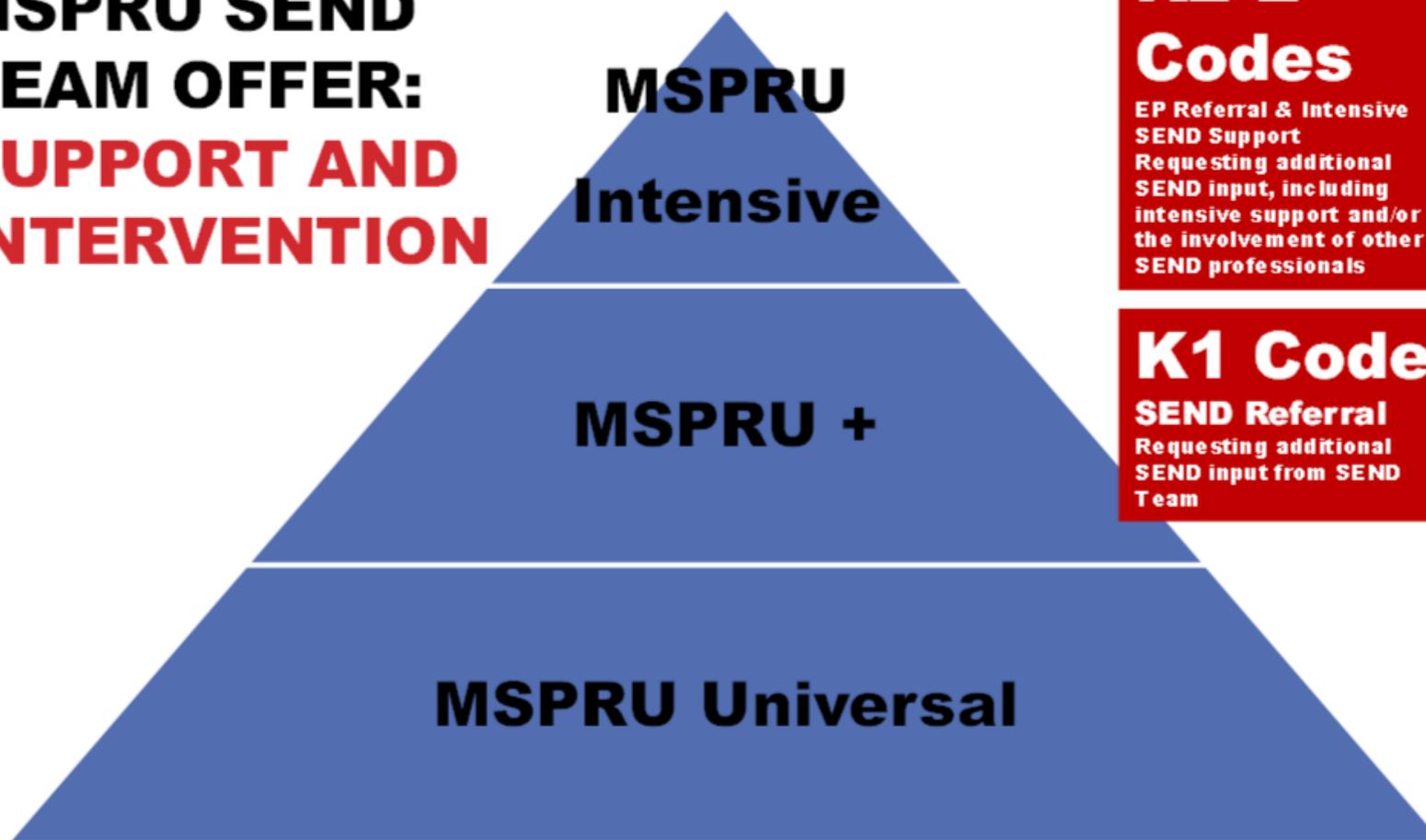
- **Delivering Evidence-based 1:1 Assessment and Intervention** – Any additional individual assessment and/ or intervention raised through SEND Referral and agreed at Drop-in meetings will be agreed and calendared, including:
  - Staff CPD and training
  - SEND Toolkit resources and support for centre staff intervention planning and delivery and for classroom support/ differentiation

**MSPRU SEND  
TEAM OFFER:  
UNDERSTANDING  
THE SEND CODES**



**MSPRU SEND Team**  
Support Offer: A Graduated Approach

**MSPRU SEND  
TEAM OFFER:  
SUPPORT AND  
INTERVENTION**



**MSPRU SEND Team Intervention Support: A Graduated Approach**



**MSPRU SEND Team Support Offer:  
A Graduated Approach**

**MSPRU SEND Team Support Offer:  
A Graduated Approach**

**MSPRU Universal SEND Support:**

**1. Each centre gets a half termly SEND cohort review with the SEND Lead**

- Data sharing of SEND files & SEND chronology
- Initial cohort observation
- Intervention planning and resourcing

**2. Ongoing Casework – tracking and monitoring the SEND cohort**

- Maintaining existing EHC plans
- Developing plans for requests submitted prior to placement
- Ongoing statutory assessment for young people with an EP Report [K2]

**3. Staff CPD and Inset in line with identified high-incidence SEND needs across MSPRU**

- Staff training and support around key legislation and processes
- Staff training and support to develop understanding around key aspects of SEND
- Staff training and support with toolkits and resources to develop inclusive classrooms and to support effective differentiation

**MSPRU+ Additional SEND Support, accessed through SEND Referral:**

- 1. Send Referral** – Centre staff and teachers request additional SEND Team support by completing a SEND Referral. The referral can be about any concerns around:
  - An individual learner's needs
  - A specific SEND cohort in a centre
  - An identified staff CPD need
  - Specific SEND support and/ or resourcing
- 2. SEND Drop-in** – After receiving a SEND Referral, the relevant SEND Lead will convene a SEND Drop-in to discuss the concern raised:
  - A record of the Drop-in meeting will be made to record the discussion; to review any prior intervention and to agree and develop shared strategies and approaches to move forward
  - Any learner observation will be agreed and calendared with staff feedback
  - Any SEND Baseline assessment will be completed and reported back to staff
  - A SEND Support plan will be developed with staff to support the young person in class; the plan will be reviewed through the regular Cohort Review
- 3. Supporting Centre-led Intervention** – Any agreed additional staff support coming from SEND Drop-in meetings will be agreed and calendared, including:
  - Staff CPD and training
  - SEND Toolkit resources and support for centre staff intervention planning and delivery and for classroom support/ differentiation

**MSPRU Intensive SEND Support, accessed through SEND Referral:**

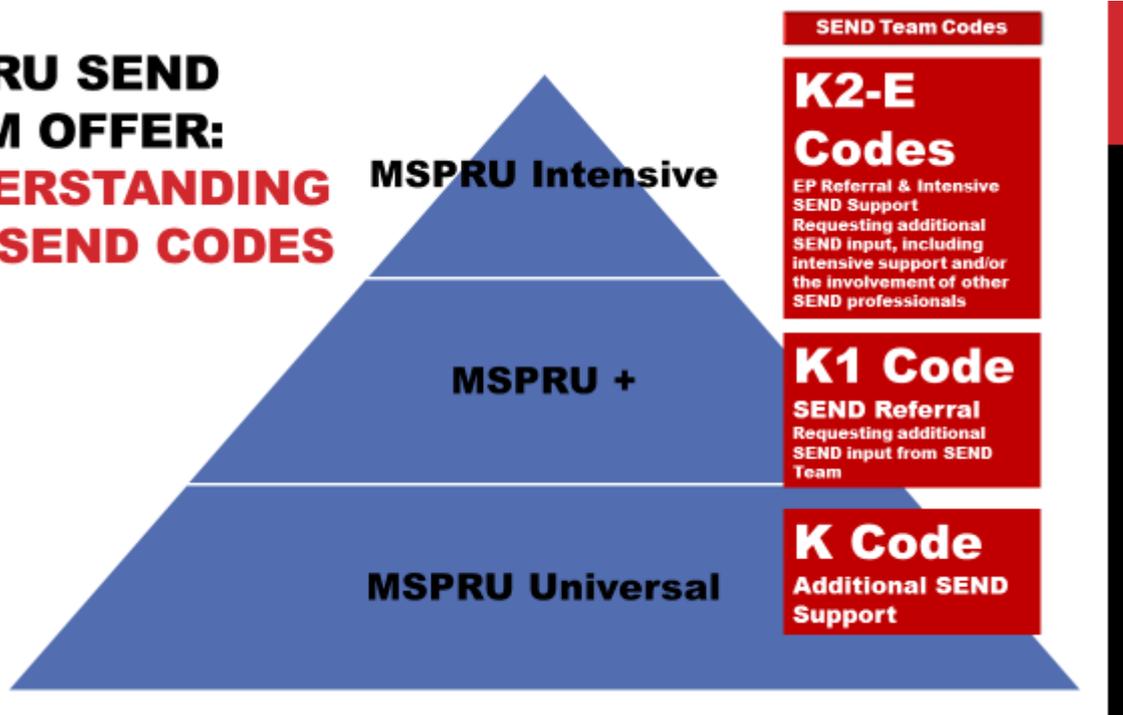
**1. Requesting Statutory Assessment and Maintaining Education, Health & Care Plans**

- Developing plans for requests for Statutory Assessment submitted to the LA SEND Team prior to current placement
- Leading the Statutory Assessment for young people with an in-date EP Report [K2]
- Developing new Requests for Statutory Assessment for submission to the LA SEND Team
- Working with teachers, centre staff, professionals, families and young people to lead and coordinate the Assess-Plan-Do-Review process and the regular Team Around the Child meetings
- Providing Education Advice and updates for the LA SEND Team
- Maintaining and Reviewing existing Education, Health & Care Plans
- Transition planning for young people with an EHCP

**2. Ongoing Casework – Leading high-needs SEND intervention**

- Specific teaching input to support high-needs SEND cohorts across centres through whole staff CPD, individual staff training and toolkits, resources and strategies
- Specific teaching input to support individual learners with identified/ recognised high levels of specific SEND need
- Specific SEND support including SpLD assessment, Exam Access Arrangements, and personalised intervention programme planning and delivery
- Creating, monitoring and evaluating SEND Support Plans for young people with EHC Plans

**MSPRU SEND  
TEAM OFFER:  
UNDERSTANDING  
THE SEND CODES**



**MSPRU Universal – K Code** All young people, on referral to the MSPRU are placed on the SEND Register as having additional SEND needs due to their Social, Emotional and Mental Health Needs. This is recorded on SIMS as K code – Additional SEND Support

The MSPRU SEND Offer sits within the MSPRU Universal Offer, which includes primarily classroom-based approaches designed for the benefit of all young people, all of the time. These approaches include:

- A nurture-based approach to learning in a small group setting with high staff to young person ratio
- Specialist staff, consisting of subject specialist teachers, qualified youth workers, support staff and teaching assistants
- Teachers provide highly differentiated resources and activities to engage the young people and raise confidence, self-esteem and academic achievement
- Personal support and development programmes, including PSHE and social and emotional aspects of learning
- Additional elements of the curriculum, including outdoor pursuits and creative projects and enrichment activities

- Individual learning plans for every young person
- Regular mentor support and half-termly review sessions and regular parental contact regarding engagement, progress and achievement

**SEND Referral – K1 Code** When centre and teaching staff have concerns around young people's SEND needs they can refer the young person to the SEND team

After the SEND team receive a SEND Referral for a young person a SEND Drop-in is arranged to identify additional needs; prior intervention and assessment if required, using MSPRU SEND Baseline Assessment battery.

SEND Referral is recorded on SIMS as K1.

At the SEND Drop-In, intervention strategies are shared and agreed with progress monitored over the agreed timescale. This intervention, staff-led and supported by the SEND Team is considered to be MSPRU+ in addition to the universal offer

**EP Referral – K2 Code** Following the cycle of Plan-Do-Review, if further SEND intervention or specialist assessment/ input is needed; the SEND Team will make the appropriate referral for Educational Psychologist assessment.

EP Referral is recorded on SIMS as K2.

Following publication of the EP Report, the SEND team develop a Plan-Do-Review document to track and monitor progress to outcomes and an Additional SEND Support Plan for centre and teaching staff.

When a request for Statutory Assessment is being considered, the SEND Team bring together appropriate staff and professionals to support the young person as a Team Around the Child [including parents/ carers] who meet to review progress, to identify what is working or not working and to agree future outcomes and actions.

**Request for Statutory Assessment – K3 Code** If the Team Around the Child agree the need for Statutory Assessment, the SEND team will work with staff, the referring school [if dual-registered] and professionals to prepare the request for Statutory Assessment.

When the request is submitted, it is recorded as K3 – Request for Statutory Assessment.

**Draft EHC Plan – K4 Code** After providing any relevant updates to the LA SEN Team, a Draft EHC Plan is issued and recorded as K4. The agreed outcomes from the Draft inform a new cycle of Plan-Do-Review and progress continues to be reviewed through the Team Around the Child meetings.

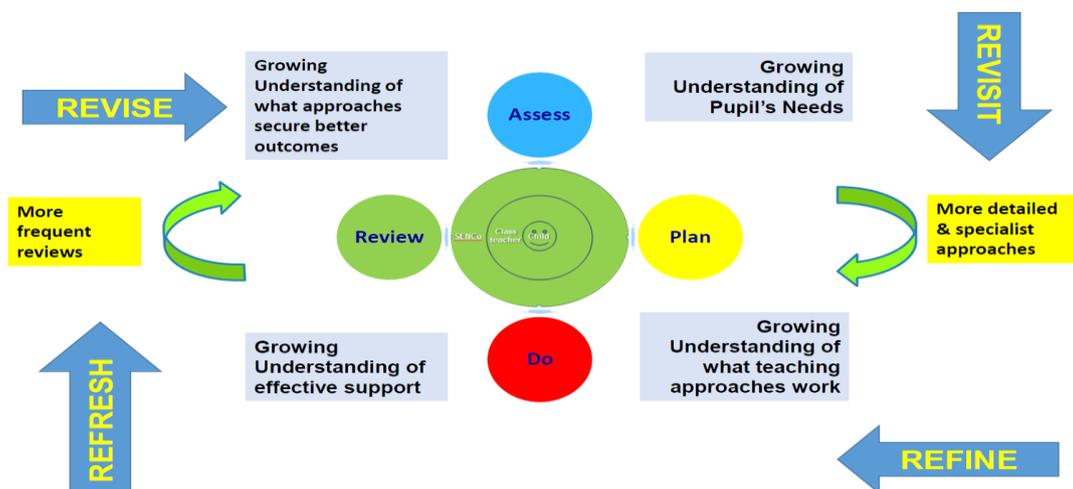
**Agreed EHC Plan – E Code** When the agreed EHC Plan is published, it is recorded on SIMS as E code.

If a return to mainstream or transition to specialist provision is the agreed outcome, the SEND team work with the relevant staff and the young person to develop a transition plan.

If the young person is remaining with MSPRU, the SEND Team will maintain the EHC Plan through Plan-Do-Review cycles and reviews, alongside Team Around the Child meetings.

**Understanding the  
ASSESS-PLAN-DO-REVIEW  
& EHCP Planning Process**

## The Graduated Response



- **ASSESS**

1) Centre staff, attached teacher or most appropriate staff member to submit a SEND Referral form explaining their concerns and the strategies already put in place as well as what they need to happen next

2) SEND Lead to arrange a SEND Drop-in and meet with staff to discuss their concerns and review previous interventions; observe the young person in lesson to ascertain cognition & learning/ communication & interaction/ SEMH needs

3) SEND Lead will assess any additional learning needs through SEND Baseline assessment and further SpLD Assessment, as appropriate

- **PLAN**

4) SEND Lead will work with all staff involved to develop a SEND Support Plan and review and evaluate current provision

5) SEND Lead will work with relevant staff to plan for any additional intervention including support and resources to deliver

- **DO**

6) SEND Team will support [through resources and training] and/or deliver the intervention programme whilst continuing to gather evidence of engagement, progress and any barriers to progress

- **REVIEW**

7) SEND Lead will review the impact of any intervention and adapt/ amend the intervention(s) as necessary

8) As part of the REVIEW process, the SEND Team will assess the need for external input i.e. Educational Psychologist referral; or work with family, centre staff and/or pastoral teams to refer to CAMHS etc.

- **EHCP PREPARATION**

While engaging with the cycles of ASSESS-PLAN-DO-REVIEW intervention; the SEND Lead will work with centre staff to gather the documentation necessary for a Request for Statutory Assessment in order to secure an EHCP:

- A) Gather the young person views and the views of the parent(s) as well as Health permission
- B) Prepare an Education Advice report with centre staff and teachers, following Manchester's Guidelines
- C) Develop outcomes based on identified SEND needs to support the identified SEND needs and any outcomes recommended by professionals involved with the young person [i.e. from any EP Reports etc.]
- D) Review the progress to those outcomes with centre staff and teachers, regularly
- E) Review the current Provision Map
- F) Draft and Develop Long Term Outcomes based on Manchester's Preparation for Adulthood headings
- G) Hold 'Team Around The Child Meetings' to gather everyone's views on:
  - a. Our aspirations and hopes for the young person now and in the future; alongside the young person's hopes and dreams
  - b. What is working in school, at home and in the community
  - c. What needs to improve and why
  - d. What support is needed now and in the future
  - e. What are the immediate Outcomes from the TAC Meetings
  - f. What actions are agreed as a team in order to achieve the TAC Meetings' Outcomes

- **EHCP Funding**

Once the final Agreed EHCP has been sent out by the Local Authority; any additional agreed EHCP funding is reclaimed by MSPRU and, depending on the circumstances, contributes to the support provided by MSPRU for the young person.

**Note:** If the young person is dual-registered, the referring school will receive any additional funding associated with the EHCP directly from the LA to contribute to the cost of placement.

All Educational Psychologist commissioning and Statutory Assessment work is undertaken by MSPRU.

Depending on the outcomes of the plan, MSPRU will support the transition to mainstream or specialist placement and then the funding will transfer to the young person's long term placement; or, the additional funding will contribute to MSPRU costs in maintaining the young person's EHCP plan.

# SEND REFERRAL / SEND DROP-IN:

HOW TO ACCESS ADDITIONAL MSPRU  
SEND TEAM SUPPORT

**SEND Referral Form**

Please complete this form to help me to prepare the relevant referral as SENCO. Fill in the sections that apply to you and your concerns with as much detail as you feel appropriate.

Year: \_\_\_\_\_ Form: \_\_\_\_\_

Student causing concern: \_\_\_\_\_

Current SEN Status: \_\_\_\_\_

Never SEN (N) / Concern (C) / SEN Support (K) / Statement or EHC Plan

Referral to move Student to Stage: C-Code (Concern) / K-Code (Add. SEN Support) / Statutory Assessment

Staff name (person with concern/issue): \_\_\_\_\_

Centre / Setting: \_\_\_\_\_

Date: \_\_\_\_\_

**Current Situation:**

What are your concerns, please be as specific as possible.

What do you want from this referral? (Tick more than one if required)

1. What do you want from this referral? (Tick more than one if required)
  - a) Referral to SEND Stage
  - b) Assessment for specific need
  - c) Referral for Wave 3 Resources and/or input
  - d) Referral to develop intervention strategies
  - e) Support to develop differentiation strategies
  - f) Support to think through my worries about the concern
  - g) Support to increase my confidence in managing the situation
  - h) Support to increase my confidence in managing the situation
  - i) Other (please specify)
2. On a scale of 1 to 5 how empowered do you currently feel about improving the situation?  
1 2 3 4 5  
Not at all Completely

**Presenting Behaviours:**  
Describe any specific behaviours the student presents that are causing concern. Include behaviour, timescale, frequency, consequences. Be as specific as possible. Are there any triggers and/or patterns to the behaviours that you have noticed? Include behaviour logs.

**Barriers to making progress:**  
Describe any barriers to the student making adequate progress. These could be academic, behavioural, cognitive or developmental. Be as specific as possible. Include current assessment data.

**Strategies used:**  
Describe any strategies that have been tried in order to change the situation, including whole school, class and individual approaches. What effects have been noted? Be as specific as possible. Include any IEP/ALP and relevant SEN documentation.

**Desired Situation:**  
How would you like things to change?  
Describe what the situation will be like when things are better than they are now.  
How will you know that your plan has been successful?

# **SEND REFERRAL / SEND DROP-IN**

## **ACCESS TO THE MSPRU SEND TEAM**

**Centre staff and teaching staff will be able to access guidance and support from the SEND team in **TWO** main ways:**

**1. SEND Referral:** whereby centre staff and teaching staff can flag up concerns regarding SEND needs and concerns.

**2. SEND Drop-In:** around an individual young person or for guidance and support in working with high-incidence SEND – in centres or to support within a curriculum area.

# SEND REFERRAL

## ACCESS TO THE SEND TEAM

**Stage One:** Staff complete a SEND Referral form, outlining concerns; the current picture of need and the actions/ interventions completed prior to referral.

**Stage Two:** SEND Team prioritises referrals. Referrals will be RAG rated according to need, using a triage system based on the information provided at referral.

**Stage Three:** The SEND Team will open, monitor and review cases; agree actions/ interventions with relevant staff and coordinate any SEND Drop-ins; learner observation and/or assessments; SEND intervention planning and resourcing; plan, deliver and resource staff CPD sessions.

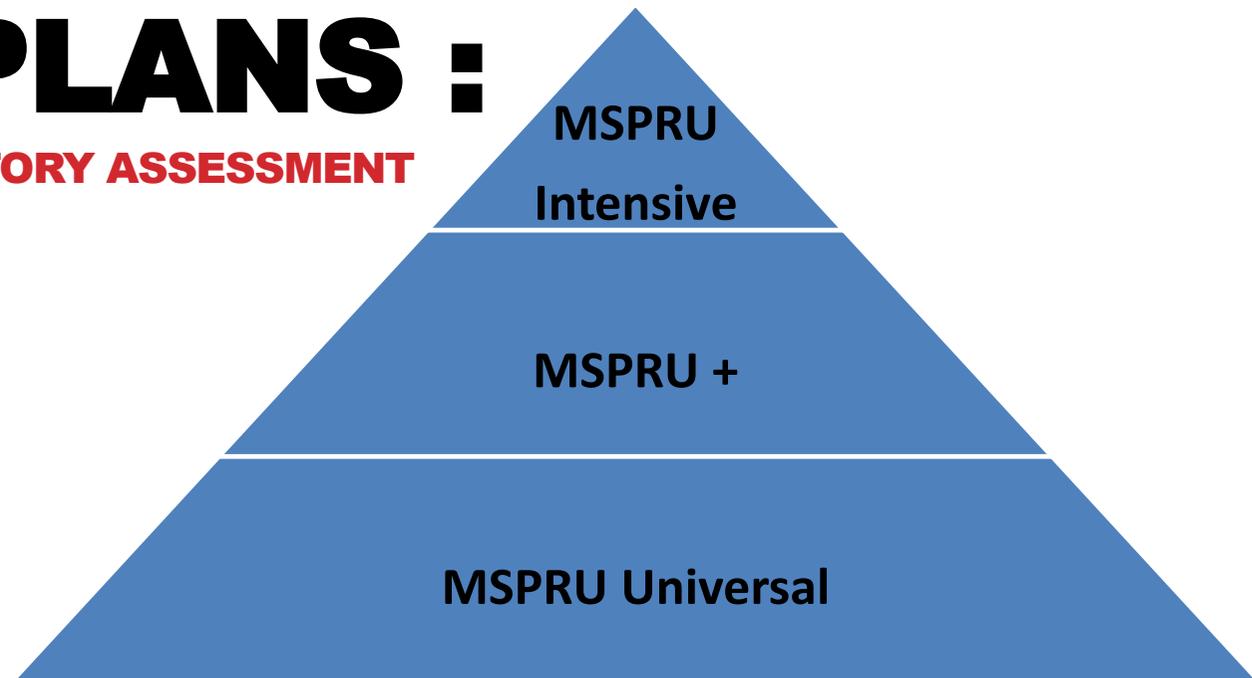
**Stage Four:** The appropriate SEND lead will work with staff to plan, deliver and monitor progress of the agreed intervention. *[Assess, Plan, Do, Review]*

## **List of Referral Docs to be sent with SEND Offer:**

- MSPRU SEND Referral
- EHCP 1a MSPRU SEND Support Plan
- EHCP 1e MSPRU SEND Baseline Assessment
- MSPRU SEND Learner Observation
- MSPRU SEND Intervention Strategy Plan
- MSPRU SEND Intervention Pre/Post
- MSPRU SEND Drop-In (PRINT)

# EDUCATION, HEALTH & CARE PLANS :

**REQUESTING STATUTORY ASSESSMENT**



# **EDUCATION, HEALTH & CARE PLANS:**

## **REQUESTING STATUTORY ASSESSMENT**

- Requesting a Statutory Assessment is a 26 week process and is appropriate for young people meeting the threshold of need identified in Manchester's Matching Provision To Need Toolkit.
- **Many of our young people could be considered to be already meeting the threshold due to their Social, Emotional and Mental Health needs.**
- Many of our young people also present with significant, underlying Cognition and Learning needs [e.g. MLD, SLD, SpLD] or Communication and Interaction needs [including young people with ASD, or on the spectrum].
- **The Statutory Assessment process follows the Assess, Plan, Do, Review model and each request for assessment has to clearly indicate what prior interventions have taken place and what the outcomes were.**

# EDUCATION, HEALTH & CARE PLANS : EHC PLAN – THE PROCESS

In preparation for a Statutory Assessment, the following documents required from education are **mandatory**:

- 1a)** Clear evidence of **cycles of the assess – plan – do – review** process undertaken in the educational setting involving the family, school and multi-agency services, including an EP's input.
- 1b)** The provision maps for each of the **plan – do – review** cycles, showing the additional interventions the young person has/is receiving and for how long they have been provided, clearly demonstrating the effective use of additional support.
- 1c)** Evidence of the SEN support /team around the child meeting held immediately prior to the application. This must include:
  - **Confirmation that it is agreed an application for statutory assessment is the appropriate action**
  - **The outcomes the child/young person could achieve with further additional support over the next key stage and on into independent living**
- 1d)** All current supporting reports from those educational services involved e.g. an Educational Psychologist /Behavioural Specialist /Sensory support teacher
- 1e)** Education advice form on headed paper and signed. This must include the involvement of other agencies and professionals and clearly indicate progress against targets and desired outcomes.
- 1f)** Attendance record for the last 12 months or since they started in the setting if less than 12 months.



# **EDUCATION, HEALTH & CARE PLAN FUNDING**

Additional specialist funding once it is agreed with the LA through the final plan is reclaimed by MSPRU and depending on the circumstances contributes to the support provided by MSPRU for the young person.

**Note:** If the young person is dual-registered, the referring school will receive any additional funding associated with the EHCP directly from the LA to contribute to the cost of placement.

All Educational Psychologist commissioning and Statutory Assessment work is undertaken by MSPRU.

Depending on the outcomes of the plan, MSPRU will support the transition to mainstream or specialist placement and then the funding will transfer to the young person's long term placement; or, the additional funding will contribute to MSPRU costs in maintaining the young person's EHCP plan.

# **Education Health and Care Plans**

## **Requests for Statutory Assessment**

### **Notes of Guidance to Educational Institutions**

**Version Final v.2**  
**Date of Issue: October 2015**  
**Revised May 2016**  
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**Author: Statutory Assessment & Reviewing Team**

## **General Information**

These notes provide guidance on submitting a request for an Education, Health and Care needs assessment under the Children and Families Act 2014.

### **For the purpose of this document:**

- “Educational institution” includes School, Academy, College and Early Years Setting.

In order to consider if a request for statutory assessment should be made in Manchester the child/young person’s needs must meet the criteria as outlined in the legislation and Code of Practice (CoP) and should be **beyond** the highest level of SEN Support (previously the School Action plus category) using the Matching Provision to Need Tool. This is the threshold for needs which cannot reasonably be met in an educational institution by use of element 1 and 2 funding.

The Matching Provision to Need Tools provide guidance on the level of need. These are available on the Schools Hub **website**:

[http://www.manchester.gov.uk/schoolhub/info/7/special\\_educational\\_needs\\_and\\_disability](http://www.manchester.gov.uk/schoolhub/info/7/special_educational_needs_and_disability)

The SEND reforms put the views, wishes, feelings and aspirations of the child/young person and their family at the centre of assessment and planning and require collaboration between education, health and social care services. (See CoP Chapter 1 Principles \*). It is expected that educational institutions fully explore these areas with the child/young person and their parents/carers, and are able to evidence their involvement and the involvement of other professionals and services in drawing together a comprehensive picture of the child/young person and their needs which make it necessary to undertake statutory assessment.

The education advice should be used to record evidence of the Assess, Plan, Do, Review process that has already taken place prior to the request (see CoP Sections 5.36-5.46 Early Years, 6.44-6.56 Schools, and 7.13-7.27 Colleges).

These guidelines only apply to children/young people **living in Manchester**. Children/young people who live outside Manchester (extra-district) fall outside this scheme. If educational institutions wish to apply for element 3 funding for them, a request for an assessment should be made to the local authority in whose area the child lives.

Please use **EHC Assessment Request (EHC1) Form** to make requests.

**These forms are available on the Schools Hub website:**

[http://www.manchester.gov.uk/schoolhub/info/7/special\\_educational\\_needs\\_and\\_disability](http://www.manchester.gov.uk/schoolhub/info/7/special_educational_needs_and_disability)

All requests are considered and decided by the Education Health and Care panel (previously the Special Educational Needs and Disability Panel) which includes representatives across the agencies who are required to participate in an Education, Health and Care Plan. It meets every week throughout the year and decisions are made within statutory timelines.

***These forms are not for requests made by parents/young people for Statutory Assessment and should not be given to parents/young people for completion. Parents and young people can make a request for statutory assessment by writing to the Statutory Assessment & Reviewing Team directly***

\* Special educational needs and disability code of practice: 0-25 years (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

Advice on the completion of request forms can be provided by the Statutory Assessment & Reviewing Team who can be contacted by:

**Phone** 0161 245 7439 , **Fax** 0161 274 7084, **Email** [sen@manchester.gov.uk](mailto:sen@manchester.gov.uk)

or by writing to them at:

Children and Families Directorate  
Manchester City Council  
2nd Floor, 1 Universal Square,  
Devonshire Street North Ardwick,  
Manchester  
M12 6JH

Additional support and independent advice for parents, children and young people can be obtained from Information Advice and Support (IAS) Manchester (previously the Parent Partnership Service) and they can be contacted:

**Phone** (Confidential helpline) 0161 209 8356, **Email** [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

or by looking at the **Local Offer** on line [www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer)

Independent Supporters will be available to support families who need additional help to navigate through the assessment and planning process. Requests for independent support should be made to IAS.

#### Completing the EHC1 form

Please be sure to complete the name and date of birth correctly and provide a contact e-mail address for the educational institution.

Contact details for parents/carers/social workers etc are also extremely helpful as educational institution information may be more up to date than local authority details.

The local authority wants wherever possible to avoid organisations duplicating information. If the request is agreed, and the education advice/report submitted with the request is comprehensive and signed and dated it should not be necessary to send further advice, unless new information has become available since the request was submitted.

**All requests** require that the consent form for health records **is signed** by the parent (or young person\*) and submitted with the request. If the consent form is not included and the child/young person does not attend health appointments, it is not possible for health to provide advice based on their existing records. This will delay the statutory assessment in cases where the request for assessment is agreed.

#### Additional supporting information

Please ensure that all the required information/evidence is provided. Requests that do not include the required information/evidence **will be** returned. If in exceptional circumstances an item is missing for a specific reason, please ensure you clearly state the reason and if known, when it may be available.

\* Young people beyond compulsory school age who have capacity to make decisions have the right to make their own requests for statutory assessment (see CoP sections 8.16 to 8.21)

## **Additional information in support of a request**

The submission of a request for an education, health and care needs assessment requires a number of additional documents in support of the request as listed on the application form. The following summarises what is expected to be contained within those documents.

### **Part 1 Mandatory Education Information**

- a) There should be clear **evidence of two cycles of the assess - plan - do - review process** undertaken in the educational setting involving multi-agency services and the family. This will show the graduated response deployed to meet the needs of the child over a period of time. Well documented evidence of the plan do review cycles is likely to include the minutes of meetings, EP's/SALT involvement, provision maps for each of the plan do review cycles, showing the additional interventions the child/young person has/is receiving and for how long they have been provided. Such documentation should clearly demonstrate the effective use of additional support and the outcomes achieved from any such interventions. Some of this information may well be documented in the Early Help documentation or SEN Team around the Child meeting. If so please cross reference the detail as **we do not expect you to duplicate it**. To assist in the thinking and planning of this please see **appendix A**.
- b) **A current provision map** detailing the support and interventions available in the setting/school/college and those that are currently in place for the individual child/young person, including timescales, frequency (i.e. daily/weekly), whether group or 1-1, the effectiveness and impact of the support and interventions. It is essential that any provision map must clearly differentiate what support the child gets that is additional to and different from their peers. This also provides the EHC panel with strong evidence of how delegated funding has been used. Again if team around the child meetings have been held effectively this information will be clear from those meetings and therefore **does not need to be duplicated** but should be cross referenced.
- c) **Evidence of the person centred meeting** often referred to as the "SEN support Team around the child" (TAC) meeting **held immediately prior to this application**. Prior to any application for statutory assessment there is a need for all the professionals working with the child/family to meet in order to discuss any identified needs which require support that is **different from or additional to** those of the child's peers and agree the best way forward. It is expected that:
- All such meetings are accurately recorded
  - Parents/carers, the child /young person and all associated professionals are invited to the meeting(s).
  - The records must include who attended and their role in the meeting,
  - The outcomes the child/young person could achieve with further additional support over the next review period, key stage and beyond.
  - Any progress made towards the outcomes agreed.
  - The timescale for the next review/meeting

***The outcomes identified at this stage must be SMART outcomes that can be written in to any agreed EHC plan and will be owned by the setting***

***It should be noted that any secondary aged or FE students' outcomes should be under the Preparing for Adulthood headings:***

- ***Education and/or Training***
- ***Preparation for Employment***
- ***Health and Well Being***
- ***Friends, Community Life and Leisure***
- ***Preparation for Independent Living***

**Where it is agreed that an application for statutory assessment is indicated this should be clearly stated.**

Minutes of these meetings **must be included** with an application for statutory assessment as they will be used to assist in any decision making process. The output from these meetings will make a significant contribution to any resulting EHC plan particularly in respect of the outcomes written into a plan. A template for a TAC meeting is provided to assist but to avoid duplication this information can be submitted in the form of an Early Help Assessment Section 3, if there is one already in use.

To assist in the thinking and planning of these meetings please see **appendix B**.

**It is envisaged that over time there will be at least 3 SEN TAC meetings associated with the plan do review cycle before a request is made.**

- d) **Supporting evidence** should be submitted with a request and these could include current reports from an Educational Psychologist and any other specialist who is/has been working with the child. This could include a behavioural specialist, a sensory support teacher or outreach support worker and any combination of these groups and any others who may be involved. Current reports would normally be within the last 6 months and should be clearly linked to the plan do review cycles outlined in section 1 a). All EP reports should provide clear information about the level of need and make reference to the Matching Provision to Need Tool. They should indicate clearly any involvement following the report such as follow up meetings /discussion to note the **outcomes of the recommendations made and the interventions** used since the report was completed.
- e) **Education advice** must include details of the involvement of other agencies and professionals and clearly indicate progress against targets and desired outcomes You should complete an Education Advice (see Appendix C) which should include an analysis of the child/young person’s educational needs; previous progress and previous and current attainments and their development in comparison to their peers. **This must be on letter headed paper, dated and signed by the responsible person in the school.** This will no longer be required to be submitted again as part of any agreed assessment process but any additional advice between the request to assess and the outcome of the assessment should be submitted. **It should also include Specific information relating to the child if they are unable to access their full entitlement to education.**
- f) Where behavioural issues are relevant to this application a summary of the number of incidents of negative behaviour is a helpful indicator of concerns but not copies of each incident.  
**For example**

No of incidents	Reasons
8	Assaults on members of staff
7	Assaults on other children
2	Abusive behaviour to others

- g) The Child’s attendance record for the last 12 months or since they started in the setting if less than 12 months
- h) The child/young person’s additional SEN support plan (or IEP) **with outcomes** set and those achieved over the last 6 months (or as long as possible). It should show how the educational institution has implemented the recommendations of the Education Psychologist and other relevant professionals and record progress over time. As the children/young people subject to statutory assessment have a high level of need, there may be cases where little or no progress at all has been made and it should be clearly stated where that is the case.

## **Part 2 Care information (where appropriate)**

Many requests for assessment will be in relation to children/young people who have no social care needs or involvement. However it is important that where there is involvement the details and level of need are identified within the application, particularly the name and contact details of the social worker/care manager working with the child/young person. If you do not have up to date details please supply what you have as this will facilitate further enquiries within social care.

- a. Where there is a Child Protection Plan (CPP) this must be confirmed on the application in order to ensure Care is fully considered as part of the assessment and within any resulting EHC plan.  
***It is not necessary to submit the CPP at this point.***
- b. For those who are designated as looked after children (LAC) the latest care plan and health assessment should be submitted with any application for statutory assessment
- c. In some cases the care arrangements for the child/young person can be complex and it is important to be clear who has parental responsibility. They will need to be involved and their opinions considered prior to a request and during an agreed assessment. They will also be expected to complete the parental views form requested in part 5 of the application.
- d. Where the child/family are accessing support through Short Breaks details of that support should be attached to any request as these will be considered and included in any agreed plans.

## **Part 3 Health Information (where appropriate)**

It is important that where medical reports are submitted they are **current** in that if the child is still accessing the services of the Health professional it is the latest report written within the last 12 months. Where the child has been discharged by the Health professional this must be made clear either in the report or by narrative comments being included

- a. **Medical Reports** - These may not be relevant for every child but in cases where it is relevant, the information would generally consist of a recent medical report(s) which provides information to the SEN Panel in support of the application. Normally such reports would be from a Paediatrician or a GP. There may however be other **current** specialist reports that support this application that relate to the level of need and they should be included at this point. There may also be a new or existing diagnosis that needs to be included in this evidence.
- b. **Speech and Language reports** - There may be a current speech and language therapist report in addition to, or independent of, the medical reports and this should be submitted where appropriate.
- c. **Occupational Therapy and / or Physiotherapy reports** - There may be a current occupational therapist and or physiotherapist reports in addition to or independent of, the medical reports and this should be submitted where appropriate.
- d. **CAMHS** – There may be a current report from CAMHS or evidence of their involvement without a report. It is important that any such reports or involvement including referral dates, future appointment dates or dates when a report will be available be included at this stage to ensure the wider picture of the child's needs is presented to the SEN panel when they consider the case.

- e. Any other **current** specialist reports that support this application relating to the level of need can be included at this point.

You should also make it clear in the application if there are:

- **Any** outstanding referrals or reports which relate to the child's needs and which may influence or impact on any decision the panel may make. I.e. a SCAIT assessment is currently ongoing following a referral on XXXX (date).
  
- **Any** formal diagnosis that may impact on the application or any condition currently under investigation that may lead to a formal diagnosis and any known timescales around such an outcome.

#### **Part 4 Parental Views (Mandatory)**

The SEND reforms put the views of children/young people and their parents/carers at the heart of the assessment and planning process. Should statutory assessment be agreed these views will form part of the statutory advice relating to all Education, Health and Care (EHC) Plans (CoP Sections 9.20 – 9.26) The local authority must have regard to the views, wishes and feelings of the parent, their aspirations, the outcomes they wish to seek and the support they need to achieve them, including where appropriate the use of a personal budget to pay for aspects of agreed provision.

Parent/carer views can be submitted on the pro-forma available **on the website**

[http://www.manchester.gov.uk/schoolhub/info/7/special\\_educational\\_needs\\_and\\_disability](http://www.manchester.gov.uk/schoolhub/info/7/special_educational_needs_and_disability)

Or verbally at the team around the child meeting held prior to the request for statutory assessment. If given verbally, or scribed on behalf of the parent please ensure these are typed, signed by the parent, dated and submitted with the application.

#### **Part 5 The child/young person's views (Mandatory)**

The local authority must have regard to the views, interests and aspirations of the child/young person.

Please submit the child/young person's views and or their One Page Profile. As with the parent's views, if statutory assessment is agreed this forms part of the statutory advice relating to all Education, Health and Care (EHC) Plans. In some cases particularly for Early Years and Primary age children it will not be possible to get their views directly and it may require an appropriate adult to complete the views on their behalf. If this is the case, it must be clearly noted whether the views have been expressed by the child/young person or whether they have been written on their behalf, and by whom. It is vital that those scribing on behalf of the child/young person state how the views have been obtained and they are a true reflection of their views or if they have been interpreted, or not, by the scribe or another adult. This can be difficult in cases where the child is non-verbal or they have limited communication skills and understanding. Their views will therefore need to be interpreted by the person assisting them as **wherever possible** it is important we try to avoid recording "**no response**" to the questions on the form.

All such views can be submitted on the pro-forma available **on the website**

[http://www.manchester.gov.uk/schoolhub/info/7/special\\_educational\\_needs\\_and\\_disability](http://www.manchester.gov.uk/schoolhub/info/7/special_educational_needs_and_disability)

#### **Part 6 Early Help assessment (EHA) (Mandatory)**

Where an early help assessment has already been completed this should be provided as quality evidence of the child's needs and existing support. Not all cases will have an EHA but for those that do, it is expected that it will have been completed prior to a request for statutory assessment and will

provide much of the evidence needed by the EHC panel.

Where an Early Help assessment has been completed it should be submitted as alternative to those elements in parts 1-5 that would otherwise be duplicated. It cannot be submitted in isolation as it will not contain all the detailed information required but where there is duplication of information it should be cross referenced to save time and effort for all those involved.

### **Other items which will contribute toward agreeing statutory assessment**

The notes/minutes of any recent multi agency meeting held in relation to the child's education needs.

Advice from another Local Authority who know the Child. (I.e. are aware of a level of need but may not have completed statutory assessment)

### **Please do not Submit copies of:-**

Every medical report that the school has at this point – only submit copies of those recent reports within the last 18 months that contain relevant information. I.e. reports on a cochlear implant or, a medical diagnosis

A copy of the Matching Provision to Needs tool

Behaviour logs (lists of incidents of negative behaviour) if behaviour is the root cause of the application a summary of the number and nature of the incidents should be included in the school advice.

## Graduated Response - Plan Do Review Cycle

**This document is in no way definitive and is written purely as an outline to assist in:**

- Meeting needs in a timely manner in a graduated response format with available resources
- Ensuring outcomes and aspirations are identified from the start and appropriate programmes identified to meet these
- Holding information in one place and position child/YP and family at the centre of process
- Ensuring those involved are aware of what the needs are, and what action, agreed in a person centred way, has been taken to meet those needs
- Evidencing and recording of needs, graduated response, and outcomes in a cumulative approach in order to inform eligibility criteria in health, social care and education

### **Important Note**

*Most SEND needs will be met at an early step on this pathway. For most children/young people their needs will be met at the earlier step and they need not progress further along the pathway. Only a few pupils/ students will require an education, health and care plan (EHCP).  
statutory assessment*

**This forms a significant part of the application process for an EHCP and should be used in conjunction with the Matching Provision to Need Tool.**

SEND needs identified by educational setting	Work with parent/carers or Young person if old enough	Initiate interventions/ programmes	Plan reviewed	Refer to External Agencies
Setting identifies needs(discussion class teacher/SENCO)	Person centred meeting held to <ul style="list-style-type: none"> <li>• Clarify issues/strengths</li> <li>• Formulate agreed outcomes</li> <li>• Agree interventions /programmes</li> <li>• Local offer information shared</li> </ul>	Within the setting interventions/ programmes are initiated and implemented	After a period of intervention the plan is reviewed with parents/young people. In most cases the interventions will either cease, due to the progress made or another plan is put in place	<b>Only if necessary:</b> following the review meeting the setting refers to external agencies (e.g. speech and language/specialist teachers/educational psychologists, as required)
ASSESS	PLAN	DO	REVIEW	
This could in some cases go on for 2 or 3 cycles before referring to external agencies or conversely external agencies may be involved prior to the placement or at an earlier step if necessary.				

Person Centred approach (often called Team around the Child)	Person Centred meeting (TAC)– collate information and establish what is and is not known	Implementation of Actions	Evaluate impact and outcome of intervention(s)	High level unmet needs – decide to request EHCP
<p>Child, YP, Parent or other signals need for a TAC either to assess need and then hold meeting or hold a meeting dependent upon need</p> <p>Consideration should be given to:</p> <ul style="list-style-type: none"> <li>• strengths of child/YP</li> <li>• needs according to criteria (severity and complexity using MPTN)</li> <li>• Un-met need/s</li> </ul> <p>Letter/minutes summarising issues and questions and those involved should be sent to all involved. The letter/minutes confirm the initiation of TAC and request to attend meeting.</p>	<p>Within 8 weeks of initiation</p> <ul style="list-style-type: none"> <li>• Information collated</li> <li>• Local offer information shared again with family</li> <li>• During person centred approach meeting - Look at desired outcomes/ aspirations</li> <li>• Recording of known needs and how met</li> <li>• Unknown needs and proposal to meet them</li> <li>• Plan of action and intervention decided</li> </ul>	<p>Normally at least 2 cycles of actions with external agencies involved before Statutory Assessment</p> <p>Graduated response and implementation of agreed actions</p>	<p>In 6-8 week cycles following implementation of intervention</p> <p>On-going at the end of plan, do, review periods.</p> <p>Consideration of outcomes and outstanding un-met need in EHC areas.</p> <p><b>Most children/YP will</b> have needs met or will need to have another assess-plando-review cycle If request for statutory assessment likely consider eligibility criteria and</p> <ul style="list-style-type: none"> <li>• health needs</li> <li>• social care needs</li> <li>• education needs</li> <li>• and determine actions</li> </ul>	<p>Meeting with all involved to make decision and consider evidence and views</p> <p>Meeting to also include parents/ children/ young people when old enough</p> <ul style="list-style-type: none"> <li>• Discuss known needs, action implemented and outcomes</li> <li>• Discuss eligibility criteria (re-consider MPTN)</li> <li>• Note views of all and decide on outcome to request/not request</li> </ul> <p>Statutory assessment</p> <ul style="list-style-type: none"> <li>• Initial discussion of personal budgets with parents/YP may be appropriate</li> <li>• Request &amp; collate known information in format required for EHC application</li> </ul>
ASSESS	PLAN	DO	REVIEW part 1	REVIEW part 2

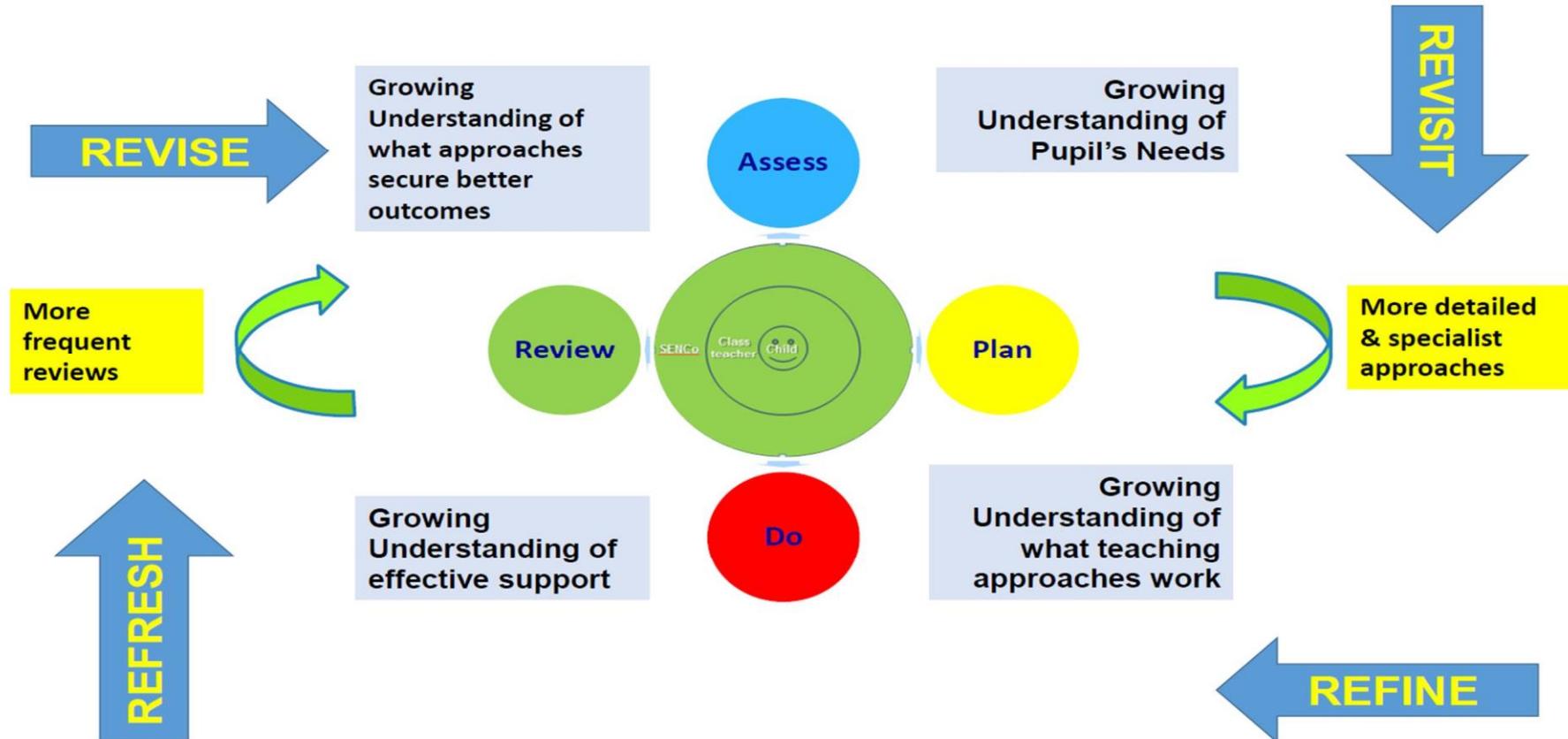
## What happens when a request for statutory assessment is made? - EHC Plans -20 week plan

*(Please refer to the Flow Diagram to look at the precise process)*

<b>Before the request for statutory assessment is made</b>	<b>After complete application is received and within 6 weeks</b>  <b>Listen and understand</b>	<b>Statutory Assessment (6 weeks)</b>  <b>Co-ordinated assessment and planning</b>	<b>Collate and write (4 weeks)</b>  <b>Draft and review</b>	<b>Draft to final</b>  <b>Finalise</b>
<p>Lead (often SENCO) coordinates information/ input</p> <ul style="list-style-type: none"> <li>• Issues and questions leading to assessment by relevant professionals and agencies</li> <li>• Collation of evidence- what has been done and what are the outcomes for the Child/YP</li> <li>• What needs to be done and is this likely to need an EHC plan?</li> </ul>	<p>Application considered by EHC panel</p> <p>Criteria met - continue Criteria not met –common reasons</p> <ul style="list-style-type: none"> <li>• Not enough evidence to make decision but may meet criteria in future</li> <li>• Unlikely to meet criteria based on evidence</li> <li>• Support in place likely to achieve outcomes</li> </ul>	<p>Additional advice collated from relevant service(s) young person/ family /key people working with young person/ family if required)</p> <p>EHC panel consider if EHC plan is required.</p> <p>Is there enough appropriate advice to write a plan?</p> <p>Criteria met - continue</p> <p>Not enough information may require further request to agencies /family or request being declined</p>	<p>Collate existing and requested info and write draft.</p> <p>Draft shared / discussed with Family/young person.</p> <p>If necessary proposed amendments made.</p> <p>Multi- agency meeting if required.</p> <p>Issues resolved where possible</p>	<p>Family/ young person confirm draft to final.</p> <p>Agreed name of provision and request or not, for personal budget occurs</p> <p>Final EHC plan produced and implemented</p>

This example / suggested process is written to assist in the graduated planning for children and young people with SEND who may or may not need an EHC plan. It is not a definitive process as children present with differing levels of need at different times in different settings. However it is envisaged that it will be valid for the vast majority of cases. It is built on the assumption of continuing to build on the information gathered in the early steps of the process rather than going from “nothing to everything” in one go.

# The Graduated Response



## **EDUCATIONAL ADVICE**

### **Guidelines**

Refer to Chapter 9 of the Code of Practice

The purpose of an education, health and care needs assessment is to gather advice from relevant professionals about the child or young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet identified needs and achieve desired outcomes.

The LA must seek educational advice from the school, college or setting that the child or young person is currently attending, or in some cases recently attended. The evidence and advice submitted should be clear, accessible and specific.

The educational setting should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement. The setting could also include comment on the amount of provision felt to be required, although specific schools or colleges should not be suggested.

### **Timelines**

Advice and information requested by the LA must be provided within six weeks of the request.

The only exception to this is where the application is made within one week of the start of the summer holidays.

If a good quality education report, which follows guidelines, is provided as part of the request for an education, health and care needs assessment the educational setting may provide an addendum to the initial report if further information is required.

### **General Points**

Advice should:

- be on headed papers, typed, signed and dated
- include the child or young person's details
- include a One Page Profile
- be written in straightforward language, avoiding the use of jargon
- indicate the sources of information being used
- provide any relevant reports or assessments from other agencies
- summarise the involvement and contribution from the child and their family over time
- summarise the settings graduated response to the identified special educational needs, including all agencies and services involved
- should avoid subjective descriptions or judgements
- should refer to the nature of any assessments completed
- provide current attainments
- should include long term outcomes agreed with the child or young person, their family and any other involved professionals, such as the Educational Psychologist

## **Checklist for Educational Advice**

You should consider the following checklist when completing your advice and ensure that all relevant information and evidence is included

### **1. Context**

- Brief description of educational setting
- SEN arrangements in place from settings own resources
- Description of any assessment measures used

### **2. Background**

- Earlier education history if known
- Family or care arrangement if relevant
- Home language
- Record of attendance
- Any involvement from social care or health services
- Confirmed medical diagnosis, including evidence of source

### **3. Strengths and needs**

- Cognitive development
- Current attainments and rate of progress
- Approaches and attitude to learning
- Speech and communication skills
- Social skills and interaction with others
- Social and emotional needs
- Fine and gross motor skills
- Self help and independence skills

### **4. Support and Resources**

- Strategies and approaches used to meet needs
- Differentiation, adaptations and disapplications
- Pastoral arrangements
- Current support arrangements, including a Provision Map
- Involvement from outside agencies and services
- What's working and not working

### **5. Outcomes**

- Identified short term outcomes and progress towards meeting them
- Desired long term outcomes agreed with the child, young person and family as well as other agencies Long term outcomes should be projections for the end of a Key Stage if the child is in an early years setting or a school
- Long term outcomes for secondary aged children and upwards should focus on preparation for adulthood, employment, independent living, health, friends and relationships, community participation

# **MSPRU SEND Team Agreed Terms of Reference for the Process of Requesting Statutory Assessment**



## **The Process of Requesting Statutory Assessment / Applying for an EHC Plan:**

- 1. Request for Statutory Assessment** [Sent to LA SEN Panel]
- 2. Panel agree to Request for Statutory Assessment** [Agreed by LA SEN Panel]
- 3. Need for EHC Plan agreed** [Agreed by LA SEN Panel]
- 4. Request for Education Advice Update** [Reports from Education and other professionals working with the YP]
- 5. Draft EHC Plan issued** [LA SEN Panel send to school and parents/carers for any amendments]
- 6. Planning Meeting** [Convened by the LA to review Draft EHC Plan and to agree any amendments]
- 7. Finalised EHC Plan agreed** [Final EHC Plan will name educational setting]

<b>1. Request for Statutory Assessment</b>	[Sent to LA SEN Panel]
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**Additional Supporting Information:**

**Part 1 Education Documents (Mandatory)**

- 1a. Clear evidence of cycles of the **plan – do - review process**
- 1b. The provision maps for each of the plan do review cycles
- 1c. Evidence of the SEN support /team around the child meeting held immediately prior to this application\*
- 1d. All **current** supporting reports from those educational services involved e.g. an Educational Psychologist
- 1e. Education advice form on **headed paper and signed**
- 1f. Attendance record for the last 12 months or since they started in the setting if less than 12 months

**Part 2 Care Documents (where appropriate)**

**Part 3 Health Documents (where appropriate)**

**Parts 4, 5 and 6 (Mandatory)**

- 4. The parental views
- 5. The child/young person's views

**Part 6 (where applicable)**

- 6. A completed Early Help Assessment for this Child /YP

- |   |  |
|---|--|
| <b>2. Panel agree to Request for Statutory Assessment</b>   | [Agreed by LA SEN Panel]   |
| <b>3. Need for EHC Plan agreed</b>                          | [Agreed by LA SEN Panel]   |
| <b>4. Education Advice (Update with Outcomes) Requested</b> | [Reports from Education and other professionals working with the YP] |
| <b>5. Draft EHC Plan issued</b>                             | [SEN Panel send to school and parents/carers for any amendments]     |
| <b>6. Planning Meeting</b>                                  | [Convened to review Draft EHC Plan and to agree any amendments]      |
| <b>7. Finalised EHC Plan agreed</b>                         | [Final EHC Plan will name educational setting]                       |

## **List of Statutory Docs to be sent with SEND Offer:**

- **EHCP – Request for Statutory Assessment including Health Consent Form**
- **Health Consent Form (Separate)**
- **EHCP 1c SEN Support/Team around the Child Meeting**
- **EHCP 4 Views of the Parent/Carer**
- **EHCP 5 Views of the Child/Young Person**
- **EHCP 1a MSPRU Plan – Do – Review**
- **EHCP 1a/ 1e MSPRU Planning PfA Outcomes Tool**
- **EHCP 1b MSPRU Pupil Provision Map**
- **EHCP 1e MSPRU Education Advice (PRINT)**
- **EHC Annual Review**
- **EHCP Annual Review MSPRU Key Questions Tool**

# MSPRU Exam Access Arrangements



**Context:** Adjustments for candidates with disabilities and learning difficulties:

## Section One: Definitions

### Definition of Disability

Section 6 of the Equality Act 2010 defines disability as a **‘physical or mental impairment which has a substantial and long term adverse effect on someone’s ability to carry out normal day to day activities’**.

### Definition of Special Educational Needs

A candidate has ‘special educational needs’ as defined in the SEND code of practice: 0 to 25 years.

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

### Definition of Access Arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.

### Definition of Reasonable Adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- The needs of the disabled candidate;
- The effectiveness of the adjustment;
- The cost of the adjustment; and
- The likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body;
- Involves unreasonable timeframes; or
- Affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010.

### **Definition of Evidence of need**

The evidence of need will vary depending on the disability and the access arrangement(s) being applied for. Access arrangements online will provide prompts as to the evidence required.

However, please see the relevant section(s) of Chapter 5 (JCQ: Access Arrangements and Reasonable Adjustments, 2020) for full details as to what constitutes the core evidence/evidence of need for each access arrangement.

## The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations. The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment;
- Looking into adverse effects and assessing which are substantial;
- Considering if substantial adverse effects are long term;
- Judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition: <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means **‘limitations going beyond the normal differences in ability which may exist among people’**.

**‘Substantial’** means ‘more than minor or trivial’. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

**‘Long term’** means the impairment has existed for at least 12 months, or is likely to do so.

**‘Normal day to day activities’** could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (**Study and education related activities are included in the meaning of ‘day to day’ activities.**)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

### **Factors that might reasonably be expected to have a substantial adverse effect include:**

- Persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- Persistent distractibility or difficulty concentrating;
- Difficulty understanding or following simple verbal instructions;
- Physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

### **Factors that might reasonably be expected not to have a substantial adverse effect include:**

- Minor problems with writing or spelling;
- Inability to read very small or indistinct print without the aid of a magnifying glass;
- Inability to converse orally in a language which is not the speaker’s native spoken language.

## **Section Two: Learning difficulties – core evidence required by JCQ in order to process Exam Access arrangements:**

### **A) 25% Extra Time**

**Supervised rest breaks must always be considered before making a request for extra time**, since they may be more appropriate for candidates with a medical condition, a physical disability or a psychological condition.

In order to award 25% extra time the SENCO **must** determine the needs of the candidate based on one of the following documents:

- An **Education, Health and Care Plan\***, which confirms the candidate's disability; **or**
- An assessment (**Part 2 of Form 8**) carried out **no earlier than the start of Year 9** by an assessor confirming a learning difficulty relating to secondary/further education.

#### **\*Education, Health and Care Plans:**

Where a candidate has a current Education, Health and Care Plan, the SENCO **must** substantiate the documentation with a picture of need. (**Form 8 is not required and must not be used.**)

### **Substantial impairment – evidence of need:**

Appropriate evidence of need must be available at the centre for inspection.

So as not to give an unfair advantage, the assessor's report (Part 2 of Form 8) must confirm that the candidate has:

At least **one below average standardised score of 84 or less** which relates to an assessment of:

- **Speed of reading**; or
- **Speed of writing**; or
- **Cognitive processing measures** which have a **substantial and long term adverse effect on speed of working**

#### **Where a candidate has complex needs, i.e.**

- Communication and Interaction Needs; or
- A learning difficulty with a current EHCP or Statement of special educational needs; or
- Sensory and/or Physical Needs; or
- Social, Mental and Emotional Needs;

which have a **substantial and long term adverse effect on his/her speed of working**, appropriate evidence of need (as below) must be available at the centre for inspection. **Form 8 is not required and must not be used.**

So as not to give an unfair advantage, the SENCO must **address both bullet points below, on centre headed paper/template, signed and dated**):

- **Confirm that 25% extra time is the candidate's normal way of working within the centre;**
- **Provide evidence from teaching staff that the candidate has persistent and significant difficulties, and how these substantially impact on teaching and learning.**

The SENCO's detailed information, as above, will be supported by **confirmation of the candidate's disability:**

- A letter from CAMHS, a HCPC registered psychologist, a hospital consultant, a psychiatrist, a Speech and Language Therapist (SaLT); or
- a letter from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service; or
- A **current** Education, Health and Care Plan, **which confirms the candidate's disability.**

### Entry Level Certificate qualifications

**For Entry Level Certificate qualifications the centre is not required to have each candidate individually assessed.**

The SENCO **must** determine the need for 25% extra time on the basis of how the candidate normally works in the classroom.

## B) Computer Reader/ Reader

An application for a computer reader/ reader **must be processed using Access arrangements online.**

In order to award a Reader [or, a Computer Reader] a candidate must have language and vocabulary difficulties which have a substantial and long term adverse effect on his/ her ability to access written text.

For a candidate with a disability or a learning difficulty a computer reader may allow them to demonstrate their attainment more effectively and independently than would be possible with a reader. However, a computer reader **must** be appropriate to the candidate's needs. There **must** be sufficient time and training to ensure the candidate is able to use a computer reader effectively.

## Computer Reader

A computer reader **will be allowed** in papers (or sections of papers) testing reading.

In cases where a computer reader is unable to recognise and thus read an individual word, a reader may read out the particular word to the candidate.

Where an application for a computer reader is approved, the centre is permitted to open the question paper packet **in the secure room** within 90 minutes of the awarding body's published starting time for the examination. **This is specifically to scan the hard copy question paper into PDF format.** **Any infringement has the potential to constitute malpractice.**

However, where an application for a computer reader is approved, it is **strongly recommended** that the centre orders a non-interactive electronic question paper

## Reader

A reader is a responsible adult who reads the instructions of the question paper and the questions to the candidate. This may involve reading the whole paper to the candidate or the candidate may request only some words to be read.

A reader **will not be allowed** to read questions or text in papers (or sections of papers) testing reading.

A candidate who would normally be eligible for a reader but is not permitted this arrangement in a paper (or a section of a paper) testing reading may be granted up to a maximum of 50% extra time. (Where a candidate is using a computer reader or an examination reading pen the SENCO **cannot** grant up to a maximum of 50% extra time.)

An approved application for a reader will allow the SENCO to grant the candidate up to a maximum of 50% extra time in a paper (or a section of a paper) testing reading. Where Reading and Writing is being assessed in the same paper, **the maximum allowance of 50% extra time must only be allocated to the Reading section.**

Centres should calculate the total time allocated to reading based on the number of marks allocated to the Reading questions and add up to a maximum of 50% to that time. Advice from the relevant awarding body may need to be sought.

**In a paper (or a section of a paper) testing reading a reader may read back, upon request, what the candidate has written without any emphasis on errors.**

## Evidence of need for all types of disability

**The SENCO must produce a short concise file note on centre headed paper, signed and dated, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre.**

**For candidates with learning difficulties assessment evidence and Form 8 is no longer required.**

**However, the SENCO must be satisfied that:**

- The candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant reading difficulties; and (The candidate **is** disabled within the meaning of the Equality Act.)
- There is a genuine need for the arrangement.

**A computer reader/ reader will be awarded on account of:**

- Cognition and learning needs;
- Communication and interaction needs;
- A medical condition;
- Sensory and physical needs;
- Social, mental and emotional needs.

### Entry Level Certificate (ELC) qualifications

For Entry Level Certificate qualifications the SENCO must determine the need for a computer reader and/ or a reader on the basis of how the candidate normally works in the classroom.

In Entry Level Certificate English a reader is **not** permitted in the Reading component. A computer reader **may be used** in the Reading component of Entry Level Certificate English where its use reflects the candidate's normal way of working within the centre.

A candidate who would normally be eligible for a reader, but is not permitted this arrangement, may be granted up to a maximum of 50% extra time.

The need for 25% extra time alongside the use of a computer reader/ reader should always be considered. If the candidate requires 25% extra time then he/ she **must** meet the published criteria for 25% extra time. The required evidence **must** be in place to support an on-line application.

### Remember

For Entry Level Certificate qualifications where a reader is used, **Form 13** must be printed from the JCQ website:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>

Form 13 must be placed inside the candidate's script.

### Relevant permissions table for the use of readers and computer readers in GCSE and Functional Skills qualifications:

Qualification	Candidate must read for him/ herself	Reader allowed	Rationale for current position
GCSE English Language	Yes in the section of a paper that assesses reading	Yes except in the section of a paper that assesses reading	GCSE English Language assessment objectives show that learners must actually "read" and demonstrate understanding of the written language. This requires taking meaning off the page from text or Braille. <b>A reader would not be permitted for components that assess reading. N.B. A candidate may however use a computer reader in the section of the paper that assesses reading. A computer reader allows the candidate to independently meet the requirements of the reading standards.</b>
GCSE English Literature	No	Yes	Reading is not being assessed in GCSE English Literature. <b>A reader or a computer reader would be permitted.</b>

## C) Scribe

If a word processor (with the spelling and grammar check disabled) is the candidate's normal way of working within the centre, then it should be used in examinations in order to encourage independent working and access to marks awarded for spelling, punctuation and grammar.

A scribe must only be used where a candidate is not sufficiently competent or confident in using a word processor with the spelling and grammar check or predictive text facility disabled (switched off).

Some candidates will be able to use a word processor in most of their subjects but may require a scribe in subjects such as Maths and Science.

**So as not to give an unfair advantage, a scribe will only be allowed where:**

- An impairment has a substantial and long term adverse effect on the candidate's writing; or
- A candidate cannot write or type independently, or at sufficient speed to record their answers even with extra time allowed, as a result of a substantial and long term impairment.

**The use of a scribe must reflect the candidate's normal way of working within the centre in light of their substantial and long term impairment.**

## Complex Needs

**Where a candidate has complex needs, i.e.**

- Communication and Interaction Needs; or
- Sensory and/or Physical Needs; or
- Social, Mental and Emotional Needs;

It is not necessary to formally assess the candidate's writing skills.

**Form 8 is not required and must not be used.**

However, the SENCO **must** demonstrate that the candidate has **an impairment** which has **a substantial and long term adverse effect** on his/ her writing [See below].

## Learning Difficulties

Where a candidate has learning difficulties and is not subject an Education, Health and Care Plan, **Form 8 must be completed.**

**An assessment no earlier than the start of Year 9 (Part 2 of Form 8) in relation to the candidate's writing skills is required.**

## Substantial impairment – evidence of need

**For examination purposes, a substantial impairment is interpreted as the candidate having:**

- A below average standardised spelling accuracy score (a standardised score of 84 or less) with unrecognisable spelling attempts; or
- A below average standardised score for writing speed (a standardised score of 84 or less.)

In some cases the candidate's writing is illegible or grammatically incomprehensible, but improves significantly when a scribe is used. If these difficulties are not evidenced by a below average standardised spelling accuracy score, or a below average standardised score for writing speed, Access Arrangements Online will not approve the application.

So as not to give an unfair advantage, the SENCo must address the three bullet points below, **on centre headed paper/ template, signed and dated:**

- Confirm that a scribe is the candidate's normal way of working within the centre;
- Provide evidence from teaching staff that the candidate has persistent and significant difficulties, and how these substantially impact on teaching and learning;
- Confirm that the candidate is not sufficiently competent or confident in using a word processor **with the spelling and grammar check or predictive text facility disabled (switched off)** in every subject.

The SENCO's detailed information, as above, will be supported by **confirmation of the candidate's disability:**

- A letter from CAMHS, a HCPC registered psychologist, a hospital consultant, a psychiatrist, a Speech and Language Therapist (SaLT); or
- A letter from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service; or
- An Education, Health and Care Plan, which confirms the candidate's disability.

## Use of a scribe - in subjects assessing quality of written communication or spelling, punctuation and grammar

In subjects where quality of written communication (QWC) is being assessed or where the candidate's spelling, punctuation and grammar (SPaG) is specifically being assessed, a scribe will be allowed.

**A scribe will be allowed in the written papers of the following GCSE subjects:**

- GCSE English Language (including the Writing section)
- GCSE English Literature

However, where a scribe is used in an examination assessing quality of written communication or spelling, punctuation and grammar, marks can only be awarded if the candidate can demonstrate that he/she **has** carried out the particular skills being assessed.

Although it is not recommended, where, in exceptional circumstances, a candidate specifically chooses to dictate his/her spellings and/or punctuation in those particular questions assessing spelling, punctuation and grammar, this **must** be recorded on the scribe cover sheet.

If a candidate chooses to dictate his/her spellings and/or punctuation, up to a maximum of 50% extra time may be awarded. An approved application for a scribe will allow the SENCO to grant up to a maximum of 50% extra time to the candidate when spelling, punctuation and grammar is being assessed.

### Entry Level Certificate qualifications

For Entry Level Certificate qualifications the centre is not required to have each candidate individually assessed.

The SENCO **must** determine the need for a scribe or speech recognition technology on the basis of how the candidate normally works in the classroom.

In Entry Level Certificate (ELC) English a scribe or speech recognition technology is not permitted in the Writing component. A candidate who would normally be eligible for a scribe, but is not permitted this arrangement, may be granted up to a maximum of 50% extra time.

### Remember

Where an application is processed using Access arrangements online, e.g. GCSE qualifications, a pre-populated scribe cover sheet must be printed from the system.

For Entry Level Certificate qualifications, Form 13 must be printed from the JCQ website – <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>

The cover sheet must indicate whether graphs and diagrams were completed by the candidate or the scribe.

The cover sheet must be signed by the scribe and countersigned by the head of centre or the examinations officer.

The cover sheet must be placed inside the candidate's completed script when handwritten.

Where the candidate's completed script has been typed, please refer to the relevant awarding body's instructions as different processing arrangements apply.

A cover sheet must also be **securely** attached to any non-examination assessment completed with the aid of a scribe. The work **must** be sent to the moderator in addition to the sample requested.

The cover sheet **must** be signed by the scribe and countersigned by the head of centre or examinations officer.

## D) Exam Access Arrangements that do not need to be processed on-line:

- Supervised rest breaks
- Word processor
- Prompter
- Separate invigilation within the centre
- Read aloud

### Supervised Rest Breaks\*

\*There **is not** a requirement to process an application for supervised rest breaks using Access arrangements online. However, **for GCSE qualifications** the SENCO **must** produce a short concise file note on centre headed paper, signed and dated, confirming the need for supervised rest breaks to a JCQ Centre Inspector upon request. This **must** confirm the nature of the candidate's impairment and that supervised rest breaks reflect his/her normal way of working within the centre.

The SENCO must always consider if supervised rest breaks would be more appropriate before making an application for 25% extra time.

The SENCO is allowed to provide a supervised rest break to a candidate where it is **his/her normal way of working within the centre**.

#### The SENCO must be satisfied that:

- The candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act); and
- There is a genuine need for the arrangement.

Supervised rest breaks will be awarded on account of:

- Cognition and learning needs
- Communication and interaction needs
- A medical condition
- Sensory and physical needs
- Social, mental and emotional needs

In addition, the candidate's difficulties **must be established within the centre** and thus known to a Form Tutor, a Head of Year, the SENCO and/or a senior member of staff with pastoral responsibilities.

The timing of the examination should be paused and re-started when the candidate is ready to continue. ***During the supervised rest break the candidate must not have access to the question paper/answer booklet.*** If the candidate needs to leave the examination room, an invigilator must accompany the candidate.

## Word Processor\*

\*There **is not** a requirement to process an application for a word processor using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes. (This also applies where a candidate is using a word processor on a temporary basis because of a temporary injury.)

Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their **normal way of working within the centre**.

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

In **all** cases a word processor cover sheet (**Form 4**) **must** be completed.

A centre must have a policy on the use of word processors. **A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.**

**The use of a word processor must reflect the candidate's normal way of working within the centre.** For example, where the curriculum is delivered electronically **and the centre provides word processors to all candidates.**

The centre may wish to set out the types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- A medical condition;
- A physical disability;
- A sensory impairment;
- Planning and organisational problems when writing by hand;
- Poor handwriting.

This list is not exhaustive.

## Read aloud and/or the use of an examination reading pen\*

\*There **is not** a requirement to process an application for a word processor using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes.

### Read aloud

It can make a significant difference to a candidate who **persistently** struggles to understand what they have read to read aloud. Where a candidate is reading difficult text he/she may work more effectively if they can hear themselves read.

The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations.

A candidate who reads aloud to himself/herself must be accommodated separately within the centre.

### Examination reading pen

A permitted examination reading pen will not have an in-built dictionary or thesaurus, or a data storage facility. The use of an examination reading pen, **provided by the centre**, might benefit those candidates who wish to work independently. It may increase the independence of candidates who needed a reader for accuracy rather than comprehension.

The use of an examination reading pen might also benefit those candidates who only require occasional words or phrases to be read to them.

An examination reading pen may be used in papers (or sections of papers) testing reading. However, the candidate **cannot** additionally be granted up to a maximum of 50% extra time in place of the reader.

### Prompter\*

\*There **is not** a requirement to process an application for a word processor using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes.

A prompter may be permitted where a candidate has a **substantial and long term adverse impairment** resulting in **persistent** distractibility or **significant** difficulty in concentrating. For example, the candidate:

- Has little or no sense of time (e.g. candidates with ADHD or ASD); or
- Persistently loses concentration; or
- Is affected by an obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions.

In such instances a candidate may be assisted by a prompter who can keep the candidate focused on the need to answer a question and then move on to answering the next question.

### **Separate Invigilation within the Centre\***

\*There **is not** a requirement to process an application for a word processor using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes.

The SENCO must make their decision based on:

- Whether the candidate has a substantial and long term impairment which has an adverse effect; **and**
- The candidate's normal way of working within the centre

E.g. Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a **long term** medical condition or **long term** social, mental or emotional needs.

## **Section Three: Managing the needs of candidates with disabilities and learning difficulties**

### **1. Cognition and Learning Needs**

*E.g. General and/or Specific Learning Difficulties (such as Dyscalculia and Dyslexia)*

**Candidates with learning difficulties may require for example:**

- Supervised rest breaks
- 25% extra time
- A computer reader or a reader
- Read aloud or an examination reading pen
- A word processor
- A scribe
- A prompter
- A practical assistant
- Coloured overlays
- Coloured/ enlarged papers
- Modified language papers.

### **2. Communication and Interaction Needs**

*E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)*

**Candidates with communication and interaction difficulties may require for example:**

- Supervised rest breaks
- 25% extra time
- A computer reader or a reader
- Read aloud or an examination reading pen
- Modified language papers
- A word processor
- A scribe.

### **3. Sensory and Physical Needs**

*E.g. Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI)*

**Candidates with sensory and physical needs may require for example:**

- Supervised rest breaks
- 25% extra time
- A computer reader or a reader
- Read aloud or an examination reading pen
- A word processor
- A scribe
- A live speaker
- A Sign Language Interpreter
- A practical assistant
- Braille papers, modified enlarged and/or modified language papers.

#### **4. Social, Mental and Emotional Needs**

***E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions***

**Candidates with social, mental and emotional needs may require for example:**

- Supervised rest breaks
- A prompter
- Separate invigilation within the centre
- Alternative site arrangement
- 25% extra time
- A word processor
- A computer reader or a reader
- Read aloud or an examination reading pen
- A scribe.

## **Section Four: When to use Access Arrangements Online (GCSE & ELC Qualifications)**

### **GCSE qualifications**

**Access arrangements that must be applied for on-line include:**

- Bilingual dictionary with 10% extra time
- Computer reader/reader
- 25% extra time
- Scribe/speech recognition technology

**The following arrangements do not need to be processed on-line:**

- Bilingual dictionary
- Coloured overlays
- Examination on coloured/enlarged paper
- Prompter
- Read aloud (which can include an examination reading pen)
- Separate invigilation within the centre
- Supervised rest breaks
- Word processor

### **Entry Level Certificate qualifications**

**Where permitted by the specification, the following arrangements may be granted by the centre and do not need to be recorded. Evidence of need is not required to be held on file.**

- Bilingual dictionary
- Coloured overlays
- Enlarge or photocopy the question paper on to coloured paper
- Prompter
- Separate invigilation within the centre
- Supervised rest breaks
- Word processor

### **Entry Level Certificate qualifications**

**Where permitted by the specification, the following arrangements may be granted by the centre without prior approval from an awarding body.**

- Bilingual dictionary with 10% extra time (for the use of the dictionary)
- Computer reader/ reader
- Extra time in timed components
- Practical Assistant
- Scribe

**However, Form 11 – JCQ/EL/NF must be completed on-line.**

**Form 11 can be assessed on-line through the Centre Admin Portal (CAP) which can be found on any of the awarding bodies' secure extranet sites.**

## **List of Exam Access Arrangements Docs to be sent with SEND Offer:**

- MSPRU AA Data Protection Notice
- MSPRU AA SEMH including Rest Breaks
- MSPRU AA Short Concise Note Reader
- MSPRU AA SpLD
- MSPRU Bi-Dic & 10% Extra Time

# **MSPRU SEND Team Support**

## **The Offer & Process**



### **Record Sheet**

**Centre:** \_\_\_\_\_

**Please sign to confirm that you have read this document and you are aware of the Statutory requirements and MSPRU SEND procedures**

<b>Staff Member</b>	<b>Role</b>	<b>Date</b>