



*Guidance for Education Providers*

*2017 - 2018*

*Education, Health and Care  
Assessment Request  
(EHCAR)*

# EHCAR Assessment Request Process (weeks 1 to 6)

Please use this guidance in conjunction with NY Inclusion Service Guidance 'Thresholds for Statutory Assessment' and with reference to ['Special educational needs and disability code of practice: 0 to 25 years'](#) (CoP 9.8 onwards).

A key principle underpinning the EHCAR process is the involvement of children, young people and parents and carers in decision-making.

"An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan."  
(CoP 9.6)

It is important that this is communicated to parents from early stages of the process.

The vast majority of children and young people with special educational needs can be well supported using the resources ordinarily available within mainstream education settings.

Requests for EHC Needs Assessments are usually only made when, following at least two cycles of the graduated approach (assess, plan, do, review), and access to an comprehensive programme of targeted intervention and specialist support at SEN support ('K' code on the census), the child or young person continues to make less than expected progress. It would usually not be until this point that the education provider commences discussions with parents or carers about the possible need for an EHC Needs Assessment.

An EHC Needs Assessment is to determine whether or not an EHC Plan is necessary to provide extra support for the child/young person's special educational needs.

As well as the education setting, the child's parent or carer, or the young person themselves (if between 16 and 25) can make a request and other relevant individuals can also bring the child's SEN to the attention of the local authority.

The local authority will take into account a wide range of evidence, paying particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones) and rate of progress;
- information about the nature, extent and context of the child or young person's SEN;
- evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN;
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided;
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. (CoP 9.14)

Relevant evidence of the above should be gathered and submitted to the local authority through the EHCAR process.

"Following a request or notification the local authority must determine whether an EHC needs assessment is necessary and communicate this decision within **six weeks** of receiving the request." (CoP 9.8 - 9.10).

# Summary of the EHCAR process

Timescale	Education Provider	Others	Local Authority
<p><b>Preparation phase</b> (usually following at least two cycles of the graduated approach)</p>	<p>Discussions with the family and with school/setting staff.</p> <p>Approaches/requests to other professionals - gaining consent from report authors about aspects for sharing.</p> <p>Collation of information and completion of EHCAR proforma including consent.</p> <p>Completion of online CAN-Do (or can be done once received LA agreement to assess).</p> <p>Submission of EHCAR &amp; all related evidence to the local authority.</p>	<p><b>Parent(s)/carer(s) and /or Child/Young Person</b></p> <p>Input into discussions and decisions re. EHCAR and CAN-Do.</p> <p>Consents, including information sharing.</p> <p><b>Other Professionals</b></p> <p>Completion of any reports requested.</p> <p>SENDIASS support to parent(s)/carer(s) if requested.</p>	<p>Local authority teams supporting the EHCAR process as necessary.</p>
<p><b>Receipt of EHCAR, parental request or other notification, commences the start of statutory timescales.</b></p>			
<p><b>Weeks 0 to 6</b> (n.b. this part of the process could be a shorter timescale if all information is in place)</p>	<p>Responding to any request for additional information.</p> <p>On-going dialogue with parent(s)/carer(s)</p>	<p><b>Parent(s)/carer(s) and /or Young Person</b></p> <p>Discussions as necessary with SENDIASS (if requested) or with other advocate</p> <p><b>Other Professionals</b></p> <p>Response to requests for information as relevant i.e. if the EHCAR has not come from an educational provider.</p> <p>On-going SENDIASS support for parent(s)/carer(s) if requested.</p>	<p>Preliminary check of the EHCAR submission, with follow-up discussions with the education provider if incomplete.</p> <p>If parental request, or other notification, EHCAR and CAN-Do submissions requested from the education provider</p> <p>Confirmation of receipt of the complete EHCAR and CAN-Do.</p> <p>Summary 'panel brief' produced.</p> <p>Notification to the family to ensure they are aware of access SENDIASS/advocacy.</p> <p>Notification to other involved professionals.</p> <p>EHCAR discussed at the next available multi-professional panel meeting.</p> <p>Decision made based on the evidence/information provided.</p> <p>Notification to all parties of this decision.</p> <p>If the decision is not to proceed summary is given re. reasons for this along with any other feedback.</p> <p>Parent(s)/carer(s) are informed of their right to appeal</p>
<p><b>Completion of the statutory assessment process will take up to 20 weeks.</b></p>			

## EHCAR checklist for Education Providers: *have you...*

1	read the LA guidance 'Thresholds for Statutory Assessment'?	<input type="checkbox"/>
2	read the relevant sections of Chapter 9 in the 'Code of Practice'?	<input type="checkbox"/>
3	referred to the annotated version of an EHCAR form?	<input type="checkbox"/>
4	evidence of early identification, with screening and assessments?	<input type="checkbox"/>
5	applied a graduated approach, with evidence of at least 2 cycles of assess, plan, do, review?	<input type="checkbox"/>
6	documented evidence of target setting/provision - e.g. individual provision map etc.?	<input type="checkbox"/>
7	included evidence based interventions at part of provision at SEN support?	<input type="checkbox"/>
8	monitored, and formally reviewed, the impact of interventions and provision at SEN support?	<input type="checkbox"/>
9	sought, and acted on, additional specialist advice and support? Evidence of this?	<input type="checkbox"/>
10	considered sourcing additional Educational Psychologist assessment/advice?	<input type="checkbox"/>
11	discussed the need for an EHCAR with parent(s)/carer(s)/child/young person? Do they agree?	<input type="checkbox"/>
12	signposted parent(s)/carer(s) to SENDIASS or advocate for independent advice and support?	<input type="checkbox"/>
13	discussed health needs related to SEN with parent(s)/carer(s), requested access to reports?	<input type="checkbox"/>
14	discussed social care needs related to SEN with parent(s)/carer(s), requested access to reports?	<input type="checkbox"/>
15	secured signed consent from parent(s)/carer(s) re. consents, including sharing information?	<input type="checkbox"/>
16	collected the views of parent(s)/carer(s) and of the child or young person - in their words?	<input type="checkbox"/>
17	discussed the EHCAR with other specialist practitioners involved/sought their input?	<input type="checkbox"/>
18	sought consent from the authors of external reports for any extracts included in the EHCAR?	<input type="checkbox"/>
19	completed an online CAN-Do and consulted with parent(s)/carer(s) on this?	<input type="checkbox"/>
20	identified a clear rationale with all parties about why it is felt that an EHCP is necessary?	<input type="checkbox"/>
21	completed all sections of the EHCAR form/gathered all evidence required?	<input type="checkbox"/>
22	shared the completed EHCAR with parent(s)/carer(s)/young person?	<input type="checkbox"/>
23	shared the completed EHCAR with your Headteacher/other appropriate SLT?	<input type="checkbox"/>
24	discussed the pending EHCAR with your ARO to give them the heads up / kept them in touch?	<input type="checkbox"/>
25	forwarded the form and supplementary documents securely to the local authority?	<input type="checkbox"/>
26	emailed to <a href="mailto:sen@northyorks.gov.uk">sen@northyorks.gov.uk</a> - email via Egress (no more than 10 megabyte filesize)?	<input type="checkbox"/>

Any queries to your ARO or the SEN admin team ([sen@northyorks.gov.uk](mailto:sen@northyorks.gov.uk) Tel: 01609 535002)