

# **Education Health and Care Plans**

## **Notes of Guidance to Educational Institutions for Requesting Statutory Assessment**

**Version v.1 Final  
Date of Issue: September 2014  
Author: Statutory Assessment Team**

## General Information

These notes provide guidance on making requests for a statutory assessment of Special Educational Needs and Disability (SEND)

In order to consider if a request for statutory assessment should be made in Manchester the child/young person's needs must be beyond the highest level of Additional SEN Support (previously the Intensive School Action Plus level of need) using the Matching Provision to Need Tool. This is the threshold for needs which can not be addressed fully in a school by use of element 1 and 2 funding.

The SEND reforms put the views, wishes, feelings 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 Code of Practice (CoP) Chapter 1 Principles \*). It is expected that educational institutions fully explore the needs, aspirations and views of the child/young person and their parents/carers, and are able to evidence involvement with 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.

MCAF sections 1 and 3 and the education advice form 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).

### For the purpose of this document:

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

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, a request for statutory assessment of special educational needs should be made to the local authority in whose area the child lives.

Please use Form EHC 1 to make requests for Statutory Assessment in Manchester.

### These forms are available on [MEWAN.net/Senco](http://MEWAN.net/Senco) (See Appendix A).

The Matching Provision to Need Tool provides guidance on the level of need. This is also available on [MEWAN.net/Senco](http://MEWAN.net/Senco)

All requests for statutory assessment are considered and decided by the Special Educational Needs and Disability Panel which includes representatives of all the agencies who are required to participate in an Education, Health and Care Plan. It normally meets every two weeks during the school year and as required during school holidays. Every effort is made to include requests received up to the Friday **before** the Panel meets to allow time for requests to be verified scanned/copied and circulated to the panel.

**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 Team.**

\* 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/support on completion of request forms can be provided by the Statutory Assessment Team.  
0161 245 7439  
0161 274 7084 (fax)  
[sen@manchester.gov.uk](mailto:sen@manchester.gov.uk).

Children and Families Directorate  
Manchester City Council  
1st 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 the Information Advice and Support Service (previously the Parent Partnership Service) and they can be contacted on their

Confidential helpline 0161 209 8356  
Or by email to: [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 the Information, Advice and Support service.

### **Completing the form**

Please be sure to complete the name and date of birth correctly.

A contact e-mail address for the educational institution is required.

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 having to duplicate information being submitted. If the request for Statutory Assessment is agreed and the information submitted in the request is comprehensive it should not be necessary to send further advice – unless new information has become available since the request was submitted.

Where the MCAF, sections 1 and 3 are completed solely for the purpose of the application for Statutory assessment it is not necessary to send it to the MCAF team as well

### **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.

All requests for statutory assessment 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.

\* 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**

The submission of a request for statutory 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. Education Information**

- a. Section 1 of the MCAF – please complete all parts.
- b. If an MCAF Section 2 has already been completed – please submit that as well. However, for the purpose of a request for Statutory Assessment, a new Section 2 does not need to be completed.
- c. Section 3 of the MCAF. Please record actions and outcomes agreed at a person centred (team around the child) meeting with child/young person, their parents/carers and professionals working with them. The meeting should focus on what is currently working and not working for the child/young person around their education and other areas of their life, the short/medium/long term outcomes proposed, and Specific Measurable, Achievable, Realistic, and Timely (SMART) actions agreed. This may not be necessary if the child is LAC or there is a Child Protection plan
- d. You should complete an Education Advice Form (see Appendix D) on which you should include an analysis of the child/young person's educational needs; previous progress and attainment; and their development in comparison to their peers. **This must be on letterhead 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**
- e. 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 this should be clearly stated where that is the case.

- f. A 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 SEND Panel with strong evidence of how delegated funding has been used.  
*(Further guidance and training on provision mapping is available, please see MEWAN for details.)*
- g. Attendance record for the last 12 months or since the date the child started at the setting/school/college.

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

- a. The latest care plan should be submitted instead of section 3 of the MCAF. The care plan should contain all the items you would submit in section 3 as a minimum, and is likely to contain additional information.
- b. 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.**
- c. Where the child /family are accessing support through Short Breaks details of that support should be attached to any application for an EHC plan as these will be included in any agreed plans
- d. Where the child /family are accessing support through the Family Recovery Service details of that support should be attached to any application for an EHC plan as these will be included in any agreed plans.

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

### **a. Health/ 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. This could take the form of a recent diagnosis.

### **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 reports**

There may be a current occupational therapist report in addition to, or independent of, the medical reports and this should be submitted where appropriate.

- d. 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 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)

#### **Part 4. Educational Psychology (Mandatory)**

A current report by an Educational Psychologist (within the last 6 months) must be submitted as part of any request for statutory assessment. This should indicate clearly when it was completed and be supplemented by any involvement following the report. All EP reports should provide clear information about the level of need and make reference to the Matching Provision to Need Tool.

It is expected that following the initial EP report there will be a follow up meeting /discussion to note the **outcomes of the recommendations made and interventions** used since the report was completed. This could be part of the person centred meeting with child/young person and parents/carers described in 1c above. This was previously referred to in Manchester as the Intensive school action plus meeting. Minutes of any such meeting (this can be MCAF Section 3, Team Around the Child meeting form) must be included with an application for statutory assessment as they will be used to assist in any decision making process.

#### **Part 5. 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 MEWAN, or verbally at the team around the child or other meeting. 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 6. 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 (also known as a 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 if so, by whom.

#### **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 recent reports within the last 18 months that contain relevant information. i.e. reports on a cochlear implant

**Please do not submit a copy of the Matching Provision to Needs tool.**

**Please do not submit behaviour logs (lists of behaviour incidents).**

**EDUCATION HEALTH AND CARE PLAN  
Request for Statutory Assessment**

This form must be used to request statutory assessment of special educational needs. Please refer to the Matching Provision to Need Tool document for guidance about level of need. Information contained in this request will be used by the SEN Panel to decide if statutory assessment is required.

Child's/YP Name			
Date of Birth		National Curriculum Year	
Name & address of Current School/ College/Setting			
Name & contact details of named member of staff			

**Additional Supporting Information** – the following must be provided and appended to this form.

*If mandatory information is missing the request will be returned to the setting for further attention.*

**Part 1 Education (Mandatory)**

- 1a.  MCAF Section 1
- 1b.  MCAF Section 2 (*not mandatory but should be submitted if already completed*)
- 1c.  MCAF Section 3 (not required for LAC)
- 1d.  Education advice form (See Appendix D)
- 1e.  Additional SEN support plan (IEP) with outcomes
- 1f.  the current Provision Map for the child/young person showing the additional interventions being provided
- 1g.  Attendance record

**Part 2 Care (where appropriate)**

- 2a. Is there a child protection plan? Yes  or No
- 2b.  The latest care plans (for LAC this is instead of MCAF section 3).
- 2c.  Details of any Short Breaks support the child/family are accessing
- 2d.  Details of any involvement with the Family Recovery Service

**Part 3 Health (where appropriate)**

- 3a.  Copies of the most recent relevant medical reports
- 3b.  Copies of the most recent relevant speech and language reports
- 3c.  Copies of the most recent relevant occupational therapy reports
- 3d.  Copies of any other relevant medical reports

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

- 4.  A current report by an Educational Psychologist (within the last 6 months).
- 5.  The parental views – (*pro-forma for completion available on MEWAN*).
- 6.  The child/young person’s views - (*one page profile available on MEWAN*)

**Please note:** under MCAF Section 3 page 3 ‘Review’ section ‘Can MCAF be closed?’ The answer at this time is “no”.

**SUMMARY STATEMENTS by the school/college/setting which should be included in the MCAF**

- a) In section 3 please show how the most recent recommendations of the Educational Psychologist and other professionals have been implemented **and the outcomes achieved.**
- b) In Section 3 please state **any Health or Care** needs that have been identified and attach all supporting documentation

Signed .....

Date.....

Role/Position.....

Please submit this form by post to: The Statutory Assessment Team, Manchester City Council, 1<sup>st</sup> Floor, Number 1 Universal Square, Devonshire Street North, Ardwick, Manchester M12 6JH.

By Fax to: 0161 274 7084

By Email to: [sen@manchester.gov.uk](mailto:sen@manchester.gov.uk)

*To comply with information and data security please ensure that all emails containing an application for statutory assessment sent to the SEN mailbox are encrypted*

**EDUCATION CARE AND HEALTH PLANS**  
**Statutory Assessment of Special Educational Needs**

**HEALTH CONSENT FORM**

**Parent/Carer Permission - Health Advice**

Dear Parent/Carer

Manchester Children's Services has been asked to carry out a statutory assessment of your child's special educational needs.

If the assessment is agreed, advice will be requested from health and education staff who know your child. The community paediatric service will be asked to prepare a medical report about your child's health needs in school. This report helps with decisions about your child's education. If your child is not already known to a community paediatrician you will receive a paediatric appointment for your child. **It is important that you and your child attend this appointment so that the assessment is not held up.**

Sometimes, appointments are missed or cannot be kept. If this happens, it may be possible to provide a report using your child's community health records. This keeps delays on the assessment to a minimum.

We need your permission to provide a report from the health records if you don't attend the appointment. If you agree, please complete the attached form.

**Please complete the box below and give it to the college, school or Early Years setting. They will send it to the Statutory Assessment Team.**

<b>Name of child</b>	<b>Date of Birth</b>
<b>Address</b>	
<b>Name of parent/carers</b>	
<b>Signature</b>	
<b>Telephone number</b>	

# Appendix B

# MCAF Registration

# Section 1

# Section 1: MCAF Registration

MCAF - Manchester's integrated assessment for an offer of early help

Contact the MCAF Team on:  
Tel: 0161 234 5969 Fax: 0161 274 7082  
Email: CAFIT@manchester.gcsx.gov.uk  
www.manchester.gov.uk/mcaf

Before completing this form, please contact the MCAF team to check if an assessment has already been undertaken.

Date started

Unique MCAF ID   
(To be provided by MCAF Team)

## Part 1: Details of the child or young person

Name of child/young person

Other known names

Address

Postcode  Contact tel no.

Gender Male  Female  Date of birth (or estimated delivery date)

Ethnicity

If the child or young person has a disability, please give details

Please give details of any special requirements for the child or their parent/carer, eg. signing, interpretation or access needs

## Part 2: Details of parents/carers

Name of parent/carer  Parental responsibility?

Other known names

Address

Post code  Contact tel no.

Name of parent/carer  Parental responsibility?

Other known names

Address

Post code  Contact tel no.

Other people who live at this address (siblings, significant adults).

Indicate who lives with the child and who does not. Include date of birth for siblings

1	<input type="text"/>	D.O.B	<input type="text"/>	2	<input type="text"/>	D.O.B	<input type="text"/>
3	<input type="text"/>	D.O.B	<input type="text"/>	4	<input type="text"/>	D.O.B	<input type="text"/>
5	<input type="text"/>	D.O.B	<input type="text"/>	6	<input type="text"/>	D.O.B	<input type="text"/>

### Part 3: Details of worker/practitioner completing this form

Name	<input type="text"/>	Role	<input type="text"/>
Organisation	<input type="text"/>		
Address	<input type="text"/>		
Contact tel no.	<input type="text"/>	Contact email address	<input type="text"/>

### Part 4: MCAF checklist

Part 4 does not need to be completed if you are going to complete Section 2.

Does the unborn baby, child or young person appear to be:

Healthy	Y <input type="checkbox"/>	N <input type="checkbox"/>	Details	<input type="text"/>
Staying Safe	Y <input type="checkbox"/>	N <input type="checkbox"/>	Details	<input type="text"/>
Learning and developing	Y <input type="checkbox"/>	N <input type="checkbox"/>	Details	<input type="text"/>
Having a positive impact on others	Y <input type="checkbox"/>	N <input type="checkbox"/>	Details	<input type="text"/>
Affected by financial issues - impacted on the above	Y <input type="checkbox"/>	N <input type="checkbox"/>	Details	<input type="text"/>

### Part 5: Agencies/Services already involved

Universal services		Contact details	
Name of GP	<input type="text"/>		<input type="text"/>
Name of school, childcare provider, college, training provider	<input type="text"/>		<input type="text"/>
Other services	Agency/Service	Name	Contact details
If there are more than five services to be listed, then include all others in the final expandable row	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Part 6: What happens next

If the child or young person requires further help, then who will take this forward?

I will  Another practitioner will

If it's not going to be you, which key worker has been identified and has agreed to take this MCAF forward?

Name	<input type="text"/>	Role	<input type="text"/>
Organisation	<input type="text"/>		
Address	<input type="text"/>		
Contact tel no	<input type="text"/>	Contact email address	<input type="text"/>

If everyone is in agreement that the concerns and needs can be met without others being involved then retain this form with your agency's records. However, if more support is required, then please continue with the MCAF process by moving to Section 2. Parental consent only needs signing on section 1 if another service is to complete section 2.

I agree to the above information being shared with services working with me/my family during the time the MCAF is open.

Name of parent/carer/young person

Signature of parent/carer/young person

If you are emailing a copy of this form to the MCAF team, please indicate in the above signature box which signatures have been obtained and where the form is being kept.

A unique registration number will be provided once this form has been registered at [CAFIT@manchester.gov.uk](mailto:CAFIT@manchester.gov.uk)

If you think this case is of a higher level of need than a CAF, contact the **First Response Professionals Consultation Line** on **0161 219 6191** or fax **0161 274 7082**.



# Appendix C

# MCAF Registration

# Section 3

Contact the MCAF Team on:  
 tel 0161 234 5969 fax 0161 274 7082  
 cafit@manchester.gov.uk  
 www.manchester.gov.uk/mcaf

### Section 3: Delivery plan and review

MCAF – Manchester’s integrated assessment for an offer of early help

Date of meeting

Unique MCAF ID

#### Team Around the child/young person

Agency	Contact name	Secure email/postal address	Contact number	Attend meeting
Please list all people in attendance or who have contributed to this review				

#### Desired outcomes – what we are trying to achieve

This is an essential part of the process and must be completed as fully as possible . It is normal for outcomes to be based on a timeframe of at least a key stage and should not replace termly IEP or short term objectives

Discussions including parent/child/young person's comments

Outcome 1	There may not always be 5 please complete as necessary	Outcome 2	
Outcome 3		Outcome 4	
Outcome 5		Additional points/issues	

TAC Action Plan

Next steps/actions	Owner – who needs to do this?	By when	Close date
This section needs completing in as much detail as possible. Short term actions should not be confused with Key stage outcomes but may be a step to achieving these outcomes	This could be the teacher a TA or LTO, the parent, health or social care professionals or any other professional working with the child/Young Person	Set realistic timescales	Enter if closed
V1 Sep 14	16		

## Review

Can the MCAF be closed?

No

Date of the next TAC meeting/review date

please complete

Yes

Please complete and return closure form  
(Section 4)

Child or young person's comments e.g. did you feel included?

Was MCAF helpful?

Yes

No

What action was the most beneficial?

Was every stage of MCAF made clear for you?

Yes

No

Parent's comments

- What has worked for your family?
- Strengths and concerns
- Anything else you want to say about MCAF?

needs completion as necessary



For all enquiries please contact the MCAF Team  
on 0161 234 5969 or fax 0161274 7082  
or at [cafit@manchester.gov.uk](mailto:cafit@manchester.gov.uk)

## Appendix D

### Educational Advice

#### GUIDELINES

*Refer to Chapter 7 of the Code of Practice and Section 8 of the Toolkit*

The purpose of a statutory assessment of special educational needs under the Children and Families Act 2014 is to gain a clear picture of the child as a whole person in terms of educational and social strengths as well as educational weaknesses and difficulties.

The LA must seek educational advice from the school or setting that the child is currently attending. The regulations require that the advice must relate to the educational, medical, psychological or other features that appear relevant to a child's current and future educational needs. The advice must set out how those features could affect the child's educational needs and the provision that you consider is appropriate.

Regulations also say that your advice must not be influenced by consideration of the name of a school at which the child might eventually be placed. Specific schools must not be suggested. The LA will decide placement at a later stage in the light of preferences or representations made by the parents.

#### TIME LIMITS

Early education settings and schools and or colleges **must** respond within **six weeks** of the request for advice.

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

#### GENERAL POINTS

Advice:

- should include the child's details, be on headed paper, typed, dated and signed by the headteacher
- should be written in straightforward language, avoiding the use of jargon
- should indicate the sources of information that are being used in drawing up the advice
- should clearly reference discussions with parents and other professionals
- should avoid subjective descriptions or judgements
- should refer to the nature of any assessments made with dates and timescales
- should include any written reports used in drawing up the advice
- will be copied to parents and other professionals involved in the assessment process

## CHECKLIST FOR EDUCATIONAL ADVICE

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

### **1. CONTEXT**

Describe:

- school/setting organisation and curricular arrangements
- size/age range of class
- SEN arrangements from school's own resources

### **2. BACKGROUND**

Include:

- earlier education history
- family/care situation if relevant
- home language
- parental involvement and views
- record of attendance

### **3. SKILL LEVELS AND ATTAINMENTS**

Describe the pupil's main areas of strengths and difficulty and rate of progress. Include:

- cognitive development
- educational attainments including any NC assessment information and tests used
- approaches and attitude to learning
- speech and communication
- social skills and interaction
- behaviour
- physical development
- self help and independence skills

### **4. EDUCATIONAL FACILITIES AND RESOURCES**

Provide details of:

- strategies used to date including IEPs and evidence of outcomes
- teaching approaches and differentiation/modification/disapplication of NC
- pastoral care arrangements
- moves from Early Years/School Action to Early Years Action Plus/School Action Plus
- outside specialist involvement
- additional staffing support/aids or adaptations/materials from within own resources

### **5. PROVISION**

Suggest the main long term educational and developmental objectives and consider what features of provision might meet the special educational needs as identified.