

# Cognition and Learning

## Education Health and Care Needs Assessment (EHCNA) Guidance

**The Special Educational Needs and Disability Code of Practice (Chapter 9.16) allows Local Authorities to develop criteria for deciding whether to undertake a statutory assessment for an EHC plan. The criteria are flexible, adaptable and not applied as a blanket policy. Whilst the criteria are used to support decision making, each case is considered individually. At all times the local authority applies the statutory tests as described in section 36(8) of the Children and Families Act 2014 to determine the appropriateness of a request for an EHC assessment of need.**

<b>CL 1</b>	Despite graduated school support, the pupil requires higher level specialist resourcing which is different from and additional to the SEN core offer, to access the full curriculum.
<b>CL 2</b>	Extreme difficulties in accessing the curriculum through reading and writing, despite the use of a range of alternative methods.
<b>CL 3</b>	It is likely that there will be evidence that external professionals such as advisory teachers, Educational Psychologists, have been involved in carrying out a comprehensive assessment of the pupil's strengths and difficulties. They will have advised on the pupil's plan. The impact of these strategies and interventions will have been evaluated over time (at least one term) and resulted in minimal progress.
<b>CL 4</b>	Telford and Wrekin adhere to the British Psychological Society's definition of Dyslexia (1999):- 'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.'
<b>CL 5</b>	The pupil may have general learning difficulties and attainments that are recorded at the 1 <sup>st</sup> percentiles or lower for a range of skills, using standardised assessment.
<b>CL 6</b>	The pupil's rate of progress will be consistently low relative to their cognitive ability.

Supporting evidence will include:-

<b>Assessment, Planning and Review</b>	
<b>CL 7</b>	It is likely that there will be evidence that the level of professional input such as advisory teachers, educational psychologists have been on a regular basis.
<b>CL 8</b>	It is likely that there has been a successive programme of advice from external agencies implemented over time
<b>CL 9</b>	Consideration has taken place whether it is appropriate to support the family and child's needs through the CAF and TAC process.
<b>Grouping for Teaching</b>	
<b>CL 10</b>	It is likely that the pupil has to access considerable additional targeted teaching in small groups or individually for at least half the day.
<b>CL 11</b>	The extent of additional and different organisation required is in excess of what would normally be provided in school provision i.e. as specified within the Local Offer.
<b>Curriculum and Teaching Methods</b>	
<b>CL 12</b>	Access to higher levels of differentiation normally provided within SEN support
<b>CL 13</b>	Access to teaching of specific targeted skills using evidence based interventions such as Precision Teaching 1:1 daily, Toe by Toe, Beat Dyslexia small group 20 mins, 2x/week, Nessy-individual 20mins 3x/week
<b>Human Resources</b>	
<b>CL 14</b>	SENCO or specialist teacher to provide appropriate set targets for individual.
<b>CL 15</b>	Access to evidence based teaching programmes for literacy, numeracy and general learning difficulties.