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| *In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person [*Best Endeavours*], the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:* |
| **Evidence;** | **Document and dates written:** |
| **Attainment and Progress*** Evidence of the CYP’s academic attainment (or developmental milestones in younger children) and rate of progress (current levels of attainment and previous attainment)

Progress * Is the CYP making progress towards their outcomes?
* Is the CYP making progress in their academic levels – what were the rates of attainment?
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| **Nature of CYP’s SEN*** information about the nature, extent and context of the CYP’s SEN – use description and information found in Appendix 2
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| **Action already Taken*** Evidence of the action already being taken by the early year’s provider, school or post-16 institution to meet the CYP’s SEN.
* Reviewed and evaluated support or provision plan, in general a minimum of three plans are required, they need to show changes have been made over time (part of the APDR cycle). This could be an increase in a type of provision, stopping one strategy and replacing it with another or changing an outcome for example.

Best endeavours APDR* Assess – evidence that advice has been sought to identify the needs of the CYP
* Plan - evidence of planning for the CYP
* Do - evidence of putting strategies and /or interventions and/or provision and/or resources in place to support the CYP
* Reviews – evidence to demonstrate the provision and outcomes have been reviewed. (Have outcomes, provision, strategies and interventions been amended, changed, increased, decreased, replaced with an alternative?)
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| **Health Needs*** 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.
* Professional reports from wider agencies/professionals – ensure any of the strategies or interventions recommended by these professionals been implemented and reviewed
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| **Outcomes** * Outcomes must relate to the provision – are they appropriate and relevant (the A and R in SMART)?
* Progress the CYP is making towards achieving their outcomes
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| **Funding*** Evidence about the cost of the provision in place (SCARF, School HNF or FE HNF)
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