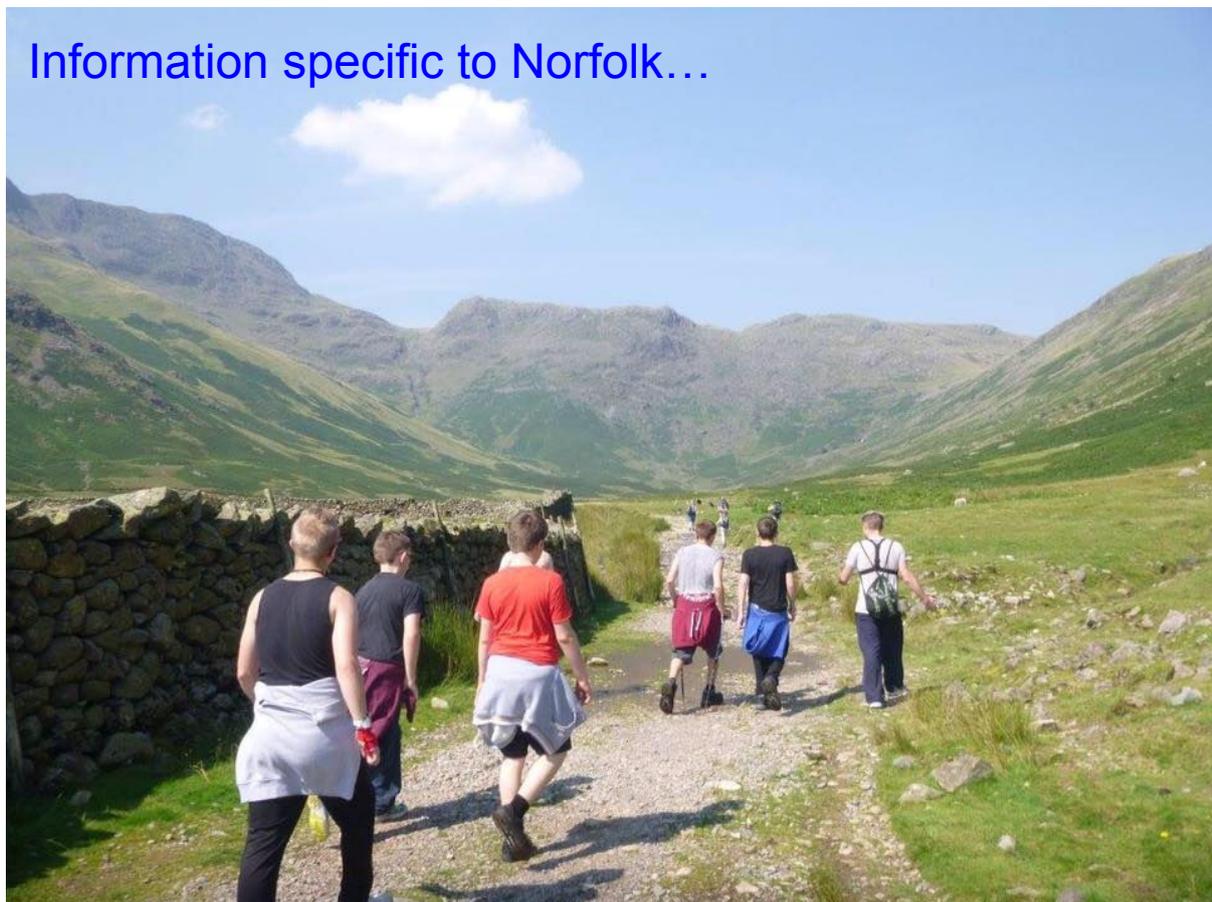




SEN needs

Information specific to Norfolk...



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Introduction to SEN needs of children and young people

Children and Families Act 2014 s.19

When supporting and involving children and young people in exercising a function under Part 3 Children and Young people in England with Special Educational needs or disabilities the local authority must have regard to the following matters in particular

- (a) the views, wishes and feelings of the child and his or her parent, or the young person;
- (b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;
- (c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;
- (d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.

SEN needs are classified under four broad areas of need (Chapter Six of the SEN Code of Practice)

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical health

SEN support and the Cycle of Assess, Plan, Do, Review

Assess

It is the class teacher or subject teacher (working with the SENCO) who is responsible for carrying out a clear analysis of a pupil's needs, drawing on teacher assessments and experience of the pupil.

Plan

Where it is decided to provide a pupil with SEN Support, the parents **must be notified**.

The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with a pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.

Do

The class or subject teacher retains the responsibility for working with the child on a daily basis. They should work closely with any teaching assistants or specialist staff involved and the SENCO should support the class or subject teacher.

Review

Reviews should take place and inform feed back into the analysis of the child's needs. The Code is not prescriptive about how often reviews should take place. However given the requirement to meet with parents three times a year good practice would suggest that such reviews will be at least termly.

Section 6.65 of the SEN Code of Practice: Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. **Schools should meet parents at least three times each year**

The decision to involve specialists can be taken at any time and should always involve parents.

What is an EHC Plan

EHCP's are for children or young people who have a special educational need or disability that cannot be met by support that is usually available in a school or college. EHC plans can continue until the child or young person is 25 but will stop if they:

- Go to university
- Get a job
- Tell the Local Authority they no longer want one
- The Local authority thinks you no longer need one.

EHCP's are guided by the **Children's and Family Act 2014** and the **four core statutory principles** are:

- The views, wishes and feelings of the child and his or her parent, or young person;
- The importance of the child and his or her parent, or the young person, participating as fully as possible in decisions
- The importance of the child and his or her parent, or the young person, being provided with the information and support necessary to make decisions
- The need to support parents, children and young people, achieve the best possible educational and other outcomes.

EHCP's should:

- Be a joint collaboration with children, young people and families at the forefront
- The EHCP should describe what the child, young person can do and has achieved.
- The EHCP should be clear, to the point and understandable by the families.
- The EHCP should be focused on outcomes.
- The EHCP should be clear in terms of transition, this is especially important from year 9 onwards.
- The EHCP should describe how outside (community) support can help.
- The EHCP should always have a review date.

All Local Authorities should have regard for the Section 9.84 of the SEN Code of Practice

'The local authority is not under the same conditional duty to name the provider but must have regard to the general principle in section 9 of the Education Act 1996 that children should be educated in accordance with the parents' wishes, so long as this is compatible with the provision of efficient instruction and training and does not mean unreasonable public expenditure.'

The EHC pathway (20 weeks)

Step 1-3 should take no more than 6 weeks

Step 1

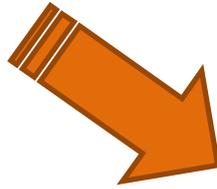
Request for an EHC Plan Assessment received by the Assessment Panel

Step 2

EHC panel consider request

Step 3

Application accepted for an EHC assessment or Application declined (criteria for EHC not met)



Steps 4 -7 should take no more than 8 weeks (assessment planning)

Step 4 (if application accepted)

Contact visit arranged with child/young person and family, gaps identified in information

Step 5

Further information requested if there is not enough information

Step 6

Proposed EHC prepared

Step 7

Proposed EHC approved by panel and resources allocated

Steps 8-10 should take 6 weeks

Step 8

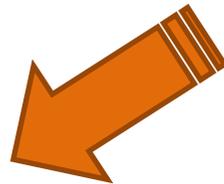
Proposed EHC presented to family, child /young person

Step 9

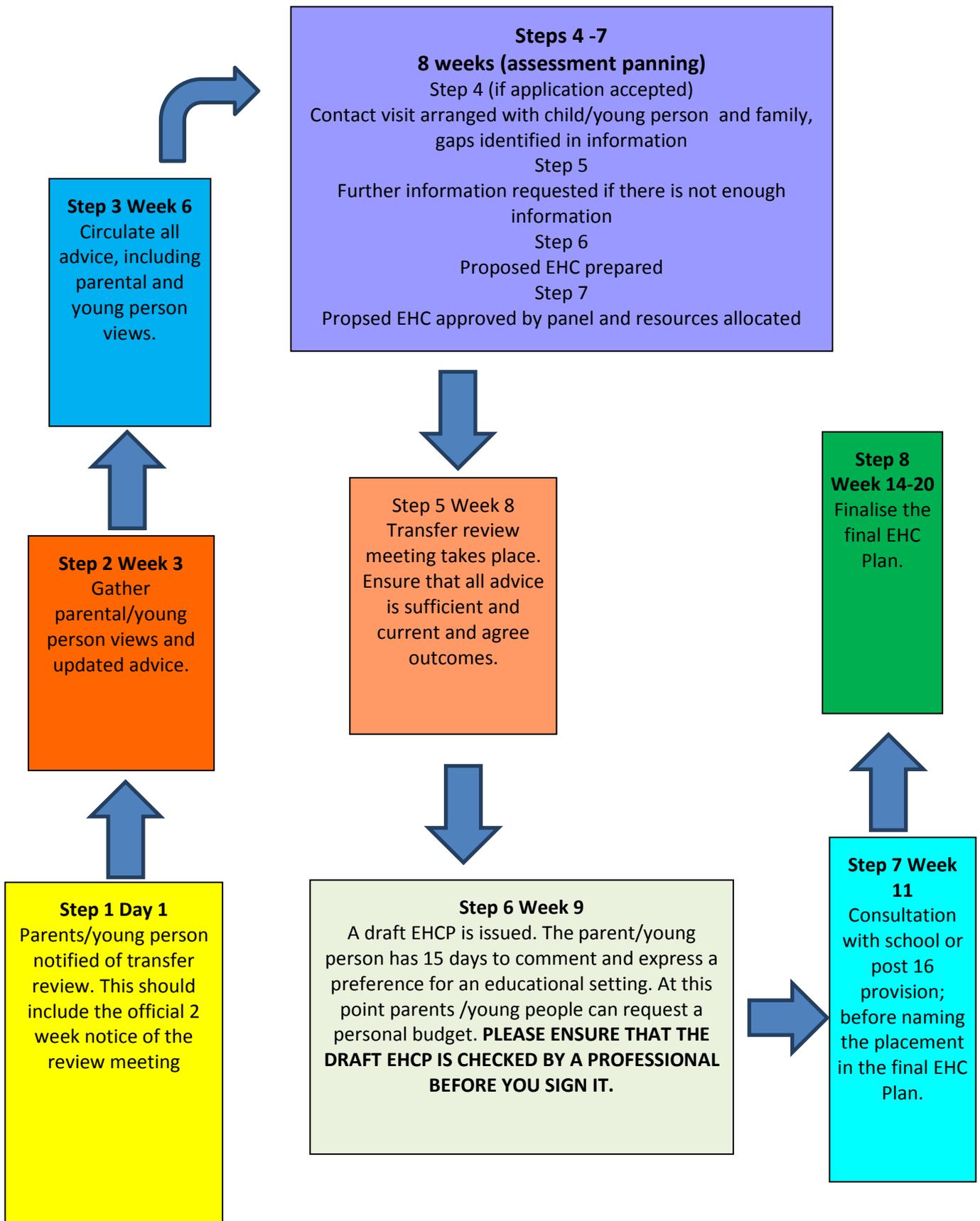
Final EHC approved by panel

Step 10

Final EHC sent to family



The EHC pathway (20 weeks) – in more detail



EHCP Transitions Pathway - Norfolk

For children/young people who require an EHC plan, everything remains the same as for a Statement, under the Education Act 1996. It is expected that all children and young people who currently have a Statement and who would have continued to have one, will be transferred to an EHC plan.

All children young people with a SEN Statement will be transferred by 1st April 2018. In order to meet demand of transfers to EHCP's, the process has changed from 14 weeks to 20 weeks. The transfer review will normally take place when an annual review of the old Statement is due.

The local authority must notify the child's parents or the young person, if they are over 16, 2 weeks prior to the date of the review.

If the local authority refuses to carry out an EHC needs assessment or if they refuse to issue an EHCP following their assessment, you will have a right to appeal to the **Special Educational Needs and Disability Tribunal (SENDIST)**.

Before appeal you will need to contact your **mediation** service within a 2 month deadline. Once you receive the 'mediation certificate' you can then appeal to SENDIST. If you are only appealing Part I (placement), you can go straight to appeal without mediation.

It is advisable that you get expert advice before you start legal proceedings. IPSEA provide a Tribunal help line: 0845 602 9579 for opening times of the tribunal line, you can visit their website www.ipsea.org.uk

Requesting an EHC plan

An EHC needs assessment should be requested

- Whenever a child or young person has a learning difficulty or a disability which is holding them back at school or college
- The parents of the child or the young person believe that the school or college is not able to provide the help and support which is needed

SEN Code of Practice Section 9.14

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early year's 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, 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 of the child or young person's academic attainment (or developmental milestones in younger children) 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. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life

You can make a request for an Educational, Health and Care needs assessment at any time

Information to include when making a request

It is a request for an assessment of a child/young person's Education, Health and Social Care needs under section 36 (1) of the Children and Families Act 2014.

What school/college/out of school the child/young person attends?

The Test the LA must apply in considering this request – Section 38(8)

The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection (7), the authority is of the opinion that—

- (a) The child or young person has or may have special educational needs, and*
- (b) It may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan*

Part one of the test

Your child or young person has or may have special educational needs

- You child/young person is listed as having an SEN already identified by school/college

Or

- You feel that your child/young person has or may have special educational needs (List the reasons why you feel your child has SEN and any evidence you have to support what you are saying i.e. school reports, evidence of exclusions)

Part two of the test

It may be necessary for special educational provision to be made for the child/young person through the issuing of an EHC plan.

State the reasons that the school/ college may not be able to make the provision required to meet your child/young person's needs

I.e. the school/college has not/cannot make the provision that your child may require for instance lack of specialist skills, individual support

Once you have submitted a request – they are required by law to reply to any request within six weeks – this is detailed in SEN regulation 5

5.—(1) the local authority must notify the child's parent or the young person as soon as practicable and in any event within 6 weeks of—

- (a) receiving a request for an assessment under section 36(1) of the Act,

Or

- (b) becoming responsible for the child or young person in accordance with section 24 of the Act of its decision whether or not it is necessary to secure an EHC needs assessment for the child or young person

Refusal to Carry out a needs Assessment

Regulation 5(3) details what the Local Authority must notify the parents of when a needs assessment request is declined

- (a) your right to appeal that decision
- (b) the time limits for doing so
- (c) the information concerning mediation (set out in regulation 32) most likely to be Cambridge Family Mediation Service for Norfolk
- (d) the availability of
 - (i) disagreement resolution services – Cambridge Family Mediation Service
 - (ii) information and advice about matters relating to the special educational needs of children and young people – SEN Partnership Norfolk/IPSEA

Information and advice to be obtained as part of an EHC Needs Assessment

This is legally defined in the ‘Special Educational Needs and Disability Regulations 2014 S.6(1)

6.—(1) Where the local authority secures an EHC needs assessment for a child or young person, it must seek the following advice and information, on the needs of the child or young person, and what provision may be required to meet such needs and the outcomes that are intended to be achieved by the child or young person receiving that provision—

- (a) Advice and information from the child’s parent or the young person;
- (b) Educational advice and information—
 - (i) from the head teacher or principal of the school or post-16 or other institution that the child or young person is attending, or
 - (ii) where this is not available, from a person who the local authority is satisfied has experience of teaching children or young people with special educational needs, or knowledge of the differing provision which may be called for in different cases to meet those needs, or

In relation to home-schooling/School refuser/medical needs team

- (iii) if the child or young person is not currently attending a school or post-16 or other institution and advice cannot be obtained under sub-paragraph (ii), from a person responsible for educational provision for the child or young person
- (c) Medical advice and information from a health care professional
- (d) Psychological advice and information from an educational psychologist;
- (e) Advice and information in relation to social care
- (f) Advice and information from any other person the local authority thinks is appropriate
- (g) Where the child or young person is in or beyond year 9, advice and information in relation to provision to assist the child or young person in preparation for adulthood and independent living; and
- (h) Advice and information from any person the child’s parent or young person reasonably requests that the local authority seek advice from.

The SEN code of practice 9.49 makes specific reference to the use of Early Help Assessments (i.e. FSP plans) in EHC needs assessments.

Under Section 9.51 of the SEN code of Practice - The evidence and advice submitted by those providing it:

- Should be clear, accessible and specific.
- Should provide advice about outcomes relevant for the child or young person’s age and phase of education and strategies for their achievement.
- Professionals should limit their advice to areas in which they have expertise.
- They may comment on the amount of provision they consider a child or young person requires

In terms of old reports – SEN Regulation 4

(4) The local authority must not seek any of the advice referred to in paragraphs (1)(b) to (h) if such advice has previously been provided for any purpose and the person providing that advice, the local authority and the child's parent or the young person are satisfied that it is sufficient for the purposes of an EHC needs assessment.

Important Questions

How recently was the advice obtained?

Does it deal with outcomes which will need to be included in an EHC plan?

Is it sufficiently detailed about education, health and care needs of the child?

Is it sufficiently specific and quantified about the provision to meet the child's special educational needs?

Social Care Reports where the family have no involvement with Social Care (Regulation 6(1)(e))

In relation to point (e), (advice and information in relation to social care), it is not uncommon for local authorities to receive a response from social care stating "not known to this service".

If a professional responds in this manner they are in breach of Regulation 6(1) because the response given is not advice and information about your child/young person's needs; outcomes and provision.

Advice and information from any person where reasonably requested by the parent/young person

For example with a child whose main issue is communication, it seems likely that a request for advice from a Speech and Language therapist would be reasonable.

However if parents already have their own advice and reports i.e. private reports from Psychologists/Occupational Therapists, these can be submitted together with the parents own input under 6 (1) (a) to ensure that they form part of the assessment process.

SEN regulations 8 – A professional providing the advice under SEN Regulation 6 must comply with the request within 6 weeks of the date on which they receive it

8.—(1) Where a local authority requests the co-operation of a body in securing an EHC needs assessment in accordance with section 31 of the Act, that body must comply with such a request within 6 weeks of the date on which they receive it.

(2) A body need not comply with the time limit referred to in paragraph (1) if it is impractical to do so because—

(a) exceptional circumstances affect the child, the child's parent or the young person during that 6 week period;

(b) the child, the child's parent or the young person are absent from the area of the authority for a continuous period of not less than 4 weeks during that 6 week period;
or

- (c) the child or young person fails to keep an appointment for an examination or a test made by the body during that 6 week period.

SEN Regulation 7

When securing an EHC needs assessment a local authority must—

- (a) consult the child and the child's parent, or the young person and take into account their views, wishes and feelings;
- (b) consider any information provided to the local authority by or at the request of the child, the child's parent or the young person;
- (c) consider the information and advice obtained in accordance with regulation 6(1);
- (d) engage the child and the child's parent, or the young person and ensure they are able to participate in decisions; and
- (e) Minimise disruption for the child, the child's parent, the young person and their family.

SEN Regulation 9 – SEND Partnership and Scope [Provision of advice, information and support to parents and young people]

When securing an EHC needs assessment the local authority must consider whether the child's parent or the young person requires any information, advice and support in order to enable them to take part effectively in the EHC needs assessment, and if it considers that such information, advice or support is necessary, it must provide it.

In Norfolk this is provided by the following:-

[http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-\(SEN\),-Norfolk](http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-(SEN),-Norfolk)

<http://www.norfolksendpartnershiass.org.uk/>

The EHC Plan – What should it include?

Outlined legally in the SEN Regulation 12

Specifics outlined in SEN regulation 12

12.—(1) When preparing an EHC plan a local authority must set out—

(a) the views, interests and aspirations of the child and his parents or the young person **(section A)**;

(b) the child or young person’s special educational needs **(section B)**;

(c) the child or young person’s health care needs which relate to their special educational needs **(section C)**;

(d) the child or young person’s social care needs which relate to their special educational needs or to a disability **(section D)**;

(e) the outcomes sought for him or her **(section E)**;

(f) the special educational provision required by the child or young person **(section F)**;

(g) any health care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having special educational needs **(section G)**;

(h) (i) any social care provision which must be made for the child or young person as a result of section 2 of the Chronically Sick and Disabled Persons Act 1970(a) **(section H1)**;

(ii) any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having special educational needs **(section H2)**;

(i) the name of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person **(section I)**; and

(j) where any special educational provision is to be secured by a direct payment, the special educational needs and outcomes to be met by the direct payment **(section J)**,

<p>(A) The views, interests and aspirations of the child and their parents, or of the young person</p>	<p>Your child/young person's aspirations and goals for the future</p> <ul style="list-style-type: none"> - Could include employment - Further Education - Future living arrangements <p>Young people and children should be given an opportunity to create a wishes and feelings document for this process</p> <p>If you are quoting a child/young person or paraphrasing this needs to be clear</p>	<p>KEY TIPS</p> <ul style="list-style-type: none"> - Try and get the young person or child to talk it through with a designated person who they are comfortable talking with. - Doesn't have to be written could be done using art
<p>(B) The child or young person's special educational needs (SEN)</p>	<p>All of your child or young person's identified special educational needs must be specified</p>	<p>Section B is a summary of current and recent assessments for your child/young person's needs</p> <p>This comes under four headings</p> <ul style="list-style-type: none"> - Communication and Interaction - Cognition and Learning - Emotional, Social and Mental health difficulties - Sensory and Physical <p>This section includes the following</p> <ul style="list-style-type: none"> - Baseline assessment – needs compared to peers - Strengths and skills identified in assessments - Needs identified in assessments i.e. identified by Educational Psychologist
<p>(C) The child or young person's health needs which relate to their SEN</p>	<p>The EHC plan must specify any health needs identified through the EHC needs assessment which relate to your child or young person's SEN.</p> <p>Some health care needs, such as routine dental health needs, are unlikely to be related</p>	<p>Section C is a summary of current and recent assessments for your child's health needs</p> <p>This comes under four headings</p> <ul style="list-style-type: none"> - Communication and Interaction - Cognition and Learning - Emotional, Social and Mental health difficulties - Sensory and Physical <p>This section includes the following</p> <ul style="list-style-type: none"> - Baseline assessment – needs compared to

		<p>peers</p> <ul style="list-style-type: none"> - Strengths and skills identified in assessments <p>Needs identified in assessments i.e. identified by Paediatrician, Psychologist/Psychiatrists, Dieticians, Occupational Therapists, Physiotherapists</p>
<p>(D) The child or young person's social care needs which relate to their SEN</p>	<p>The EHC plan must specify any social care needs Identified through the EHC needs assessment which relate to the child or young person's SEN or which require provision for a child or young person under 18 under section 2 of the Chronically Sick and Disabled Persons Act 1970</p> <p>Norfolk County Council may also choose to specify other social care needs which are not linked to the child or young person's SEN or to a disability. This could include reference to any child in need or child protection plan which a child may have relating to other family issues such as neglect.</p> <p>Such an approach could help the child and their parents manage the different plans and bring greater co-ordination of services.</p> <p>Inclusion must only be with the consent of the child and their parents</p>	<p>Section D is a summary of current and recent assessments for your child's social needs</p> <p>This comes under four headings</p> <ul style="list-style-type: none"> - Communication and Interaction - Cognition and Learning - Emotional, Social and Mental health difficulties - Sensory and Physical <p>This section includes the following</p> <ul style="list-style-type: none"> - Baseline assessment – needs compared to peers - Strengths and skills identified in assessments needs identified in assessments i.e. identified by Social Workers/Family Support Workers as part of Norfolk Early Help Family Focus Teams
<p>(E) The outcomes sought for the child or the young person</p>	<p>A range of outcomes over varying timescales, covering education, health and care as appropriate</p> <p>The provision should help the child or young person achieve an outcome, it is not an outcome in itself</p> <ul style="list-style-type: none"> • Steps towards meeting the outcomes • The arrangements for monitoring progress, including review and transition review arrangements and the arrangements for setting and monitoring shorter term <p>Section Information to include targets by the early years provider, school, college</p>	<p>Is likely to be only 5 or so identified outcomes and link in with identified needs under Section A to C</p> <p>Examples:</p> <p>Your child/young person achieves expected attainment levels</p> <p>Your child/young person can say how they feel</p> <p>Your child/young person feels accepted by their peers</p>

	or other education or training provider	Your child/young person attends an appropriate educational setting These are just a few examples of the outcomes
(F) The special educational provision required by the child or the young person	<p>Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this support is secured through a Personal Budget</p> <p>Provision must be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes</p> <p>In some cases, flexibility will be required to meet the changing needs of the child or young person including flexibility in the use of a Personal Budget</p> <p>The plan should specify:</p> <ul style="list-style-type: none"> ▪ any appropriate facilities and equipment, staffing arrangements and curriculum ▪ any appropriate modifications to the application of the National Curriculum, where relevant ▪ any appropriate exclusions from the application of the National Curriculum or the course being studied in a post-16 setting, in detail, and the provision which it is proposed to substitute for any such exclusions in order to maintain a balanced and broadly based curriculum ▪ where residential accommodation is appropriate, Section Information to include that fact ▪ where there is a Personal Budget, the outcomes to which it is intended to contribute (detail of the arrangements for a Personal Budget, including any direct payment, must be included in the plan and these should be set out in section J) 	<p>See additional section of this booklet on Section (F)</p> <p>This is the most important section as it deals with exactly what special educational provision will be provided by the education setting</p>
(G) Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN	<p>Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it</p> <ul style="list-style-type: none"> • It should be clear how the provision will support achievement of the outcomes, including the health needs to be met and the outcomes to be achieved through provision secured through a personal (health) budget 	<p>This could include health provision provided for by CAHMS</p> <p>Any therapeutic input such as counselling</p> <p>Any dietician input</p> <p>Any Sensory team input</p>

	<ul style="list-style-type: none"> • Health care provision reasonably required may include specialist support and therapies, such as medical treatments and delivery of medications, occupational therapy and physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies. It could include highly specialist services estate) 	<p>Any ADHD Nursing Team input</p> <p>Any Occupational Therapy input</p>
<p>(H1) Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA)</p>	<p>Section H1 of the EHC plan must specify all services assessed as being needed for a disabled child or young person under 18, under section 2 of the Chronically Sick and Disabled Act 1970</p>	
<p>(H2) Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN</p>	<p>Social care provision reasonably required may include provision identified through:</p> <ul style="list-style-type: none"> - Norfolk Early Help Family Focus - Children in Need Assessments (Section 17) - Child Protection Assessments (Section 47) - <p>Section H2 must only include services which are not provided under Section 2 of the CSDPA.</p> <p>For Children and young people under 18 this includes residential short breaks and services provided to children arising from their SEN but unrelated to a disability. This should include any provision secured through a social care direct payment.</p>	<p>This can include provision details as part of the Norfolk Signs of Safety paperwork action plans</p> <p>i.e. information gathered via Family Support Process</p> <p>Any provision provided by the Children's with Disabilities Team which provides all out of education support to some children/ young people on the Autistic Spectrum</p>
<p>(I) Placement</p>	<p>This is one of the most important parts of the EHC plan. The name and type of the school is put here – these details can only be included in the final plan, not the draft plan</p> <p>PLEASE NOTE THE WHERRY SCHOOL WILL NOT BE NAMED IN THIS SECTION EVEN ON A FINAL EHC PLAN</p>	<p>This part is not finalised until the final plan as the LA needs to be able to consult with multiple schools in the area to ascertain what placements are available that will be able to meet need</p>

<p>(J) Personal Budget (including arrangements for direct payments)</p>	<ol style="list-style-type: none"> 1. This section should provide detailed information on any personal budget that will be used to secure provision in the EHC plan. 2. It should set out the arrangements in relation to direct payments as required by education, health and social care regulations. 3. The special educational needs and outcomes that are to be met by any direct payments must be specified. 	
<p>(K) Advice and information</p>	<p>The advice and information gathered during the EHC needs assessment must be set out in the appendices to the EHC plan. There should be a list of this advice and information.</p>	<p>The list should include brief details of who gave the advice and when, e.g. John Smith, NHS speech and language therapist, 12 October 2014.</p> <p>Copies of all the advice and information gathered during the statutory assessment process should be attached to the EHC plan as appendices</p>

The legalities of ensuring your child or young person’s EHC plan is ‘specific’

Section 37(2) of the Children and Families Act

For the purposes of this Part, an EHC plan is a plan specifying—

- (a) the child’s or young person’s special educational needs;
- (b) the outcomes sought for him or her;
- (c) the special educational provision required by him or her;
- (d) any health care provision reasonably required by the learning difficulties and disabilities which result in him or her having special educational needs;
- (e) in the case of a child or a young person aged under 18, any social care provision which must be made for him or her by the local authority as a result of section 2 of the Chronically Sick and Disabled Persons Act 1970 (as it applies by virtue of section 28A of that Act);
- (f) any social care provision reasonably required by the learning difficulties and disabilities which result in the child or young person having special educational needs, to the extent that the provision is not already specified in the plan under paragraph [\(e\)](#).

Key things to look for in your child/young person’s EHC plan

- what the support is,
- who (in terms of qualifications and experience) should deliver it,
- how often
- how long for

In the SEN code of practice Section F (page 166) it clearly states “Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise,”

Important Case Law –

R V THE SECRETARY OF STATE FOR EDUCATION AND SCIENCE, EX PARTE E [1992] 1 FLR 377 CA

This case was about statements of SEN and will remain relevant for the many children with SEN who will still have statements during the transition period.

The same principles will also apply to the sections of an EHC plan which set out special educational needs and special educational provision (Sections B and F).

Paragraph 9.69 of the SEN and Disability Code of Practice 2014 specifically refers to and confirms the application of the Ex Parte E principles.

For example under Section F, it says “Provision must be specified for each and every need specified in Section B”. This is a principle which comes directly from this case.

L V CLARKE AND SOMERSET COUNTY COUNCIL (1997)[1998] ELR 129

The same principles will apply to the section of an EHC plan which sets out special educational provision (Section F). Paragraph 9.69 of the SEN and Disability Code of Practice 2014 specifically refers to and confirms the application of the principles in this case. For example under Section F, it says “Provision must be detailed and specific, and should normally be quantified, **for example, in the terms of the type, hours and frequency of support and level of expertise...** This is a principle which comes directly from this case.

Schools

Specialist Schools

Chapel Road Special School, Attleborough - <http://www.chapelroad.norfolk.sch.uk/>

Churchill Park Specialist School, Kings Lynn
<http://www.churchillpark.norfolk.sch.uk/page/default.asp?title=Home&pid=1>

Eaton Hall School – Eaton
<http://www.eatonhallacademy.co.uk/>

Fred Nicholson – Dereham
<http://www.frednicholson.norfolk.sch.uk/page/default.asp?title=About%20us&pid=1>

Hall School – Norwich
<http://www.hallschoolnorfolk.co.uk/>

Harford Manor School – Norwich
<http://www.harfordmanor.norfolk.sch.uk/>

John Grant School – Caister on Sea
<http://www.johngrant.norfolk.sch.uk/>

Sheringham Woodfields School - Sheringham
<http://sheringhamwoodfields.co.uk/>

Sidestrand Hall School - Sidestrand
<http://www.sidestrandhall.norfolk.sch.uk/>

The Clare School – Norwich
<http://www.clareschool.co.uk/>

The Parkside – Norwich
<http://www.parkside.norfolk.sch.uk/>

Independent Special Schools

Acorn Park School – Banham
<http://www.acornschoools.co.uk/provisions/acornparkschool/about/>

Copperfield School – Great Yarmouth
<http://benjaminfoundation.co.uk/copperfield-school>

Sheridan School – Thetford
<http://www.priorygroup.com/location-results/item/sheridan-school---thetford>

St Andrews School – Aymerton, Cromer
<http://www.isbi.com/school/2434/st-andrew-27s-school.php>

PLEASE NOTE NEW ECCLES HALL SCHOOL – ECCLES, NORFOLK
<http://www.neweccleshall.com/> - PLEASE CONTACT IF CONSIDERING THIS PLACEMENT

SRB	Specialism	Area	Key Stage	Funded Places	Notes
Dereham Neathered High School (double Unit)	Autism	Breckland	3,4	22	Long term placements only
Open Academy	Autism	City	3,4	10	Long term placements only
The Hewett School	Autism	City	3,4	10	Long term placements only
Sprowston Infant School	Autism	Broadland	Foundation /KS1	10	Long term placements only
Bluebell Primary School	Autism	City	KS2	10	Long term placements only
Cromer Academy Trust	Autism	North	KS3/KS4	10	Long term placements only
Edward Worledge Primary School	Autism	East	KS2	10	Long term placements only
Millfield Primary School	Autism	North	Foundation /KS1/KS2	10	Long term placements only
Cromer Junior Academy	Autism	North	KS2	10	Long term placements only
Nelson Academy	Autism	West	Foundation /KS1/KS2	10	Long term placements only
Attleborough Academy School	Behaviour	Breckland	KS3/KS4	10	Short Term Placements only
The Hewett School	Behaviour	City	KS3/KS4	10	Short Term Placements only
Caister Academy	Behaviour	East	KS3/KS4	10	Short Term Placements only
Mundesley Infant	Behaviour	North	Foundation /KS1	10	Short Term Placements only

Manor Field Infant and Nursery School	Behaviour	South	Foundation /KS1	10	Short Term Placements only
St Michael's Primary School	Behaviour	West	Foundation /KS1	10	Short Term Placements only
The Dyslexia Outreach Service	Learning	County Wide	KS1-4	Outreach only	Service delivered in partnership by Taverham High School, Alysham High School and Milecross Community Primary School
City Academy	Hearing Impairment	City	KS3/KS4	6	Long term placements only – separate admissions process and criteria
Colman Infant and Junior SRB	Hearing Impairment	City	Foundation /KS1/KS2	12	Long term placements only – separate admissions process and criteria
Heartsease Primary Academy	Language	City	Foundation /KS1	10	SRB offers up to 10 short term places at Foundation / KS1 with primary outreach
Southtown Primary School	Language	East	Foundation /KS1	10	SRB offers up to 10 short term places at Foundation / KS1 with primary outreach
Suffield Park Infant and Nursery	Language	North	Foundation /KS1	10	SRB offers up to 10 short term places at Foundation / KS1 with primary outreach
Browick Road Primary School	Language	City and South	Foundation /KS1	10	SRB offers up to 10 short term places at Foundation / KS1 with primary outreach
Terrington St Clements Community School	Language	West	Foundation /KS1	10	SRB offers up to 10 short term places at Foundation / KS1 with primary outreach

Watton Junior	Learning	Breckland	Foundation /KS1/KS2	8	SRB offers up to 8 short term places at KS2 with primary outreach support
George White Junior School	Learning	City	Foundation /KS1/KS2	8	SRB offers up to 8 short term places at KS2 with primary outreach support
Mile Cross Community Primary School	Learning	City	Foundation /KS1/KS2	8	SRB offers up to 8 short term places at Foundation / KS1 and primary outreach support
Hillside Primary School	Learning	East	Foundation /KS1/KS2	8	SRB offers up to 8 short term places at KS2 with primary outreach support

What is an SRB?

SRBs are special educational needs provision hosted by mainstream schools in Norfolk.

There are two broad types of SRB:

- Those offering short term support and / or outreach to home through a school-to-school service for short term support and intervention, outreach support and advice, or a combination of the two.
- Those offering long term, specialist provision.
 - Autistic Spectrum Disorder Bases
 - Deaf Resource Bases
 - The Compass Centre

Each different type of SRB has different eligibility criteria depending on the need it caters for. Download the [individual pupil profiles for SRBs](https://www.norfolk.gov.uk/children-and-families/send-local-offer/early-years-education-and-training/schools/support-services/specialist-resource-bases) via <https://www.norfolk.gov.uk/children-and-families/send-local-offer/early-years-education-and-training/schools/support-services/specialist-resource-bases>

Referrals come from the home school where the child attends. Parents and carers must be involved in discussions about SRB placements and agree to the placement. [You can find information about the dates, timeline and timings of the SRB Panels here.](#)

Short Stay Schools for Norfolk <http://www.theshortstayschoolfornorfolk.co.uk/>

The Short Stay School (SSSfN) schools caters for young people throughout the county of Norfolk. They provide an all through environment whose students and pupils range from the age of 5 to 16. The Short Stay School has 4 main functions. Primarily we provide education and support for young people who have been **permanently excluded** from school. The needs and profile of these young people vary tremendously but in the majority of cases our role will be to prepare them for return to a new school within a term or so support them in a successful reintegration to mainstream school.

The SSSFN also operates a commercial behavioural support service for schools entitled "**The Child Support Team**." This multi-disciplinary team uses teacher, support staff and other professionals to provide a holistic approach to supporting young people who are exhibiting challenging behaviour. We are fortunate in being able to offer schools the services of our own Educational Psychologist and Clinical Psychologist as part of this team. Our third main function is to provide education and support to Norfolk Young People who are **unable to attend school due to their medical needs**. Again this is a wide and varied field which encompasses those with both physical and emotional ill health.

Finally the SSSfN is an educational base for **Children who are missing education**. We provide educational packages for any child in Norfolk who is without a permanent school place until such time as their school place can be finalised. In this role we cater for a diverse population which includes those who are new to the county or the country as well as those with significant learning difficulties awaiting more specialist provision

There are 4 main Short Stay Schools for Norfolk

- The Brooklands School in Gorleston
- The Douglas Bader School in Coltishall
- The Locksley School in Norwich
- The Rosebury School in Kings Lynn

Specialist Short Stay Schools - The Compass Centre is a therapeutic and education service in Belton. The Compass team includes teaching and therapeutic staff who work creatively to provide a flexible and individually tailored response to the needs of pupils in order to prepare them for reintegration into mainstream school. The centre offers high quality educational and therapeutic interventions to hard-to-reach young people who would otherwise be placed in residential schools, so irreversibly breaking their attachments to their families and local communities. The culture of this centre is inclusive and working on young people's strengths using an integrated approach to education and therapy. Parents and carers are fully involved in the work and have easy access to the therapists and teachers alike.

There are two Compass Bases one in Belton and one in Pot Rowe (Kings Lynn)

The Pinetree School builds independent lives for learners aged 11 – 16 with Special Educational Needs. The School specialises in re-engaging highly anxious, vulnerable young people who demonstrate complex social and emotional responses to their learning and within their community.

We have students with a variety of SEND including:

- ASD or ADHD
- Speech and language disorder
- Attachment Disorder
- Oppositional Defiance Disorder
- Social Communication Disorder

Important Resources and Links

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/support-services/autistic-spectrum-disorder-specialist-support-assistant-team> - The Autistic Spectrum Disorder Specialist Support Assistant (ASD SSA) team deliver services to children, schools and others in Norfolk. It is a free at point of delivery service, funded through the designated school grant.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/support-services/specialist-resource-bases> - SRBs are special educational needs provision hosted by mainstream schools in Norfolk.

Those offering short term support and / or outreach to home through a school-to-school service for short term support and intervention, outreach support and advice, or a combination of the two.

- Learning and Cognition Bases (including the Dyslexia Outreach Services)
- Speech Language and Communication Bases
- Behaviour Bases

Those offering long term, specialist provision

- Autistic Spectrum Disorder Bases
- Deaf Resource Bases
- The Compass Centre

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/the-local-offer/meet-the-teams/the-send-advisory-team> - The SEND Advisory Team is the champion for children and young people with SEND in Norfolk maintained schools and academies. They are responsible for providing SEND advice, challenge, guidance and support to educational providers in accordance with current SEND legislation. Support is offered through the cluster model with each SEND Adviser taking responsibility for a caseload of clusters. The Early Years Inclusion Advisors work with Early Years providers including private, voluntary, independent settings, maintained nurseries and childminders.

IPSEA - <https://www.ipsea.org.uk/> IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities. IPSEA gives advice and support on:

- Local Authorities' legal duties to assess and provide for children with special educational needs
- Exclusions of children with special needs/disabilities
- Action/inaction by Local Authorities and/or schools which discriminate against children and young people with disabilities.

IPSEA also provides training on the SEN legal framework to parents, professionals and other organisations.

SEN Local Offer for Norfolk County Council - <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Keep in touch

Find out more about how we can help you and your family, and how you can get involved with our work. Just fill in this form and post it back to us

Title
First Name
Surname
Address (line 1)
Address (line 2)
Address (line 3)
Town
Postcode
Telephone number
Mobile number
Email address

ASD Helping Hands would like to keep you informed about our services, upcoming news, events and fundraising activities. We will look after your data as set out in our privacy and data protection policy.

If you prefer not to receive information by post, please tick this box

If you prefer not to receive information by telephone, please tick this box

We'd like to keep in touch by email, if you are happy with this, please write your email address in the space provided above

What is the date of birth of the person you are contacting us about?

□□ / □□ / □□

We would like to tailor our communication with you to ensure they are relevant to your interests.

What is your connection with autism?
(Please tick all that apply)

I am autistic

I am the parent/carer of someone on the Autistic Spectrum

Someone in my family is diagnosed with autism

I know someone who's autistic

I am a professional working in the field of autism

I have another connection with autism
Please Specify _____

I have no connection with Autism

Please return this form to:
Room 219 Breckland Business Centre
St Withburga Lane
Dereham
Norfolk
NR19 1FD

“ASD Helping Hands will support all service users affected by an Autistic Spectrum Disorder (ASD) regardless of age or what stage of life they are at. We aim to offer guidance, practical advice and support whether you are personally affected or you are an associated family member, carer, friend or professional. We will actively champion the rights of all people affected by ASD’s and aim to make a positive difference to their lives while delivering a service that is accessible, reliable and trustworthy.”

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The organisation is for all affected by the Autistic Spectrum, this covers a wide variety of difficulties. We believe that all families and individuals have the right to good quality information, support and guidance in order to promote empowerment to allow positive choices to be made, enabling access to the same opportunities as everybody.

Currently working across Norfolk and Suffolk

ASD Helping Hands

219 Breckland Business Centre
St Withburga Lane
Dereham
Norfolk
NR19 1FD

Autism Helpline: 01362 853018
Email: asdhelplinghands@gmail.com
Website: www.asdhelplinghands.org.uk

ASD Helping Hands is a voluntary organisation and relies on voluntary income to support its work, including the development of resources like this one for parents and carers

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