

## Solihull Threshold Criteria for Statutory Assessment

- The special educational needs and disabilities of the vast majority of children and young people can be met within universal (mainstream provision). Only those with the most exceptional level of needs will require an EHC Plan in order to meet needs. Funding is provided to all schools and settings to enable provision to be made that is 'additional to' and 'different from' their core offer. Schools must put in place SEND Support measures and cover the cost of SEND support from their overall school budget (Element 1 – age weighted pupil unit and element 2 – notional SEN budget) up to £10K.
- An Education, Health and Care Plan is the means by which a child/young person with special educational needs (within the 2-3% of the most complex proportion of the population) achieves the best outcomes possible – through the co-ordination of a multi-agency response
- An Education, Health and Care Assessment is the means by which we identify 'special' needs and the specialist provision required to meet them; the outcomes we expect a child/young to achieve and the resources that will be required to achieve these outcomes. These needs are more significant and complex than can be met at SEND Support within the graduated approach, including deployment of the specialist support services available to all schools, settings and academies.
- Schools' 'SEND support' will include three cycles of plan – do – review, adaptations to the curriculum, teaching strategies, assessment, organisation, staffing, leadership and management, and governance. It will also include seeking specialist advice from outside the school – this may be from a range of services and providers (for example - advisory teachers, educational psychologists). Local authority guidance on what is expected is published on the Local Offer website [[insert hyperlink](#)].
- If providers are confident that SEND Support is not sufficient to meet needs, and they are able to demonstrate evidence of meeting the criteria below, they can apply for a statutory needs assessment

## Criteria for completing a statutory needs assessment:

We consider a 'Statutory Needs Assessment' when referrers are able to demonstrate the following (by submitting evidence that shows...):

1. That special educational needs and disabilities have been identified (assessment, progress records, work samples show learning difficulties and rule out under-achievement due to other issues) – and
2. The school has made best use of available resources (school balances, provision map – review and re-alignment of existing resources to reflect changing needs)
3. The school have implemented the graduated approach robustly and appropriately; employing sufficient strategies, adjustments and support to teaching, learning, the curriculum and organisation of the learning environment. External support has been provided (showing full and robust implementation of advice and recommendations). This includes demonstrating that SEND Support (Plan – do –review) has been consistently implemented for at least three terms (unless needs are exceptional – beyond the scope of SEND support). Note: Baseline attainment information, progress and the impact of interventions should be provided with the request for statutory needs assessment.
4. Summative evidence that shows special educational needs fall outside the scope of what is available through the graduated approach and requires a specialist and on-going multi-agency package of support for the child/young person.