

Support Service for Special Educational Needs

SSSEN Criteria for Allocation on EHCPs, GRIPs and ETAEYS

Support from SSSEN is agreed when the child has significant barriers to learning and complex learning needs. Whilst a decision will be made by considering all aspects of each individual child, there are several key points of guidance to inform whether SSSEN is appropriate as provision.

- ‘Significant’ can be interpreted by looking at the delay in learning. The upper threshold of delay is two years linked to children in Year 2 (end of Key Stage 1) still working at P Levels and not National Curriculum expectations ie for children in Year 2 the upper threshold would be P8. This can be then translated for other year groups. The current changes in assessment means that schools may submit various levels based on different National Curriculum assessment packages and these cannot always be easily interpreted. However, it is not sufficient to make a decision only based on evidence stating that a child in Year 5 is working on Year 3 National Curriculum objectives etc. Standardised assessments with chronological age band equivalents provide more specific evidence.

P Levels are still valid specific assessment evidence, as are EYFS assessments providing these are broken down into age bands clearly.

Nursery or Reception age – Upper threshold approximately half the child’s chronological age on EYFS assessments, evidenced in more detail than just generalised age band references.

Year 1 – Upper threshold at end of Year 1 – P7

Year 2 – Upper threshold at end of Year 2 – P8

Year 3, 4, 5 & 6 – Either P Levels or standardised assessments showing a delay of at least two years

- The ‘significant’ delay of more than two years must also be evidenced across several areas of learning ie language, reading, writing, spelling, mathematics to demonstrate that the needs are complex.

For example, a delay of two years in only one area would not lead to SSSEN being allocated.

- In addition the cause of the learning delay needs to be considered. If the child’s primary need is SEMH and the child may not have been accessing the full school curriculum, then this would not necessarily indicate complex **learning** needs. Similarly if a child has health/medical needs and has missed time in school, then again this may be more linked to accessing

education rather than a complex **learning** need. It is important that the delay can be evidenced and linked to **cognition and learning** as the primary need.

- Individual consideration will be given to children whose primary need is not cognition and learning. For example, communication and interaction or sensory needs may link to a delay in areas of learning, but SSEN will be allocated based on **additional** difficulties in **cognition and learning** rather than a delay associated with a different primary need.
- In terms of specific learning difficulties, most children with Dyslexia/Dyspraxia/Dyscalculia should be able to be supported by school staff. SSEN can only be allocated for those with severe needs.
- It is also important to consider the school provision in place to meet the needs already ie if a school have not focused on appropriate interventions to meet the needs within their normally available resources then SSEN are unable to be allocated as additional support.
- For children in Year 6 with a GRIP plan, SSEN will support for a year from the start date of the GRIP approval. However, primary schools should be making applications at the start of Year 6 unless the child has arrived from another school/Local Authority. Realistically unless an application has been approved by the mid-way point of Year 6 ie February half term, in which case SSEN would support until this point in Year 7, then the primary school should not be making the application. In the Summer term it would be too late for a primary school to send in a Plan based on their own provision unless they are working together with the secondary school and the Plan reflects the secondary provision. SSEN would not be allocated for any applications sent in the summer term of Year 6, but would offer advice and guidance to the school.
- The above guidance will be applied to all SSEN referrals to ensure that allocation of provision is equitable and transparent. All referrals must be approved by the Head of Service or a member of the SSEN Senior Leadership Team.

Criteria will be reviewed regularly and updated to take into account further changes in assessment protocols, for example as a result of the Rochford Review.