Document: Terms of Reference – EHC Panel

Author: <insert author>

Version: <insert version>

**Status:** <delete as appropriate - draft/final>

**Date:** <insert date>

**Document Location -** The Final Version of the completed document with sign offs will be held in <insert link to the document>

**Document History**

| Version | Date | Author | Change Status |
| --- | --- | --- | --- |
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**I have read and agree to operate within the Terms of Reference as set out in this document:**

| Name | Job title | Role | Signature |
| --- | --- | --- | --- |
|  | Head of Service Education | Chair |  |
|  | Transition Manager | Deputy Chair |  |
|  | EHC Assessment Team Manager | Resource management specialist |  |
|  | EHCP Monitoring and Review Officer | EHC Assessment Team Manager Deputy |  |
|  | Principal Educational Psychologist | Education psychology specialist |  |
|  | Educational Psychologist | Principal Educational Psychologist’s Deputy |  |
|  | Education Quality Manager – Virtual School for Vulnerable Pupils | Educational development specialist / children in care specialist |  |
|  | PEP Officer | Education Quality Manager Deputy |  |
|  | Head of Service – Children’s Safeguarding | Children’s Social Care Lead |  |
|  | CWD Principal Team Manager | CWD specialist |  |
|  | Deputy Team Manager | Children’s social care / Children with Disabilities specialist Deputy |  |
|  | Clinical Manager Specialist Services | Health provider specialist |  |
|  | Clinical Lead – CAMHS | CAMHs provider specialist |  |
|  | Family Service Manager - Early Help Division | Early Help specialist |  |
|  | Early Years SEND Officer | Early years / portage specialist |  |
|  | Area SENCO | Early years / portage specialist |  |

**1.1 INTRODUCTION**

1.1 The Terms of Reference (TOR) describe Warrington’s arrangements for decision making at the Education, Health and Care (EHC) Panel.

**2.0 BACKGROUND**

2.1 Part 3 of the Children and Families Act 2014 places a responsibility on the council and its partners to work together and identify and meet the needs of children and young people with special educational needs and/or disabilities (SEND) from birth to 25 years. This includes establishing arrangements which support robust multi-disciplinary decision making in relation to:

1. Whether a child/young person meets the eligibility criteria for an Education, Health and Care (EHC) Assessment and Plan; and
2. The equitable allocation of resources to meet the needs of children and young people.

2.2 In Warrington, there is one Panel known as the EHC Panel with different responsibilities:

1. The first part of the meeting the Panel approves / declines requests for the Statutory Assessment of the education, health and care needs of children and young people from birth to the age of 25 years.
2. In the second part of the meeting the Panel determines the most appropriate response to the information provided which includes:

* Agreeing new plans;
* Approving and declining new requests for funding to support EHC Plans and high needs medical funding;
* Changes to education provision, including top-up funding and changes to education placements;
* Requests for sensory and occupational therapy equipment; and
* Requests to cease existing EHC Plans.

**3.0 CONFIDENTIALITY**

3.1 **Panel members and observers must ensure that all information, which has been shared at the panel meeting, is treated as confidential. No details of individual cases, panel agenda or panel discussion, should be discussed or continued outside the room on the day of the panel, or at any other time.**

**4.0 ELIGIBILITY CRITERIA AND ENTITLEMENT**

**4.1 Eligibility for an EHC Plan**

4.1.1 Eligibility for an EHC Plan is defined in the SEND Code of Practice 2014 and is determined by the level of complexity of a child/young person’s special educational needs. This is described in further detail in Warrington’s ‘Special Educational Needs: Criteria Thresholds for Requesting Statutory Assessment’ attached as Appendix 2.

4.1.2 All members participating in the Referral and Resource Panel must refer to the Criteria Thresholds to guide their decision making about which children and young people qualify for an Assessment.

4.1.3 Children and young people with health and/or care needs may have had their needs assessed separately through health and/or care systems. **These children and young people are only eligible for an Assessment if their needs impact significantly on their educational development and progress.**

**5.0 FUNCTIONS OF THE PANEL**

**5.1 Statutory Assessment**

5.1.1 The EHC Panel will review requests for a Statutory Assessment from schools, settings, parents, young people, health providers and social care, who have provided evidence about the child/young person’s special educational needs. This should include:

|  |  |
| --- | --- |
| **Early Years / Foundation Stage Setting** | * EHC Needs Form (Early Years / Foundation Stage Setting) * Education Psychology report * Transition report * Tracking reports * Report describing how you have supported the child * Individual costed provision map (for nurseries attached to schools only). |
| **Primary Education Setting** | * EHC Needs Form (Primary Education) * School reports * Education Psychology report * Individual costed provision map. |
| **Secondary Education Setting** | * EHC Needs Form (Secondary Education) * School reports * Education Psychology report * Individual costed provision map. |
| **Post 16 Education Provider** | * EHC Needs Form (Post 16 Education) * School reports * Education Psychology report * Individual costed provision map. |
| **Parent / Young Person** | * EHC Needs Form (Parent /Young Person) * Any available reports (Educational Psychologist, Specialist Teacher, health and or social care). |
| **Other** | * EHC Needs Form * Any available reports (Educational Psychologist, Specialist Teacher, health and or social care). |

5.1.2 Where the appropriate evidence has not been provided, the request will be returned to the referrer for additional information and will not be considered by Panel until the evidence is submitted.

5.1.3 Provision maps should show the targeted interventions and support in place and the impact it has had, including the appropriate use of element 2 (£6,000). Professional assessment reports should identify the education, health and care needs that have been assessed and the recommendations made.

5.1.4 Evidence should be provided by the referrer as to whether the Specialist Lead Teacher has had involvement and provided support to schools around individual children.

5.1.5 The Panel will come to a decision about whether the evidence presented in the case meets the eligibility criteria and should proceed to an EHC Assessment.

**5.2 Requests for resource allocation to support EHC Plans**

5.2.1 In the second part of the meeting, the Panel is responsible for:

1. Deciding whether or not an EHC Plan should be issued following an assessment of need; and
2. Agreeing the level of top-up funding which will be allocated to a setting/school in accordance with the child’s needs; or

Recommending the most appropriate alternative education placement which will meet the child’s needs.

5.2.2 The Panel is also responsible for reviewing the changes recommended through the Annual Reviews of EHC Plans. A clear rationale should be provided by the referrer about any changes, including requests to maintain, increase or reduce resources and whether it is appropriate to cease an EHC Plan to enable the Panel to come to an appropriate decision.

**6.0 CHAIR OF THE PANELS**

6.1 The Panel will be chaired by the Head of Service for Education whose role it is to ensure that:

* All cases are considered fairly in line with the eligibility criteria;
* There is consistency in decision making; and
* There are no conflicts of interest when decisions are made about cases.

6.2 In their absence responsibility for these functions is delegated to the Chair’s Deputy the Transition Manager.

**7.0 PANEL MEMBERS AND THEIR RESPONSIBILITIES**

7.1 The Panel will be attended by a range of core (C) and optional (O) members set out in the table below:

| C/0 | Name | Job title | Role | Deputy |
| --- | --- | --- | --- | --- |
| C |  | Head of Education | Chair | Transition Manager |
| C |  | EHC Assessment Team Manager | Resource management | EHCP Monitoring and Review Officer |
| C |  | Principal Educational Psychologist | Education psychology | Educational Psychologist |
| C |  | Education Quality Manager | Educational development | PEP Officer |
| C |  | Head of Service – Safeguarding | Children’s social care representative | Head of Service – Children in Care |
|  |  | Deputy Team Manager | Children with Disabilities specialist | Short Breaks Manager |
| C |  | Clinical Manager Specialist Services | Health Provider representative | Warrington Speech and Language Therapy Team Leader |
| C |  | Clinical Lead – CAMHS | CAMHs provider specialist | Operational Manager |
| C |  | Families Service Manager | Early Help specialist | Head of Service Early Help |
| O |  | Early Years SEND Officer | Early years / portage | N/A |
| O |  | Area SENCO | Early years / portage | N/A |

7.2 Representatives from the school sector will be invited to attend the Panel on a rotational basis.

7.3 Where members are unable to attend Panel meetings their Deputy must attend on their behalf.

7.4 The Chair and Panel members must:

* Read all of the case information in advance of the Panels convening, form their own view on the case and bring this to the meeting for discussion with other Panel members.
* Consider each case individually, including the evidence presented in line with the eligibility criteria and complete the checklist attached as Appendix 2 prior to attending the meeting.
* Uphold confidentiality in all cases discussed at the Panels and act in accordance with the Data Protection Act.
* Not advise on decisions about cases which they are directly involved in and declare where there may be a conflict of interest. In these circumstances a Panel member is prohibited from influencing any decisions made about whether the request for an assessment should proceed or on the level of resources to be allocated to that child/young person.
* Work together to safeguard children and young people at risk of harm and refer cases to Early Help or Children’s Social Care in line with the Thresholds for Access to Services.

7.4 All Panel members should serve for a period of two years with the option of renewing their membership for longer. This should support the continuity of decision making.

**8.0 DECISION MAKING**

8.1 Members are required to offer advice and recommendations and every effort should be made to come to a consensus about how the case should proceed. Final responsibility for decisions is with the Chair of the Panel.

8.2 To enable effective and informed decisions to be made it is expected that all Panel members will be involved in every case discussed (unless there is a conflict of interest) and not just the cases within their area of responsibility.

**9.0 QUORACY**

9.1 For the Panels to be quorate there must be at least five of the eight core members present at the meeting and if less attend the Chair will defer the cases for discussion to the next meeting.

9.2 Where deferment of the meeting will impact on the statutory timescales and manageability of the Panel, the Chair will ask the Panel Administrator to coordinate a virtual Panel and ask for Panel members to submit their decisions on each of the cases back to them. These will be collated by the Panel Administrator and presented to the Chair for moderation.

9.3 In all cases where a Panel meeting has to be cancelled, as much notice will be given to attendees as possible. This will be dependent on Panel members and deputies notifying the Administrator and Chair of their inability to attend in advance of the meeting.

**10.0 FREQUENCY OF MEETINGS**

10.1 The Panel will convene on a weekly basis throughout the academic year.

**11.0 BUSINESS SUPPORT**

11.1 The Panel Administrator is responsible for inviting members to the meetings via Outlook. All members will receive a text reminder two days prior to the meeting taking place where a mobile number has been provided. Contact details for the Panel members are attached as Appendix 3.

11.2 The case information for the Panel must be forwarded to the appointed Panel Administrator by 12 noon on the Wednesday prior to the scheduled meeting at: [insert](mailto:ehcreferralandresourcespanel@warrington.gov.uk) email address.

**12.0 Appendices**

* Appendix 1 – Criteria for Statutory Assessment
* Appendix 2 – Checklist for Statutory Assessment
* Appendix 3 – Panel Member Contact Details.

**Appendix 1 – Criteria for Statutory Assessment**



**Appendix 2 – Checklist for Statutory Assessment**

1. **COGNITION AND LEARNING NEEDS**
2. **Learning Difficulties in the Foundation Stage**

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| Evidence of appropriate intervention and evaluated outcomes through assessment for learning over time. |  |
| Evidence that the pupil is working at a functionally significantly lower level of functioning than similar age peers:   * Moderated Foundation Stage profile outcomes * Evidence of rate of progress over time |  |
| Rate of progress on key and associated skills is tracked and recorded. |  |

|  |  |
| --- | --- |
| **Thresholds** | **Yes/No** |
| Performance against moderated Foundation Stage Profile. |  |

1. **Profound and Multiple Learning Difficulties and Severe Learning Difficulties**

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| Evidence of appropriate intervention through assessment for learning and evaluated outcomes. |  |
| Evidence that the pupil is working at a considerably lower level than similar age peers using:   * Foundation Stage profile * P levels * Evidence of rate of progress over time. |  |
| Rate of progress on key and associated skills is tracked and recorded over time. |  |

1. **Specific Learning Difficulties**

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| Evidence of intervention through assessment for learning and evaluated outcomes. |  |
| Evidence of appropriate intervention and evaluated outcomes through assessment for learning over time using:   * Evidence of difficulties with reading and spelling at the word level * Evidence of the provision of appropriate learning opportunities (e.g. structured multi-sensory teaching) * Evidence of rate of progress over time (for example, via precision teaching and other methods of tracking progress). |  |
| Rate of progress on key and associated skills is tracked and recorded over time. |  |

|  |  |
| --- | --- |
| **Thresholds** | **Yes/No** |
| Evidence of significant difficulties in key skills of reading, spelling, number skills and associated difficulties as shown through NC Levels and P levels (see Cognition and Learning charts). |  |
| Performance on measures of attainment in the bottom **1 %** of pupils of their age. |  |

1. **Moderate Learning Difficulties**

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| Evidence of intervention through assessment for learning and evaluated outcomes. |  |
| Evidence of the provision of appropriate curricula access and learning opportunities. |  |
| Evidence of appropriate intervention and evaluated outcomes through assessment for learning using:   * National curriculum levels and P levels * Assessment of cognitive skills * Evidence of appropriate intervention and rate of progress with key skills (e.g. speech and language, literacy and numeracy). |  |
| Evidence of rate of progress over time. Rate of progress on key and associated skill should be tracked and recorded. |  |

|  |  |
| --- | --- |
| **Thresholds** | **Yes/No** |
| Performance using P- Scales and National Curriculum Levels (see Cognition and Learning chart). |  |
| Performance on measures of cognitive skills in the bottom **1%** of pupils of their age. |  |

1. **Ceasing to Maintain a Statement**:

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| The child’s levels of attainment and/or cognitive skills have significantly improved. |  |
| The pupil’s difficulties do not significantly impede child’s access to the curriculum, and do not give rise to other emotional and behavioural difficulties. |  |
| The pupil’s progress in the curriculum is no longer significantly impeded by their learning difficulties. He/she is now able to take part in differentiated classroom activities and to participate in aspects of school life in line with their peers. |  |

1. BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT NEEDS
2. **Criteria for undertaking a Statutory Assessment**

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| There has been little measurable progress despite targeted and appropriate intervention, planned strategies and co-ordinated involvement of agencies. Adequate progress would be defined as progress that closes the gap or prevents the gap widening when compared to school age peers. |  |
| The curriculum has been differentiated to match the pupil’s level of ability and that appropriate learning and behaviour support has been provided. |  |
| The pupil’s difficulties have been evident for a considerable duration despite collaboration and intervention at School Action and School Action Plus. |  |
| The pupil’s behaviours are very frequent in occurrence. |  |
| The pupil’s behaviours are evident in a variety of school situations and are common to the majority of staff who have contact with the pupil. |  |
| The pupil’s behaviours appear severe, long term and complex. |  |
| The pupil’s Behaviour, Emotional and Social Development Needs and Difficulties prevent them from meeting the emotional, behavioural and social expectations of the school environment. |  |
| There has been little measurable progress despite targeted and appropriate intervention, planned strategies and co-ordinated involvement of agencies. Adequate progress would be defined as progress that closes the gap or prevents the gap widening when compared to school age peers. |  |
| The curriculum has been differentiated to match the pupil’s level of ability and that appropriate learning and behaviour support has been provided. |  |

1. **Criteria for Ceasing to Maintain a Statement**:

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| The pupil’s emotional development and behavioural skills have significantly improved. |  |
| A significant discrepancy no longer exists between his/her social, emotional and behaviour skills and age appropriate levels. |  |
| The pupil’s emotional and behaviour difficulties do not significantly impede the development of appropriate social interactions with peers and/or adults, and do not give rise to learning difficulties. |  |
| The pupil’s progress in the curriculum is no longer significantly impeded by emotional and behaviour difficulties. He/she is now able to take part in classroom activities and to participate in aspects of school life in line with their peers. |  |

### COMMUNICATION AND INTERACTION NEEDS

1. **Criteria for Statutory Assessment**

All children considered for a Statutory Assessment should meet 1 below, and at least one of the others.

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| There is clear and recorded evidence that there has been little measurable progress despite targeted and appropriate intervention, planned strategies and co-ordinated involvement of agencies. |  |
| There is clear and recorded evidence that the pupil has non-verbal cognitive skills significantly in advance of their language and communication skills (which may include alternative/augmentative communication systems). |  |
| There is a significant discrepancy between expressive language and receptive language (understanding) or between language abilities and speech production. |  |
| There is clear and recorded evidence, based on specific examples, that the pupil’s communication and interaction difficulties significantly impede the development of appropriate social interactions with peers and/or adults that may give rise to emotional and behavioural difficulties. |  |
| There is clear and recorded evidence that the pupil’s communication/interaction difficulties significantly impede their access to the curriculum and/or their ability to take part in classroom activities or to participate in aspects of school life. |  |

**b) Criteria for Ceasing to Maintain a Statement**:

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| The gap between the pupil’s language and communication skills and their non-verbal cognitive skills has closed significantly. |  |
| A significant discrepancy no longer exists between expressive language and receptive language. |  |
| Their Speech is intelligible. |  |
| The pupil’s communication and interaction difficulties do not significantly impede the development of appropriate social interactions with peers and/or adults, and do not give rise to emotional and behavioural difficulties. |  |
| The pupil’s progress in the curriculum is no longer significantly impeded by communication/interaction difficulties. He/she is now able to take part in classroom activities and to participate in aspects of school life in line with their peers. |  |
| The pupil no longer requires language to be significantly simplified to aid learning. |  |

1. SENSORY AND/OR PHYSICAL NEEDS
2. **Criteria for Statutory Assessment**
3. **Children and young people with physical difficulties**

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| When the child’s physical difficulties significantly affect access to and attainment within or progress within the curriculum. Factors might include a discrepancy between the child’s cognitive abilities and performance; when the pupil has significant self-help and mobility difficulties; and/or the pupils’ condition gives rise to serious safety issues. Qualitative and/or quantitative measures of restriction should be used e.g. the extent to which the child’s needs necessitate additional resources beyond those currently available in a school or setting. |  |
| Pupils may also require intensive, frequent and specialised nursing or other medical/physical care to facilitate that access to educational opportunities. This would be evidenced by an Individual **Care Plan** being in place or evidence that the child is receiving therapy. |  |
| Have significant social, emotional, behavioural and learning difficulties associated with their physical needs. |  |

1. **Children and young people with Hearing Impairment**

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| There is clear and recorded evidence that the child’s Hearing Impairment is creating a marked discrepancy between the pupil’s attainments in core subjects of the National Curriculum and the attainments of the majority of pupils the same age. |  |
| There is a significant discrepancy between the pupil’s attainments in core subjects of the National Curriculum and the expectations of the pupil as assessed by his/her teachers, parents and external specialists who have closely observed the pupil. |  |
| There is evidence of a pupil’s inability to access a broad and balanced curriculum and/or a range of play and learning experiences. |  |
| There is a significant discrepancy in age level or scaled/standard scores between language skills (particularly expressive language skills) and other cognitive skills. |  |
| There is clear substantiated evidence based on specific examples that the pupil’s hearing impairment places the pupil under stress with associated withdrawn or frustrated behaviour. |  |
| There is evidence of a pupil’s inability to discriminate speech sounds appropriately despite audiological intervention. |  |
| There is clear and recorded evidence that the child’s Hearing Impairment is creating a marked discrepancy between the pupil’s attainments in core subjects of the National Curriculum and the attainments of the majority of pupils the same age. |  |
| There is a significant discrepancy between the pupil’s attainments in core subjects of the National Curriculum and the expectations of the pupil as assessed by his/her teachers, parents and external specialists who have closely observed the pupil. |  |
| There is evidence of a pupil’s inability to access a broad and balanced curriculum and/or a range of play and learning experiences. |  |

1. **Children and young people with Visual Impairment:**

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| There is clear recorded evidence of the extent of the child’s visual impairment and its impact on the child’s progress and attainment |  |
| There is a significant discrepancy between the pupil’s attainments in core subjects of the National Curriculum and the attainments of the majority of pupils the same age. |  |
| There is a significant discrepancy between the pupil’s attainments in core subjects of the National Curriculum and the expectations of the pupil as assessed by his/her teachers, parents and external specialists who have closely observed the pupil. |  |
| There is evidence of a pupil’s inability to access a broad and balanced curriculum and/or a range of play and learning experiences. |  |
| The pupil has significant self-help difficulties and/or the pupil’s condition gives rise to significant safety issues. |  |
| There is clear recorded evidence that the child’s visual difficulty significantly impairs his or her mobility, emotional or social development, access to the curriculum, ability to take part in particular classroom activities or participation in aspects of school life. |  |

1. **Criteria for Ceasing to Maintain an EHC Plan**

|  |  |
| --- | --- |
| **Criteria** | **Yes/No** |
| The pupil’s medical condition, physical and sensory abilities have significantly improved. |  |
| A significant discrepancy no longer exists between physical and sensory development, and expected attainments and age level. |  |
| The pupil’s physical, medical and sensory difficulties do not significantly impede the development of appropriate social interactions with peers and/or adults, and do not give rise to learning and/or emotional and behavioural difficulties. |  |
| The pupil’s progress in the curriculum is no longer significantly impeded by physical, and sensory difficulties. He/she is now able to take part in classroom activities and to participate in aspects of school life in line with their peers. |  |

**SUPPORTING INFORMATION FOR PANEL MEMBERS**

# Age, P Level Descriptors and Indicators for Pupils with Learning Difficulties

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Age Relationship** | **Typical Thinking Skills** | **Typical Play Behaviours** |
| **P1 & P2** | **at or below 12 months** | Pulls string to reach a toy.  Uncovers a toy if he/she has seen it covered by a cloth. | Squeezes a toy to produce sound in imitation.  Pushes toy car along. |
| **P3** | **at or below 15 months** | Explores content of book by turning pages.  Takes objects out of container.  Transfers objects from hand to hand.  Points to one named body part e.g. foot. | Waves bye-bye in imitation.  Looks at pictures for at least 3 seconds. |
| **P4** | **at or below 18 months** | Matches like objects, e.g. cars, animals.  Looks in correct place for a toy that has rolled out of sight. | Imitates scribble with a pencil.  Builds a tower of 3 one-inch bricks. |
| **at or below 21 months** | Points to named picture e.g. ball, dog.  Matches object to picture of object, e.g. hairbrush, fork, doll. | Posts shapes in posting box.  Puts 2 pieces in pegboard.  Imitates one adult activity in play e.g. hoovering, cooking, clapping. |
| **P5** | **at or below 24 months** | Completes a simple 3-piece form board.  Finds names picture in a book (e.g. show me the pig). | Play involves a series of actions, e.g. feeds and washes doll.  Pushes 3 bricks along in imitation. |
| **P6** | **at or below 27 months** | Matches textures on request (e.g. soft/hard, rough/smooth).  Unscrews lid. | Plays independently alongside other children.  Imitates a sequence of activities in housework. |
| **at or below 33 months** | Puts together 4 part nesting toy.  Matches 3 colours.  Matches objects to pictures. | Dresses up for pretend play.  Points to big and little on request. |
| **P7** | **at or below 36 months** | Names common pictures.  Matches 3 colours.  Names actions. | Plays ‘dress up’ in adult clothes.  Plays ‘parallel’ to other children but watches them and incorporates elements of their play. |
| **at or below 42 months** | Matches 1:1 (3 or more objects).  Puts together 2 parts of a shape or toy to make whole.  Names big and little objects. | Plays ‘dress up’ in adult clothes.  Plays ‘parallel’ to other children but watches them and incorporates elements of their play. |
| **P8** | **at or below 48 months** | Names 3 colours on request.  Draws a square in imitation.  Moves objects as same and different. | Engages in role and make-believe play.  Imitates adult roles. |
| **at or below 54 months** | Recalls 4 objects seen in a picture.  Repeats familiar nursery rhymes.  Tells what is missing when 1 object is moved from a group of 3. | Enjoys elaborate building with large wooden blocks.  Begins to plan play. |
| **at or below 60 months** | Sings 5 lines of song.  Names/points to missing part of picture/object.  Names first/middle/last position. | Acts out parts of story, playing parts or using puppets.  Joins in more complex and extended co-operative play with larger groups of children. |
| **60+ months** | Looks closely at similarities, differences, patterns and change. | Investigates objects and materials by using all senses as appropriate. |

**COGNITION AND LEARNING**

**Indicators of General Learning Difficulties**

**Curriculum Thresholds (in communication, language, literacy and mathematics)**

|  |  |  |
| --- | --- | --- |
| **End of Year** | **Indicative Performance Levels** | **Illustrative examples of typical achievements** |
| Foundation Stage  Pre-school | First stages of  Foundation Profile | * Begins to respond consistently to familiar people, events and objects * Smiles at familiar people * Accepts and engages in co-active exploration * Performs actions, by trial and improvement/remembers learned responses * Seeks attention through eye contact, gesture or action * Understands words like “no” and “bye-bye” in familiar contexts * Picks up objects using a pincer grip * Explores materials in increasingly complex ways, e.g. banging/rubbing/turning * Uses trial and error to solve simple problems |
| Foundation Stage Reception | First stages of  Foundation Profile | * Responds to simple requests * Repeats 10-20 single words, signs or phrases * Makes linear and circular marks on paper * Shows an awareness of cause and effect |
| 1 | P5 or below | * Follows instructions containing 2 key words * Combines 2 words/signs to communicate meaning * Matches objects to pictures/symbols * Sorts big and small objects |
| 2 | P6 or below | * Asks simple questions to obtain information * Matches letters and short words * Forms some recognisable letters related to name * Uses numbers 1-5 in activities or games |
| 3 | P7 or below | * Communicates ideas about past, present and future events * Understands the conventions of reading and book language * Writes own name from memory and a few other words * Counts 5 objects and rote counts to 10. |
| 4 | P8 or below | * Follows instructions containing 4 key words * Recognises the letters of the alphabet by shape, name and sound * Displays consonants but few vowels in emergent writing * Adds 1 or takes away 1 in practical situations |
| 5 | NC Level 1c or below | * Elaborates answers with additional details * Recognises familiar words, signs or symbols in simple texts * Produces some recognisable letters, words or symbols to convey meaning * Responds to the vocabulary in addition and subtraction |
| 6 | NC Level 1b or below | * Takes turns in conversation within a small group * Uses the knowledge of letters, sounds and words when reading aloud * Writing can generally be understood without mediation * Solves simple practical problems involving addition and subtraction |
| 7 | NC Level 2c or below | * Expresses ideas using appropriate vocabulary * Reads simple, unfamiliar text accurately * Composes sentences and uses some punctuation appropriately * Developing an understanding of place value |
| 8 | NC Level 2b or below | * Listens to speaker and comments appropriately * Uses a range of strategies to establish meaning when reading * Uses narrative and non-narrative forms of writing * Counts, reads, writes and orders numbers to 50 * Organises and classifies lists and tables |
| 9 | NC Level 2a or below | * Communicates on a range of topics with unfamiliar people * Comments on the way text is written and presented * Uses descriptive phrases when writing to add detail or emphasis * Counts, reads, writes and orders numbers to 100 * Understands the operation of multiplication as repeated addition |

**Appendix 3 – Panel Member Contact Details**

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| --- | --- | --- | --- |
| **Name** | **Landline** | **Mobile** | **Email** |
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