

Transforming the customer experience in SEND

West Sussex County Council's special educational needs assessment team has transformed the experience of schools, parents, carers and young people applying for education and healthcare needs assessments for a child within the school environment by creating a tool to guide users through the information maze before offering guidance and an online application form.

The issue and context

Following legislative change in how assessments for special educational needs and disabilities (SEND) were assessed and supported within the educational setting, councils had the task of transitioning all existing Statements of Special Education Needs (SSENs) to the new Education, Health and Care Plan (EHCP) by April 2018.

Against this backdrop, and in line with its corporate customer service vision to provide excellent self-service facilities, West Sussex County Council wanted to take the opportunity to transform the customer's experience with requesting Education Health and Care Needs Assessments (EHCNA) by creating an online application form and automating the process workflow.

The project team planned to work with the Special Educational Needs Assessment Team (SENAT) to implement an e-form for professionals, parents and carers of children with SEND to improve and manage the customer journey for requesting an assessment.

Initial requests were to be submitted via an online form which would use automated workflow throughout the process resulting in a request for an EHCNA which can lead to an EHCP. Customers for this service include parents and school staff who need to participate in the assessment and provide evidence to inform the final plan for the child or young person. Other professionals (NHS, social care, education and so on) could also use the checker for information gathering.

“This project anticipated future developments regarding special educational need assessments in terms of the reduced time frames that we have to process applications on and also in terms of meeting and limiting the increasing demand – so it introduced some technological innovations to make it easier for people to apply for assistance and checklists at the front end to limit demand to reasonable applications.”

Bob Lanzer, Cabinet Member for Corporate Relations

The council applied to the LGA's Digital Channel Shift Programme for £15,000 grant funding – to design and configure the e-form solution for the EHCNA. This would cover the costs of:

- business analysis skills to co-design the customer journey and process
- an e-form developer to create the new form and workflow
- user testing with the customer group and stakeholders.

Digital Channel Shift Programme

The work at West Sussex County Council to support its innovative use of digital technology has been funded through the Digital Channel Shift Programme, which is managed and overseen by the Local Government Association (LGA).

The Digital Channel Shift Programme was set up to help councils and their partners to promote greater use of online tools and technologies for the benefit of both their customers and staff.

The aim is for the digital tools and solutions created through the programme to be reused by other councils and contribute to the wider work to transform local public services.

The project objectives and targets

At the start of the project, referrals from West Sussex schools for EHCNAs used to come into the assessment team via a basic e-form solution, and from parents via the e-form or paper forms, both of which required significant manual intervention.

An essentially manual process followed thereafter where the assessment team sent letters or emails out to other professionals in order to gather information to enable the EHCNA panel to make a decision on whether to initiate an assessment. If the decision was to proceed with the assessment, yet further information and evidence would then be gathered – again, via a manual process.

The project's aim was to upgrade the online form in order to provide a better and more intelligent capability and thereby improve both the user experience and the assessment team's processes.

Creating an electronic submission and workflow process would remove the vast amounts of white mail being sent to professionals requesting information and providing updates on cases.

Workflow would instead allow automated emails to be sent to these professionals requesting information required for the assessment. Professionals would be able to complete the e-form and attach any necessary

“The checklist will help our customers to self-serve and get the information that they need. There's so much information out there you just sometimes need a way of dissecting and going through it – and that's what we've really delivered for parents and schools.”

Sarah Bullard, Customer Experience Digital and Service Improvement Manager

documents before returning it to the assessment team.

This was expected to result in significant time and cost savings for the team and to greatly improve the customer experience making it easier to complete requests for information, track the progress of application as well as reducing the time taken to undertake an EHCNA.

Overall the project would enable the team to maintain the timescales required by legislation and the Code of Practice, both for EHCNAs (six weeks) and subsequent EHCPs (a further 14 weeks), whilst continuing to ensure that they remained customer-focused during a time of general change in special educational needs and disabilities practice.

Project refocus

Due to the start of a corporate review of West Sussex's overall customer service vision and transformation programme, the LGA-funded project was unable to proceed as originally planned.

Essentially, new technology to upgrade the existing e-forms and enable workflow would not be available during the planned timescales.

With the agreement of the LGA the project therefore refocused around meeting this need through development of an interactive 'checklist' to help parents and carers work more collaboratively with schools ahead of requesting an EHCNA.

The goal would be to reduce the levels of

Acronyms used in this case study

EHCP	education, health and care plan
EHCNA	education, health and care needs assessment
SENCO	special educational needs coordinator
SEND	special educational needs and disabilities
SENAT	special educational needs assessment team
SSEN	statement of special education needs

inappropriate requests and manage customer expectations while finding the best route to support their child.

In addition, the team would enhance the existing online forms and customer journeys to ensure that information was submitted electronically and that all required and mandatory information was included in every request.

Workflow and integration with back-office systems would be tackled at a later date, when West Sussex embarked on the next stage of its transformation programme and new technologies would be available.

The LGA grant was reduced to £7,000 to reflect this revised project scope.

The approach and progress to date

Following the refocusing of the project towards e-form enhancement and the creation of a checklist, the team decided to engage further with its user community before using existing technology tools to deliver the two solutions.

User research and design

Given the limitations in the technology tools available to them at that time, the team put great emphasis on discovering and meeting user need in the EHCP process.

An initial stakeholder event involved 40 professionals from school special educational needs coordinators (SENCOs) to NHS and education staff, along with parents and carers from the West Sussex Parent Carer Forum. It was at this event that the need for a checklist was identified in order to help navigate the process.

Due to the number of requests for EHCNAs that were turned down, the checklist was high on everyone's priorities. There was particular interest in providing clarity on the customer journey, creating greater transparency about what support was available and what was required in order to access that support.

Requests for an EHCNA can be made at any time, as and when parents, carers and schools feel it is appropriate. It was important therefore that the checklist was positioned as an aid to supporting the child, rather than as a means to stop people from applying. This was a key learning point from the initial workshop.

“As part of the project we held a stakeholder engagement workshop which contained around 40 professionals as well as users. It was a fantastic session with everyone coming together to share ideas on how might we improve the process, and how might we help to dispel the myths that are held around education health and care plans.”

Laura Goman, Customer Experience Business Change Project Manager

“There was actually a parent during the workshop whose child was going through an assessment and she said she didn't feel at all knowledgeable prior to that about what the school was required to do and she felt that the tool could be used in order to inform parents more about what the school should be doing – so that's the direction that it took from there.”

Amy Coe, Team Manager in the Special Educational Needs Assessment Team

“When we've engaged with parents they've said, 'This has enabled me to go into schools and say I'm sure I should be able to see this as part of my child's development'. It's helping to build that two-way conversation.”

Laura Goman, Customer Experience Business Change Project Manager

In the subsequent checklist design the team therefore focused on clarifying both individuals' rights and the threshold requirements for initiating an EHCNA – and simplifying the user journey through the process.

West Sussex's website is built using an Umbraco content management system with existing online forms built in Umbraco's e-forms solution. All enhancements and tools were to be done using this technology set.

Once the checklist was created, further workshops involving the Parent Carer Forum and SENCOs worked through the checklist design to feed back and refine the tool.

Meanwhile as the online application form already existed, users were engaged in the enhancement testing process rather than an initial design.

User testing

Parents/carers and SENCOs were also heavily involved in the testing process, both for the checklist tool and enhancements to the online application form.

Flashback software was used during this process to monitor eye movement and track actions taken to complete the process. Feedback from these sessions was then used to improve the tool – for example, some users felt that the initial designs and language were too ‘harsh’ for such an emotional issue and further iterations amended the language to make the process less daunting to parents and carers.

The project team also attended local special educational needs conferences and took the opportunity to further test the tool with professionals and parents/carers not reached through the other workshops.

Once the new solution was live, a beta banner on the website also invited feedback from users on their experience with the new tool and application form.

Stakeholder engagement

The project team built strong engagement with its stakeholders, communicating and interacting with them constantly during the project. This proved a real success in gaining support for the project both internally and externally and ensured that users were on board with the development and testing process.

User training

The assessment team provided training in how to use the checklist and application e-form for schools, with a focus on empowering SENCOs to understand and use the forms effectively so that they can speed the process up from the start.

Inclusion

The majority of schools have been keen to use the tool. However some are less digitally advanced than others and the assessment team has taken care to help these schools get up to speed with the new digital process.

Meanwhile, the forms are still available for

“If parents don’t have the digital skills they can call in and then we will support them through the paperwork and so will the schools.”

Helen Johns, Head of Inclusion

“We ask schools to identify primary area of need. When the request used to come in as a paper form they weren’t always consistent at doing that but with every area of need that the school puts down they need to upload supporting evidence – which has definitely helped to streamline as before we were getting indications that an area was a need for that child but not getting any evidence provided.”

Amy Coe, Team Manager in the Special Educational Needs Assessment Team

parents and carers in paper format – as well as online – and both SENCOs and SEND officers are happy to help guide people through the online process if necessary. However, staff have been encouraged by the generally high levels of digital skills found within this group. This may be because parents and carers of children with SEND have often turned to the internet in the past for information on how they can best help their children.

Having the ability therefore to access these forms and tools online from home and be guided by them through a complex and emotional processes has been a real benefit to many of the parents – as is clear from the feedback from the user research and testing processes.

The customer journey today

Professionals, parents, carers and young people can request an EHCNA at any time they feel appropriate, in order to support a child within the school environment.

Now, when a parent or carer searches for information about EHCPs and what support is available for children with SEND on West Sussex’s website, a section titled, ‘[what happens if you think your child has SEND](#)’ features at the top of the search list.

This link takes the customer through supporting information including a link to a video explaining why a child might need an EHCP, how West Sussex supports children with special educational needs and disabilities, the process of applying for an assessment for your child and how that assessment may take place. The

video is hosted on the county's Local Offer site, which provides wider information about local services, support and events for children and young people aged 0 - 25 years who have SEND.

The first step in the process of applying for EHCNA is the checklist, which guides parents and carers through the range of SEND support and asks them what steps they have taken so far, how their child is currently being supported, and prompts them to engage first with their child's school.

If, after completing the checklist, the customer then feels it is appropriate to apply to West Sussex for an assessment, an application link is provided.

The checklist helps to ensure that customers get all available advice and guidance ahead of applying for an EHCNA.

The subsequent online application for an assessment comes in two versions – one for school SENCOs and one for parents and carers. It takes the applicant through a number of mandatory fields with some guidance and helps them to send both the right information and complete information.

Applicants are notified immediately of the successful submission of the form. This then enables the assessment team to review standardised evidence attached to the request

“Previously we were scanning everything that came in and having to save it whereas it now all comes in electronically and we can automatically save it. As a service we have been moving towards paperless anyway so it was essential that we looked at how stuff was coming in so that's how the e-form worked for us and worked with our future plans as an organisation.”

Jo Hill, Service Manager for the Special Educational Needs Assessment Team

in order to make a decision about whether or not an EHCNA is appropriate. The decision is shared with the family within six weeks of the request being made. If an assessment is not to be undertaken, advice will be given on more appropriate action. If an assessment is to be undertaken, the process can be started immediately and further information gathered to enable a decision to be made on whether an EHCP should be issued.

A video explaining the process can be viewed at <https://www.youtube.com/watch?v=qOuvz5UqLZI>

A copy of the checklist and answers that an applicant sees, and the information provided subsequently, is included as Appendix 1 of this case study.



The outcome – successes and challenges

Since the checklist has been live, 64 per cent of parents/carers and SENCOs submitting applications for an EHCNA have first used the checklist.

This has led to a three per cent reduction in inappropriate requests, ie where an assessment is not needed.

However, significantly, whilst the reduction in inappropriate requests is low, the overall number of requests for EHCNAs only increased by two per cent during 2017/18 compared to 2016/17, against an expected increase of 20 per cent.

Against a landscape nationally of an upward trend in requests, the team believes that the low increase in applications suggests that customers may not be making an application having gone through the checklist – as they have been provided with the right advice and support through its use.

The tool allows parents and schools to work together through a series of questions that signpost them to the right information. This has both empowered schools and parents/carers and encouraged them to have positive conversations together before approaching the county.

Screen shots from the checklist and information provided are available in the appendix of this document.

Since the launch of the checklist, requests from parents, carers and students have reduced by nine per cent from 36 per cent to 27 per cent which suggests that more people are discussing their requests with their education

“The project as a whole has been really successful because it fits in with our goals as a service, which are around streamlining all our processes, engaging with our customers and with our stakeholders, and ensuring that their voices are heard in any change we make.”

Jo Hill, Service Manager for the Special Educational Needs Assessment Team

“What we have managed to deliver is something which has supported parents in getting the right information at the right time and providing that information, the right signposts at the first point of contact.”

Laura Goman, Customer Experience Business Change Project Manager

EHCNA requests		
FY	Number	% Increase
2014/15	371	-
2015/16	643	73%
2016/17	770	20%
2017/18	785	2%

setting first – and that the school is then either applying on their behalf or providing the support required as a result of the information, advice, and guidance provided by the new web content and checklist.

After an initial transition period the assessment team has gained confidence in the new online submission process to the extent that they have now informed schools that the only way that referrals and applications for assessment will be received is via the e-form.

This has led to consistently improved applications with complete information and all mandatory fields correctly filled out.

To ensure inclusion, parents/carers and young people can request an assessment in any form they choose – by letter, email or via the e-form.

“The best feedback we had was that a family had used the checklist to then go and have a conversation with their SENCO to work through it together to really understand the support that could be put in place for their child.”

Jo Hill, Service Manager for the Special Educational Needs Assessment Team

“In the first instance we help manage expectations of what’s available through the checklist at the front end of the process. People can then see what they can reasonably apply for and reasonably expect in response to that application and that’s very helpful. So our growth in demand was some two per cent over the period of the introduction of that checklist as compared to a projected 20 per cent.”

Bob Lanzer, Cabinet Member for Corporate Relations

Apart from reducing the projected increase in demand, there have been improvements in the lead times to complete an assessment thanks to the improved information collected by the enhanced online forms. The West Sussex SENAT has set its own internal target of making decisions about assessment requests within four weeks – against the national requirement of six.

Thanks to the improvements in efficiency and improved standard of information now captured they are meeting this internal target on most requests – and meeting the national six-week deadline in all cases.

Financial benefits

If demand had continued to grow by the expected 20 per cent as opposed to just two per cent, the service and the area SENCOS would have spent an additional £42,918.52 in time dealing with these requests.

The checklist and improved e-form together have therefore effectively saved this amount in avoidable contact by reducing the growth in applications to just two per cent.

The impact of using the checklist and improved e-form on releasing savings has been calculated firstly based on the reduction in workload across the assessment team, approximately £12,769.

Secondly, the reduction in applications has saved significant time for SENCOS in gathering the evidence for an initial assessment. Each assessment application can take up to 10 hours for a school SENCO to complete – therefore

avoiding the rise in applications has saved an estimated £30,149 in SENCO time across the county.

Non-financial benefits

The improved timelines for initial decisions regarding an EHCNA have delivered an improved customer experience for both schools, parents/carers and young people.

In an emotionally charged area, the assessment team is particularly proud of its ability to respond quickly and efficiently to concerns and either guide people to appropriate support or complete the assessment process, thereby supporting a child to access the curriculum in a safe environment.

In addition, an application for an EHCNA involves submission of highly confidential information about the child or young person to West Sussex. Using the e-forms gives confidence that data security is assured, and that the application process can be tracked and audited at all times. This has significantly reduced concerns about confidentiality across the assessment team.

Professionals requesting an EHCNA must now complete the e-form. Since its launch the team has noted a reduction in the average time spent on the application page from 302 seconds to an average of 150 seconds, ie just over a 50 per cent reduction in time taken.

The transparency and visibility of timelines, plus the immediacy of standard requests for information, are helping the service to meet the 20-week deadline for issuing EHCPs. It is also greatly improving customer satisfaction and outcomes for those requiring a care plan.

“In order for a school to submit an assessment for a child they need to send us highly confidential information about that child. We now feel confident that using the e-form is completely secure – we have a very secure network and we are able to track and audit every single request that comes in without any concerns about confidentiality.”

Amy Coe, Team Manager in the Special Educational Needs Assessment Team

“The really positive thing for us has been improvement in our timeliness and reduction in inappropriate requests and it means as a service we are using our time, energy and resources in the right place and that provides the best service we can to our parents and carers.”

Jo Hill, Service Manager for the Special Educational Needs Assessment Team

Time saved from rekeying information, scanning and storing documents or handling information arriving by post has enabled the team to spend more time on the assessment process and ensuring the best outcome for every child.

In terms of wider benefit for the local government SEND community, another council has already requested – and been given – permission to use the checklist in its own application process. West Sussex believes that this demonstrates the innovation in the checklist and is keen to share the checklist material with others.

Challenges

The main challenge encountered during this project was the unexpected need to revise the scope due to the wider corporate review of the county’s transformation strategy.

This review led to a delay in acquiring the new digital tools the team required within the project timeframe.

However, within the project timelines, user workshops and research clearly identified the need for a checklist to help parents/carers and young people navigate the maze of information and guidance on SEND support.

The opportunity to refocus the project to incorporate delivery of this checklist and an improved electronic application form was taken and has had significant positive outcomes in terms of behavioural change – strengthening relationships between schools and parents/carers and reducing inappropriate applications.

An additional challenge faced by the team was the increase in workload entailed by the project

“It has created efficiencies in the special needs assessment team who no longer have to deal with large amounts of paperwork as they can use the online forms. It has also meant that the schools are sending in the right information so there’s no need to go back to schools requesting further information – there’s less in a way of inappropriate requests coming in because the information is there for the team to be able to process.”

Helen Johns, Head of Inclusion

“The team were very brave to undertake this piece of work at a time when they were also engaged in the transfers from statement to EHCPs so an additional element to their work and it’s not something that’s replicated in other local authorities – so this is a very innovative piece of work that the team have been successful with.”

Helen Johns, Head of Inclusion

at a time when the service was transitioning previous SSENs to the new EHCP. Process improvement at this moment in time was ambitious – but successful.

"The EHC checklist workshops gave us, the parents, the opportunity to test the checklist and feedback any amendments or concerns. We worked well as a team with the local authority to develop the checklist into a more effective and efficient user friendly tool. I have since heard from both parents and schools that the EHC Checklist is a great guide to the EHCNA process and provides links to other valuable information.

"The EHCNA engagement sessions gave parents the opportunity to test the checklist and feedback any amendments or concerns. It is useful to parents and schools to have this resource, providing links to additional information and further contacts."

West Sussex Parent Carer Forum

Key learning points

Gain senior buy-in: with an emotional and sensitive issue such as SEND it is essential that the senior leadership – officers and councillors – is behind the project and supporting the initiative. In West Sussex’s case this support came with recognition at the top level of the success of the project, building the team’s confidence further in its efforts for continuous improvement.

Prioritise the project: the SEND service is a very busy service throughout the year so prioritising team time in making changes can be difficult but it is essential to find that time as the positive impact of change will save time in future and improve both the parent/carer experience and outcomes for the child.

Focus on the beginning of a process: if you can save time at the beginning of a lengthy statutory process it will help meet ultimate end targets.

User research is essential: West Sussex found it particularly helpful to include the Parent Care Forum and SENCO community in the early stages of the project. Their valuable feedback helped refocus the project to meet user need in the early stages and helped develop the end product into a ‘human-focused’ experience in what can be an emotional process.

Stakeholder management and engagement is key: coordinating and engaging stakeholders is essential in order to truly discover user need – which may, as in this case, turn out to be different to the original project aims. The checklist had not been part of the plan but turned into a much valued, and valuable, tool for both users and the service.

Get imaginative with stakeholder engagement: getting stakeholders together in short timescales can be difficult so be flexible in how they can participate – use teleconferences, video conferencing and screen sharing as well as face-to-face sessions to make it easy for people to be involved.

“Sharing the learning from this project can help other authorities with their savings programmes and therefore their ability to maintain other frontline services. It can also help residents more generally across the country rather than just in our own area.”

Bob Lanzer, Cabinet Member for Corporate Relations

Design ahead: the team spent time putting things like prototype designs together before stakeholder and user workshops – having a core design to comment on and develop is easier for everyone than starting with a blank page. In short timescales the process needs to be kept tight and moving, which is not always possible if the approach is ‘design by committee’.

Align with service and wider council ambitions: the project team emphasised the need to ensure that it worked closely with all services involved – ICT and special educational needs – as each has its own drivers, projects and programmes, the impacts of which needed to be considered. With its new Whole Council Design approach West Sussex is now trying to provide an overarching digital way forward that everyone can adopt.

Share learning with others: councils can individually contribute to the LGA body of knowledge and support by being learning organisations for the sector. It is important that the lessons learnt are shared widely within the local government family.

“At the core of this work has been customer co-design. Often we shy away from the effort this takes, but it is vital that any process we design is centred around the customer. This will ensure they choose to use the online functionality enabling us to achieve our channel shift goals. This is a win-win for us and our customer.”

Julie Rendle-Eames, Head of Customer Experience

Next steps

Following the success of the checklist and e-applications the assessment team extended the e-offerings to include 'under fives' early years applications, planning and review.

The team is also working with special needs schools to minimise the workflow in bulk annual reviews – a mainstream school may have only a few children requiring this process, whereas every child attending a special school will have an EHCP that requires an annual review.

The team at West Sussex believes that it is important to keep monitoring progress and continually seeking to improve the timescales within which it completes assessments.

As the overall corporate transformation gains pace and new forms of technologies become available to the team, the intention is to continually improve services, responding to user need and rebuilding capabilities in the new technology environment.

“Well done to the entire team for making this such a success. It’s important however to keep monitoring our progress particularly in respect to the timescales that we’re completing assessments on. We must never be complacent, we need to do all we can to meet those statutory timelines.”

Bob Lanzer, Cabinet Member for Corporate Relations

Appendix

A. Checklist and answers – screen shots from the customer journey

Q1. Does the child/young person have a significant barrier to learning in comparison with others of their age? This might be related to education, communication, emotional, behavioural and/or physical needs *

A significant barrier to learning is described in our [guidance](#) which also references relevant sections of the Special Educational Needs (SEN) Code of Practice.

The West Sussex EHCNA [guidance](#) also provides curriculum attainment information and descriptions of need. The guidance will help you understand what types of need can be met from school support and when we might consider an EHCNA was an appropriate next step as part of the graduated approach to a child's needs.

We consider this guidance within our decision-making as well as considering the entire 'picture' for a child or young person at a particular point in time.

- Yes
- No

Yes – I have read the guidance links above and I feel that my child/young person meets the description provided.

Q2. Has the child/young person, parent/carer and educational setting worked together to deliver support as part of a successful graduated approach? *

A [graduated approach](#) [↗] is a four part cycle - assess, plan, do, review. It allows decisions and actions to be reviewed and refined as the understanding of the learners' needs and what supports them in making good progress and securing good outcomes grows.

- Yes
- No

Yes – I feel that my child's/the pupil's support has been delivered in line with the graduated approach.

Q3. Has the educational setting or parent/carer sought advice from any external professionals? *

An external professional would be someone experienced with meeting the needs of a child with special educational needs and disabilities who works outside of the school, for example: [The Child Development Centre](#); the [Autism and Social Communication Team](#); the [Learning and Behavioural Advisory Team](#); the [the Sensory Support Team](#); an [Educational Psychologist](#).

- Yes
- No

Yes – I have read the guidance links above and I believe the educational setting has sought advice from an external professional. This advice and guidance has been implemented and monitored.

The professional advice should be implemented before moving onto the next step.

Q4. Does the child/young person have an Individual Learning Plan (ILP) or other outcome setting document with SMART outcomes? *

SMART (Specific, Measurable, Achievable, Realistic and Time bound) outcomes can be found in a child's/young person's Individual Learning Plan (ILP - a working document recording short-term targets and strategies) or other outcome educational setting document.

- Yes
- No

Yes – I feel that my child/young person is receiving appropriate provision to allow them to achieve their SMART outcomes. In most circumstances, when considering an EHCNA, the child/young person should be receiving in excess of 20 hours support per week as evidenced in the [guidance](#). This may be a combination of small groups, in-class or one-to-one sessions.

Q5. Is the child/young person being fully supported by their current provision? (An educational setting should be using their allocated resource for children with SEND to put in place provision specifically to meet the needs of the child/young person). This can be evidenced using a provision map. *

An example and definition of a provision map can be found in the [guidance](#). A provision map will show the child/young person has clear outcomes, based on their own and their parents/carers aspirations, relevant to the level of need. These have been resourced appropriately from within the totality of resources available to the school/college. (This will be the equivalent to the cost of 20 hours per week of additional teaching assistant time.)

- Yes
- No/Don't know

Yes - If you feel the child/young person's needs are being fully met within the educational setting's current resources then it is unlikely that you would need to request an assessment.

An assessment is more appropriate when a child/young person's needs are long term and cannot continue to be met from within the school's pre-existing allocated resources. The child/young person is therefore receiving SEN Support within their educational setting

B. Post checklist information provided

Thank you for taking the time to complete our checklist.

There are a few next steps you may now wish to consider:

Parents/carers and young people:

1 - Discuss your or your child/young person's needs with a member of staff from your/their educational setting.

2 – Discuss your or your child/young person's needs with the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIAS). They can provide impartial advice and support. They also have a Young Person Adviser available so if you are a young person with SEN seeking support please ask to speak to them.

Phone: 033 022 28555

Email: send.ias@westsussex.gov.uk

3 – Request an Education Health and Care Needs Assessment (EHCNA). If you choose to take this step we strongly advise that you discuss with the educational setting before submitting the application. You may also want to talk the [SEN Assessment Team](#) if you have questions about the process/evidence required.

School staff:

1 - Discuss the pupil's needs either directly with them or with their parent/carer. If you are concerned about their progress a joint review may be helpful and a joint plan put in place to ensure support is being provided in line with the Graduated Approach advice and guidance.

2 – Request an Education Health and Care Needs Assessment. If you choose to take this step we strongly advise that you discuss with the parent/carer or young person themselves to the application can be jointly submitted. You may also want to talk the [SEN Assessment Team](#) if you have questions about the process/evidence required.

Contact for further information

For further information on this project, please contact:

Laura Goman
Customer Experience Business Change Project
Manager
Communities Directorate
West Sussex County Council

Telephone: 0330 2224079

Email: laura.goman@westsussex.gov.uk



Local Government Association
18 Smith Square
London SW1P 3HZ

Telephone 020 7664 3000
Fax 020 7664 3030
Email info@local.gov.uk
www.local.gov.uk

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please contact us on 020 7664 3000.
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