

For Use by Local Authority Specialist Staff Only

Part 4 - SEND Teaching Support Team - Physical/Medical Difficulties

8.1 Eligibility Criteria for Request for Statutory Assessment for an Education, Health and Care Plan

Name:	Date of Birth:
Setting/Educational Placement:	Date:

Children and young people whose primary area of SEND is Physical/Medical Difficulties may also have contributory difficulties in other areas. The following set of tables has been designed to summarise the difficulties in the 4 areas of an EHCP and to help officers in assessing the degree of support required. The tables are intended to guide officers in considering relevant factors, and they need to be used sensitively and flexibly.

1. **This assessment must be completed by the SAT for physical/medical difficulties, from CCC SEND TST, involved with the child or young person.**
2. For each of the 4 criteria below there is a list of statements. Assign points for each criterion according to the degree of difficulty the child or young person is experiencing. In the comments/evidence box, make brief notes to justify your choices.
3. In the 'Summary of Criteria' table at the end, transcribe the score from each criterion and calculate a total score.
4. If the child or young person has more significant difficulties in areas outside of physical/medical, you will need to refer to the detailed criteria for those areas and add additional points to overall total.

Criterion 1	Communication and Interaction	Score
Band 1	Difficulty with acquisition of expressive or receptive language. May have some speech output difficulties.	0-3
Band 2	Require use of alternative methods for communication both verbal and written e.g. low tech AAC, scribe, ICT. Difficulties processing verbal information.	4-6
Band 3	Physical and or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties. May need physical and/or technological support to assist with communication – speech, recording, reading, low tech AAC. Medical conditions that require speech therapy.	7-8

Band 4	Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning. A developing neuro-muscular degenerative condition or traumatic incident resulting in an acquired brain or physical injury which is impacting on communication.	9-11
Band 5	Augmentative Alternative Communication (AAC) user.	12-15
	Comments/Evidence	Score

Criterion 2	Cognition and Learning	Score
Band 1	Mild to moderate difficulty with hand/eye coordination, fine/gross motor skills and recording, impacting on access to curriculum.	0-3
Band 2	May need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom. Moderate or persistent gross and or fine motor difficulties now impacting more on access to the curriculum. May need physical and/or technological support to assist with communication – speech, recording, reading, low tech AAC. Needs some support with P.E. and other practical areas of the curriculum such as science or technology. Medical conditions; epilepsy and the conditions in Band 1 but which require a greater deal of support and intervention including a medical health care plan. Arrangements should show an understanding of how medical conditions impact on a child's ability to learn. Fatigue impacts on access to the curriculum.	4-6
Band 3	Physical and/or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties. Needs support to access P.E. and other practical areas of the curriculum such as science or technology. Increased use of alternative methods for communication both verbal and written e.g. low tech AAC, scribe, ICT. Requires support to access a differentiated/modified curriculum.	7-8
Band 4	Severe physical difficulties and/or a medical condition with associated learning difficulties; Impaired progress and attainment. Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning. The need for high level support for learning needs. A developing neuro-muscular degenerative condition or traumatic incident resulting in an acquired brain or physical injury impacting on curricular access.	9-11

Band 5	To make progress within the curriculum the use of specialist materials, aids, equipment and high level of adult support is required throughout the school day. Augmentative Alternative Communication (AAC) user. Associated complex learning difficulties impacting on their ability to make progress within the curriculum.	12-15
	Comments/Evidence	Score

Criterion 3	Social and Emotional	Score
Band 1	May have difficulty forming and sustaining peer relationships.	0-3
Band 2	Medical conditions; epilepsy and the conditions in Band 1 but which require a greater deal of support and intervention including a medical health care plan. Arrangements should show an understanding of how medical conditions impact on a child or young person's self-esteem and confidence. Child or young person may be showing signs of some anxiety as result of their physical disability/medical condition that is impacting on their emotional wellbeing-this may be despite them making academic progress. Experiences increased levels of fatigue.	4-6
Band 3	Child or young person demonstrates significant anxiety about their school experience. Medical conditions; dystrophies, cancers etc. that affect quality of life and are life threatening require support at school. Physical abnormalities make them self-conscious, isolated, defensive or behave erratically. Physical conditions require medical/therapy/respite intervention and support. Fatigue impacts on their self of well-being.	7-8
Band 4	Difficulties in making and sustaining peer relationships leading to concerns about social isolation, and their vulnerability within the setting and wider environment, the risk of bullying and growing frustration. Emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school.	9-11
Band 5	Has a diagnosis of a degenerative condition.	12-15
	Comments/Evidence	Score

Criterion 4	Sensory and Physical	Score
Band 1	<p>Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</p> <p>Have continence/ toileting issues.</p> <p>Mild to moderate difficulty with hand/eye coordination, fine/gross motor skills and recording, impacting on access to curriculum.</p> <p>Independently mobile but may have some impairment of mobility.</p> <p>Needs differentiated PE lessons.</p> <p>Have one of the following medical conditions; diabetes, cystic fibrosis, asthma, severe allergies, eczema, etc. that requires initial planning to ensure that arrangements are in place.</p> <p>Require administration of medication in school.</p> <p>Medical needs require staff to receive specialist training.</p> <p>Have intermittent needs which require monitoring, e.g. arthritis and diabetes.</p>	0-3
Band 2	<p>Requires specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times.</p> <p>Moderate or persistent gross and/or fine motor difficulties impact on access to the curriculum.</p> <p>Mobile with aids e.g. walking frames, sticks, handrails on walls.</p> <p>Requires some support with self-care skills, P.E. and other practical areas of the curriculum such as science or technology.</p> <p>Requires fatigue management plan.</p>	4-6
Band 3	<p>Mobile with aids, powered or manual wheelchair.</p> <p>Requires support to transfer between pieces of equipment/furniture.</p> <p>Requires support for self-care including specialist support including toileting and feeding.</p> <p>Requires support to access P.E. and other practical areas of the curriculum such as science or technology.</p> <p>Requires physical and/or technological support to assist with communication – speech, recording, reading, low tech AAC.</p> <p>Medical conditions; dystrophies, cancers etc. that affect quality of life and are life threatening require support at school.</p> <p>Physical conditions that require medical/therapy/respite intervention and support.</p>	7-8
Band 4	<p>Severe physical difficulties and/or a medical condition with or without associated learning difficulties.</p> <p>Persistent difficulties in mobility around the building and in the classroom.</p> <p>Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning.</p> <p>The need for high level support for all personal care, mobility, daily routines and learning needs.</p>	9-11

Band 5	<p>To make progress within the curriculum, the use of specialist materials, aids, equipment and high level of adult support is required throughout the school day.</p> <p>Extensive adaptations to the physical environment of the school is necessary.</p> <p>Health care inputs and therapies are intensive and on a daily basis.</p> <p>Unable to independently manage personal and/or health care during the school day and requires regular direct intervention.</p> <p>Has a diagnosis of a degenerative condition.</p> <p>Associated complex learning difficulties impacting on their ability to make progress within the curriculum .</p> <p>A complex medical need requiring frequent monitoring and medical intervention throughout the school day.</p>	12-15
	Comments/Evidence	Score

Summary of Criteria		Score
Criterion 1	Communication and Interaction	
Criterion 2	Cognition and Learning	
Criterion 3	Social and Emotional	
Criterion 4	Sensory and Physical	
Total Score		

Completed by:

Specialist Advisory Teacher	Name	Signature	Date
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Bands and Description/Scores

Band	Description/Score
Band 1 - (Mild SEND)	0 - 15
Band 2 - (Moderate SEND-Early Help)	16 - 27
Band 3 - (Severe SEND- EHCP)	28 - 35
Band 4 - (More Severe SEND)	36 - 48
Band 5 - (Profound SEND)	48 - 60

Identified Additional Condition/s

Identified Additional Condition/s	Yes	No	Comments
Autism/Communication and Interaction			
Cognition and Learning – as identified by CPS			
Developmental Language Disorder - DLD			
Sensory – B/VI			
Sensory – D/HI			
SEMH			