

Top Tips for completing request for statutory assessment paperwork.

February 24

# Top Tips

1. Be concise.
2. Use objective language.
3. Use bullet points instead of long paragraphs of prose.
4. If you have quality assessment and intervention information on One Planning over time this will be easier.
5. Make sure there is a holistic picture given of the CYP (follow the assessment and intervention COP processes summarised on the [SEND Support Summary](https://schools.essex.gov.uk/pupils/SEND/Pages/Identification-of-Need-and-Recommended-Assessments.aspx), including the areas to assess)
6. Make sure there is good assessment information over time (use the [Essex Recommended Assessments for Identifying Needs](https://schools.essex.gov.uk/pupils/SEND/Pages/Identification-of-Need-and-Recommended-Assessments.aspx) resource). There may also be assessment information available from other professionals.
7. Summarise assessment scores clearly over time in a grid rather than as prose, e.g. as below. Use centile scores where possible, or Standardised Scores. Only if these are not available give Age Equivalent scores (they are less accurate). View [assessment score examples](#_Assessment_scores_example) below.
8. Subheadings are helpful to structure the information. View [subheading examples](#_Subheadings_are_helpful) below.

## Assessment scores example

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment Area | Assessment  | Date and Score | Date and Score | Date and Score |
| Literacy | YARC Word Reading | 22.1.226th centile | 22.7.223rd centile | 22.1.231st centile |
| Gross Motor Skills | Northampton Gross Motor Skills Checklist | 22.1.225/12 age 7-8+ skills | 22.7.2210/12 age 7-8+ skills |  |
| OT assessment | ABC assessment | 22.1.22Subtest: scoreSubtest: scoreSubtest: score |  |  |

## Subheadings are helpful to structure the information, e.g:

|  |  |
| --- | --- |
| Area | Subheadings Used |
| Speech, Language, Communication and Learning | ****Attention and Listening********Receptive language (understanding)****Insert assessment grid.Insert concise prose description of strengths and needs. ****Expressive language (use of language)****Insert assessment grid.Insert concise prose description of strengths and needs. ****Autism Spectrum needs.****Insert assessment grid (e.g. summary of AET)Insert concise prose description of strengths and needs.  |
| Cognition and Learning | **Literacy (word reading, reading comprehension, spelling, writing composition, handwriting)**Insert assessment grid.Insert concise prose description of strengths and needs. **Maths (number, other areas of maths)**Insert assessment grid.Insert concise prose description of strengths and needs. **Memory/other cognitive skills**Insert assessment grid.Insert concise prose description of strengths and needs  |
| Social, Emotional and Mental Health | **Insert subheadings relevant for the CYP.**Insert assessment grid (e.g., summarising Recommended Assessments that have been used over time for different aspects of SEMH, e.g., 6 Core Strengths, Self-esteem, Attendance, others).It’s important to show that there has been assessment of underlying need, and appropriate intervention, rather than just a description of presenting behaviours. Any Functional Behaviour Analysis forms should be submitted as a summary analysis page to show how the analysis has informed intervention.Insert concise prose description of strengths and needs. |
| Sensory and/or Physical Needs | **Fine motor (hand/finger) skills**Insert assessment grid.Insert concise prose description of strengths and needs. **Gross motor (whole body) skills**Insert assessment grid.Insert concise prose description of strengths and needs. **Sensory needs**Insert assessment grid.Insert concise prose description of strengths and needs. **Self-help skills (e.g., Eating/drinking, Sleeping, Dressing, Toileting)** Insert assessment grid.Insert concise prose description of strengths and needs.  |