

## **Part 2 of Application Form for an EHCP: IMPACT ASSESSMENT**

**Introduction:** This section of the application form is where a) the impact of any Special Educational Needs or impairments can be highlighted and b) evidence is given to demonstrate the impact and show what support has already been tried and to what effect/or what outcome there was. The form also helps the Panel to form an objective view by further understanding the young person's individual needs and circumstances at that point in time.

**Guidelines for Completion:** Each of the four domains should be considered in turn. It is understood that each area is not completely separate, so please feel free to repeat information and evidence if you feel that is appropriate.

1. Firstly, rate the impact of each area by carefully reading each section and then ticking which rating of C, B or A most closely reflects the child or young person. Please note that just because a person is rated as highly or lowly affected by the different domains does not mean that they will or won't automatically be eligible for an assessment for an EHCP. If you are unsure, discuss with family members or colleagues and use the one that most closely reflects the young person's ability. Tick the most appropriate impact rating in the end column for each domain. There is not always a definite right or wrong answer, but this gives a guide for the Panel and those involved.

2. Secondly, Evidence should be provided to support the rating of the impact within each area/domain (eg reports from relevant professionals, evidence from an educational setting etc). Evidence should also be provided to show what support has already been tried and to what effect / or what outcome there was. To do this, briefly list in the box in the end column under 'Evidence' what reports you are attaching to demonstrate the evidence of the rating and / or what interventions or support has already been carried out. Remember to attach a copy of any reports / letters / evidence when you send the application form in – see sample. Please number all of the reports / evidence that you submit.

### **SAMPLE**

#### **Impact Rating** for Communication and Interaction ability:

C – Low Impact

B – Moderate Impact

A – High Impact

#### **Evidence for Communication and Interaction**

Please provide a list of evidence that you are attached to support your impact rating and highlight what interventions / strategies have already been tried.

- 1) Speech and Language Report by Dean Money, April 2013
- 2) Multi-Disciplinary Team Assessment, December 2012
- 3) SEN Teacher's Letter, January 2013

## DOMAIN 1: Communication and Interaction

C - Low Impact	B - Moderate Impact	A - High Impact	TO BE COMPLETED BY THE APPLICANT
<p>The child might experience mild difficulties in one or more of these areas:</p> <ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• Comprehension of language</li> <li>• Expressive language</li> <li>• Speech intelligibility</li> <li>• Social communication</li> </ul> <p>No or minimal support is required to help the child communicate with those around them. Support can be managed as part of everyday living with little or no modification to the environment.</p> <p>The child may require some targeted speech and/or language activities to develop their communication skills or some general communication strategies applied within their environment.</p>	<p>The child experiences significant or severe difficulties in at least one of these areas:</p> <ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• Comprehension of language</li> <li>• Expressive language</li> <li>• Speech intelligibility</li> <li>• Social communication</li> </ul> <p>Ongoing support is required to help the child communicate with those around them. Some modification to the environment is necessary for the child to achieve their potential.</p> <p>The child may require a speech and language therapy programme to develop their communication skills or some specific communication strategies applied within their environment.</p>	<p>The child experiences significant or severe difficulties in more than one of these areas:</p> <ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• Comprehension of language</li> <li>• Expressive language</li> <li>• Speech intelligibility</li> <li>• Social communication</li> </ul> <p>Ongoing support is required, including augmentative communication systems to interpret the child's communication and to support their participation in activities. Significant modification is needed to the environment for the child to achieve their potential and to reduce the risk of secondary issues.</p> <p>The child may require a speech and language therapy programme to develop their communication skills or specific communication strategies applied within their environment.</p>	<p><b>Impact Rating</b> for Communication and Interaction ability:</p> <p>C - Low Impact B - Moderate Impact A - High Impact</p> <p><b>Evidence for Communication and Interaction</b> Please provide a list of the evidence that you are attaching to support your impact rating and highlight what interventions/strategies have already been tried:</p>

## DOMAIN 2: Cognitive and Learning

C - Low Impact	B - Moderate Impact	A - High Impact	TO BE COMPLETED BY THE APPLICANT
<p>Areas covered by this might include: memory, processing speed, attention, problem solving, planning, organisation, sequencing, judgement, prediction, insight, empathy and awareness.</p> <p>Little or no impact on daily living or learning in any of the cognitive areas above. Minimal support required day to day, taking into account their age.</p> <p>The child experiences no or mild difficulties in these areas and requires no or some small modifications to the usual activities of daily living or learning.</p>	<p>Areas covered by this might include: memory, processing speed, attention, problem solving, planning, organisation, sequencing, judgement, prediction, insight, empathy and awareness.</p> <p>Significant impact on daily living or learning in at least three of these areas that requires some modification to daily living or learning activities to manage these difficulties.</p> <p>The child requires on going support to help them manage their daily living and learning activities.</p> <p>Some progression in skills might be seen with support and interventions.</p>	<p>Areas covered by this might include: memory, processing speed, attention, problem solving, planning, organisation, sequencing, judgement, prediction, insight, empathy and awareness.</p> <p>Significant or severe impact on daily living and learning in more than three of these areas that requires modification to daily living or learning activities.</p> <p>There may be merging secondary psychological/emotional issues.</p> <p>The child requires on going support to help them manage their daily living and learning activities and learn strategies to become more independent. The young person is likely to require near full-time supervision over and above what would be expected for their age.</p>	<p><b>Impact Rating</b> for Cognition and Learning ability:</p> <p>C - Low Impact B - Moderate Impact A - High Impact</p> <p><b>Evidence for Cognition and Learning Ability</b> Please provide a list of the evidence that you are attaching to support your impact rating and highlight what interventions/strategies have already been tried:</p>

## DOMAIN 3: Social, Mental and Emotional Health

C - Low Impact	B - Moderate Impact	A - High Impact	TO BE COMPLETED BY THE APPLICANT
<p>Psychological and emotional needs or challenging behaviours are not having an impact on the young person's health and well-being.</p> <p><b>OR</b></p> <p>Mood disturbance or anxiety or periods of distress, which are having an impact on their health and/or well-being but respond to prompts and reassurance.</p> <p><b>OR</b></p> <p>Requires prompts (beyond those expected for the young person's age) to motivate self towards activity and to engage in care planning, support and/or daily activities.</p> <p><b>OR</b></p> <p>Some incidents of 'challenging' behaviour. A risk assessment indicates that the behaviour does not pose a risk to self, others or property or a barrier to intervention. The person is compliant with all aspects of their care.</p>	<p>Mood disturbance or anxiety symptoms or periods of distress which do not readily respond to prompts and reassurance and have an increasing impact on the individual's health, well-being, learning or everyday living.</p> <p><b>OR</b></p> <p>Due to their psychological or emotional state the individual has withdrawn from many attempts to engage them in support, care planning and/or daily activities.</p> <p><b>OR</b></p> <p>'Challenging' behaviour that follows a predictable pattern. The risk assessment indicates a pattern of behaviour that can be managed by skilled carers or care workers who are able to maintain a level of behaviour that does not pose a risk to self, others or property. The person is usually compliant with care, although there are some exceptions.</p>	<p>Mood disturbance or anxiety symptoms or periods of distress that have a severe impact on the individual's health and/or well-being across the majority of environments.</p> <p><b>OR</b></p> <p>Due to their psychological or emotional state the young person has withdrawn from any attempts to engage them in care planning, support and daily activities.</p> <p><b>OR</b></p> <p>'Challenging' behaviour that poses a significant risk to self, others or property. This is not characteristic of the person's age. The risk assessment indicates that planned interventions are effective in minimising but not always eliminating risks. Compliance is variable but usually responsive to planned interventions.</p>	<p><b>Impact Rating</b> for Social, Mental and Emotional Health:</p> <p>C - Low Impact B - Moderate Impact A - High Impact</p> <div style="border: 1px solid black; padding: 10px;"> <p><b>Evidence for Social, Mental and Emotional Health</b> Please provide a list of the evidence that you are attaching to support your impact rating and highlight what interventions/strategies have already been tried:</p> </div>

## DOMAIN 4: Sensory and/or Physical

C - Low Impact	B - Moderate Impact	A - High Impact	TO BE COMPLETED BY THE APPLICANT
<p><b>Sensory</b> The young person has been identified as having auditory and/or visual sensory impairments.  The child is maintaining placement at school and has strategies for home as well. Management of general advice is sufficient.</p> <p><b>Physical</b> Physical difficulties have a mild impact on access to activities of daily living. Difficulties might be seen in the areas of:</p> <ul style="list-style-type: none"> <li>• walking on uneven surfaces, inclines, and walking in crowds or confined spaces.</li> <li>• performing gross motor skills such as running and jumping.</li> <li>• performing functional fine motor skills such as writing and self care skills</li> <li>• Moving from the floor to standing and from a chair to standing.</li> </ul>	<p><b>Sensory</b> Auditory or visual impairments are impacting on the young person's ability to access some community environments.  Moderate levels of supervision are needed. Appropriate adaptations are required to help the young person continue with everyday activities.</p> <p><b>Physical</b> Physical difficulties have a moderate impact on access to activities of daily living.  Children walk indoors and outdoors on a level surface with an assistive mobility device.  Children may climb stairs holding onto a rail.  Depending on upper limb function, children may propel a wheelchair manually or are transported when travelling long distances or outdoors on uneven terrain.</p> <p>Children move in and out of a chair using a stable surface to push on or pull up with their arms.  Children are unlikely to be able to perform gross and fine motor skills such as running, jumping or moderate dexterous activities.</p>	<p><b>Sensory</b> Significant and pronounced sensory impairments.  High levels of supervision are likely to be needed. Appropriate adaptations are required to help the young person continue with everyday activities.</p> <p><b>Physical</b> Physical difficulties have an extremely high impact on access to activities of daily living.  Physical impairment restricts voluntary control of movement and the ability to maintain antigravity head and trunk postures.  All areas of motor function are limited.  Children rely on wheeled mobility at home school and in the community. Children may achieve self mobility using a powered wheelchair or have no means of independent mobility and are transported.  Functional limitations in sitting and standing are not fully compensated for through the use of adaptive equipment and assistive technology.</p>	<p><b>Impact Rating</b> for Sensory and / or Physical abilities:  C - Low Impact B - Moderate Impact A - High Impact</p> <p><b>Evidence for Social, Mental and Emotional Health</b> Please provide a list of the evidence that you are attaching to support your impact rating and highlight what interventions/strategies have already been tried:</p>