

A guide to how Moderating Panel works

<p>Why do we have a Moderating Panel?</p>	<p>Under the SEND Code of Practice (2015) the Local Authority has as statutory duty to consider requests for an assessment of a child / young person's Education Health and Care Needs. Requests can be made by Parents or Professionals and each LA has to publish guidance and their arrangements for this on its Local Offer</p> <p>The SEN Moderating Panel is a multi-disciplinary panel who consider all the received applications and make a decision about whether to agree for the application to proceed to an assessment</p>
<p>When and where does the Moderating Panel meet?</p>	<p>The Moderating Panel meets monthly during term time, and more frequently if required. Panel meetings typically last for 2 – 3 hours.</p> <p>The meetings are hosted by the Special Educational Needs (SEN) team and currently take place at Carlton Mill.</p>
<p>Who attends the Moderating Panel?</p>	<p>The Panel is chaired by one of the school representatives.</p> <p>The panel is hosted by SEN Team and includes;</p> <ul style="list-style-type: none"> • Secondary Head teacher - identified through the representative body • Primary Head teacher - identified through the representative body • Special School representative • SENCO representative • Family Voice Calderdale Representative • Early Years specialist • Early Intervention Co-ordinator • Calderdale and Kirklees Children's Therapy Team representative • Social Care representative • SEN Team representative <p>The Panel will operate on a minimum of one school representative and three other service representatives, including the SEN Team representative.</p>
<p>What processes do the Moderating panel follow?</p>	<p>Each academic year a schedule of moderating panel dates are agreed.</p> <p>Received applications are processed by the SEN Team and collated with all the papers for the next available panel. Parents and involved professionals are informed that the application has been received and all are invited to send any further information to the SEN team.</p> <p>One week before Moderating Panel a filter group meet to screen all applications.</p> <p>All papers are then made available to the moderating panel members for reading prior to the meeting.</p> <p>All panel members read all applications and note questions / comments to discuss at the meeting. Reading all the applications takes approx. 5-6hours</p> <p>At the meeting;</p> <ul style="list-style-type: none"> - Previous minutes are agreed and any follow up actions are discussed - Each application is considered in turn and discussed by the panel. The discussions can be lengthy and will explore all the questions / comments noted by individual panel members during their reading. - The Chair then asks each member to make known their own decision and a count is made of Yes / No decisions <p>If a decision to assess is agreed a letter is sent to the parent(s) and the leading professional to explain the next steps and to request any further updates / information.</p> <p><i>The assessment timeframe continues to run and the assessment will be concluded within 20 weeks from the date of submission.</i></p> <p>If a decision to assess is not agreed the panel agree on the points to include in feedback and any further advice / guidance that may be beneficial to supporting the child / young person's need. A letter is sent to the Parent(s) and leading professional to explain the outcome and any suggestions.</p>

How to support the Moderating Panel

Ensure all applications clearly and concisely demonstrate;

- A **Person Centred approach** which shows how the support agencies involved have worked with the Child/ Young person and their family to respond their individual needs and their holistic aspirations. Clearly evidence how you have proactively engaged with the **Child / Young person's voice**, their strengths and their aspirations.
- **Evidence of how you have ensured a key working approach** to co-ordinate the needs and support for the child/young person, including regular reviews with the family and professionals
- **A clear provision map** to show how all available support and resources are being used together with what difference these are making.
- **Evidence of implemented strategies** and advice from supporting professionals.
- **Assess Plan Do Review Cycles** which include SMART targets that address all the child / young person's needs (not just their academic targets) and use their strengths as motivators.
- **Evidence of educational attainment / progress** and the gap between their current level of learning / development and that expected of their peers. Ensure there is an explanation of how attainment levels link to age related expectation
- **Recent relevant supporting evidence** from supporting professionals.

Ensure each submission is clear, concise and objective. Remember that the Panel members are;

- From various professional backgrounds
- Reading many applications for each panel
- May not understand acronyms you use (provide a glossary)
- May not be familiar with the attainment levels you use (provide a guide)

The Panel members need to be able to get a clear picture of the;

- Child as an individual with strengths, needs and aspirations,
- Support and approaches already in place
- Impact of current provision, advice, resources
- Plans for the future support
- Your role in key-working and providing a person centred approach to involving the child / young person and their family in all aspects of their support and next steps planning.

A good request remembers that panel members cannot make any assumptions. They can only make decisions based on the evidence in front of them.

So you can help the panel by;

- Keeping focused on needs, aspirations and outcomes, incl. impact of support already in place.
- Being concise, objective and analytical, summarise the key points from reports etc.
- Only submitting recent relevant evidence to support the request. There is no need to include; appointment letters, every report / plan, behaviour logs - just the most recent and relevant information.

My Support Plan formats are useful for collating, evidencing, evaluating and planning for individual needs. These provide a concise way to present relevant information to the moderating panel. Proforma are available on the School's intranet or from the education service supporting the child / young person's needs.