

Making and EHCP request

SEND team

Education Health Care Needs Assessment Requests

IMPORTANT

SENCO/SEND Lead for the setting **must** read Worcestershire's Graduated Response document – specifically the recommended process and paperwork for supporting children with SEND in the early years.

Visit www.worcestershire.gov.uk and search for Local Offer.

EHCNA – preparing a request

Completing the RS36 via the new WCF Portal :

- The form is mostly self-explanatory
- The Family Conversation is information from the parents. This will need to be completed online (via the new WCF portal) during a meeting with the family.
- Academic attainment/levels – use the EY tracking to show progress over Time
- Areas of need – make sure these relate to the EHC Needs assessment criteria. Only select the priority need where you have evidence to support this. This must include external agency reports e.g. specialist play, speech and language, CDC assessment. If you only have evidence for one area, only select one area.

EHCNA - Areas of need

Communication and Interaction

- A significant speech and language disorder/delay. This must be supported by a suitably qualified professional – e.g. Speech and Language Therapist.
- A significant communication and interaction difficulty, which requires augmentative or alternative methods of communication, e.g. a manual signing system, the use of graphic symbols or electronic communication aids.

EHCNA - Areas of need slide 1

Communication and Interaction continued

A significant difficulty in using language to communicate and to interact in a social context and/or to access the curriculum.

Evidence that substantial adaptation of curriculum content and delivery is required.

DO include all areas – expressive, understanding, communication, listening and attention, interaction, play skills

DO include wording from recent SALT, CCN Team, HI Team reports

DO include their progress on the Early Years Support levels (1 to 3) to demonstrate tracking of progress

EHCNA - Areas of need slide 2

Cognition and Learning

- Pupils identified with cognition and learning difficulties will generally be accessing the curriculum at levels significantly lower than that of their peers and assessments will demonstrate that they are working well below age related expectations.
- Include evidence from relevant professionals – CDT, EP, Community paediatrician etc.

EHCNA - Areas of need slide 3

Social Emotional & Mental Health

- Evidence is required of the nature of the child's difficulties. This should include evidence that one or more features of inappropriate behaviours are present across a variety of contexts, and over an extended period of time with analysis of the antecedents to, and consequences of, the behaviours described (ABC or ABCC sheet).
- Evidence that the child is not engaged in appropriate learning tasks for a significantly greater proportion of time than the majority of their peers. Include observations, PSED Early Support tracking.
- Include copies of the child's Pastoral Support Plan (PSP) and/or Individual Support Plan (ISP) and reviews. Include any medical diagnoses and actions taken by Health agencies e.g. CAMHS, Paediatrician, CDC, Specialist play.

EHCNA - Areas of need slide 4

Sensory and/or physical

- Evidence that the child is unable fully to participate in particular aspects of the curriculum without significant adult support and/or substantial adaptation of teaching materials or the learning environment.
- Include evidence from relevant support agencies that certain specialist equipment or furniture is required.
- Evidence of significant self-help and/or mobility difficulties. Evidence that advice from health agencies has been sought and acted upon accordingly, including any adaptations e.g. handrails.

EHCNA - Areas of need slide 5

Hearing Impaired, Visually Impaired and Multi-Sensory Impaired

- Evidence that the child is unable fully to participate in particular aspects of the curriculum without significant adult support and/or substantial adaptation of teaching materials or the learning environment.
- Evidence that the child's sensory impairment impedes the development of purposeful relationships with adults and/or peer group.
- Evidence that the child's sensory impairment gives rise to other emotional and behavioural difficulties
- Evidence that the child requires significant, long-term support from an Intervenor, Communicator, or Teaching Assistant.
- Include evidence from relevant professionals.

EHCNA – SEN provision and the Graduated Response

- Sections 5 & 6 is where you evidence what interventions you have in place to support the child and how you have used your Graduated Response
Inclusion funding.

Include all provision which is 'additional or different' all children, e.g.

- 1:1 support, including lunchtimes and playtimes
- All interventions
- Differentiated activities
- Support for self help
- Outside agency involvement
- Any Specialist support, e.g. Specialist HI TA

EHCNA – SEN provision and the Response Graduated

Assess, Plan, Do, Review cycle

Provide a brief chronology of reviews undertaken – ensure that all IPMs and/or ISPs are included (including reviews) within the submission and cross referenced and paginated.

You need a minimum of 2 reviewed cycles.

The second cycle should be cross referenced with the external agency advice that has been sought and implemented.

Use your IPMS and supports plans to provide evidence of strategies used.

Section 7 – External professionals Involved – ensure you include all professionals who have been involved with the child.

EHCNA – Supporting Evidence

Include the following documents with the RS36:

IPMs including reviews (at least 2)

Any Support Plans

Evidence of funding received e.g. GR4/Challenge/Exceptional

Early Support Tracking documents – relevant to SECURE level

Child views sheet Any external agency reports – log of their involvement if reports are not available, include

EHCNA requests – remember:

Make sure all of the family conversation section is complete

Ensure all supporting evidence is scanned and uploaded

Ensure all requests for EHCNAs for children starting school next year are submitted by the Autumn Term of their pre-school year at the latest!

Useful contacts:

Early Years Inclusion Team – 01905 843099 /

eyinclusion@worcschildrenfirst.org.uk

SEND Services – 01905845726 / sen@worcschildrenfirst.org.uk