

REQUEST FOR EHC NEEDS ASSESSMENT

A GUIDE FOR COMPLETING – FOR EARLY YEARS PROVIDERS

This bitesize is to assist you in completing the 'Request for EHC Needs Assessment' document. This process is also covered in the SEND Training for Early Years SENCO's and Managers and the SEND training for childminders, when we discuss what an Education, Health and Care Plan (EHCP) is, when one is necessary and how to request for an assessment.

It is important to note, that this form is set up to be completed electronically and to draw attention to the top of the document which states that the form is for 0-25 year olds and as such, some of the questions/information requests will not be relevant to Early Years children.

As always, we do want to reiterate however that statutory assessment towards an EHCP should only be for a very small number of children, especially where top up funding for children going to mainstream schools can be applied for ready for them starting. It is always best to talk to professionals involved regarding EHCP's prior to starting discussions and the process with parents.

Section 1 – Basic information

- Please ensure it is the child's full name and not what the child is known as at the setting.
- NHS numbers can be found on any correspondence regarding the child from any health professionals.
- Unique Pupil Number – leave blank.

Section 2 – Brief summary

- Clearly identifying child's needs and anything of significance – this is your summary. You may wish to consider including any siblings, any needs of any siblings or family members, any additional languages spoken.
- The person requesting EHC needs assessment should complete this section (parents, setting, professionals).

Section 3 – Views of child

- This section is the child's voice. It may be helpful to have everyone involved with the child complete this section on their behalf if the child is unable to do so themselves, with focus on parents who know their child the best. It is key to remember that this section must be written from the child's perspective.
- In this section, it is important to think about:
 - Characteristics of personalities (describing child)
 - What activities make the child happy?

- What do they not like?
- What support is needed (overcoming the difficulties)
- If child is non-vocal, make it clear in the final box in this section (they helped me by:) e.g. *My key worker and my mummy helped me complete this section by knowing when I am enjoying activities by the smile on my face or the shouting I make when I am not enjoying myself. As I can't yet clearly communicate, I cannot answer all the questions.*

Section 4 – Family conversation

- This is now the parent's comments. These can be completed by parents independently or can be completed through parental voice in Request for EHC Needs Assessment meetings. Knowing your parents is key for this section, by knowing the amount of support you will need to offer to your parents to complete this section.
- What is working well table – This is the current educational provision that the child is receiving. This section would be a collaboration with parents and EY providers.
- What isn't working well table – This might be around what the child struggles with and what support is needed for this, more support parents feel they need, the hours the child is attending, the training needs of staff. The intended outcome is asking 'why do we want to do that?' 'What is the child going to gain if we do this?'

Section 5 – Primary needs

- Please **highlight**, **circle** or make **bold** the primary need of the child. The primary need is the need that is most prevalent area of need.

Section 6 – Attainment

- This section is completed by the EY provider.
- Current Attainment – Current month assessment in here. This could be any assessments used by the provider, such as the development matters or the small step assessment. The outcome of the assessment would be the child's age in months to quantify the child's assessment.
- Previous Attainment Data – Data from a previous term, following the same format as above (current attainment). If the child has only been in the setting long enough to have an initial data set, please add comments in this section as to why no previous data can be added. If a child has been to a previous setting, their data can be added to this section, if appropriate.

Section 7 – Evidence of Graduated approach.

- This section is completed by the EY provider in conjunction with family and professionals.
- Cycle 1 – graduated approach, quality first teaching, adult time, interventions etc. It would be useful at this point to reference the 'Graduated Response Booklet'. This section is anything you do for a child as a provider that you do not do for other children in your provision.
- Cycle 2 – this section is listing all the professional support you receive to support this child, advice/strategies given by those professionals, how you implement those strategies and

how you monitor the effect of them. This section would be completed in conjunction with professionals involved with the child.

- Cycle 3 – anything that has not been mentioned above. If nothing else, leave blank.

Section 8 – Supporting evidence

- Tick any evidence included and in the third box summary of the evidence included.
- Involvement from Educational Support Services – this includes the Early Years SEND team (including Portage, advisors etc), as well as Education Psychology service, Hearing Impairment team and Visual impairment team.
- Health Information – speech and language, occupational therapist, physio or any other medical advice.
- Care Information - ensure this is written in conjunction with parents. Do not include anything in here that parents would not wish to share.
 - Abbreviations used in this section:
 - D.O.B – Date of Birth
 - CSC – Childrens Social Care
 - CFWS – Children Family Wellbeing Service
- School attendance – EY provision attendance: good, average, poor.
- Participation in or has been bullied – unlikely for EY children, so leave blank.
- Self-help difficulties – any self-help difficulties identified (when compared to peers) including toileting, feeding and dressing.
- Safety issues – any awareness of dangers? Are they likely to run off?

Section 9 – Cost of Current Support

- What is additional funding being spent on? Consider both Inclusion funding and disability access fund. Think about staffing (e.g. 1:1 for so many hours per week), training, resources, visuals, equipment etc.
- If no additional funding is received for this child, you still need to list how as a setting you are supporting the child.
- Even if you do not know the financial cost/implications, it is important to list here what the child is receiving above other children in the setting.

Section 10 – Additional Support Requested

- This section is best completed by professional involved (e.g. EYSEND Advisor, EYCIT advisor, EYIP practitioner or Portage Practitioner)
- If none of the above is involved, EY providers can complete this section. Focus needs to be on hours/time that will be involved as opposed to costings, as likely this would be costings for future school place so unknown to EY providers.
- Consent – needs to be signed by parent/carers and EY providers

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<https://filetransfer.leics.gov.uk>