

Education Health Care Needs Assessment EHCNA



Easy guide to completing an Education, Health and Care Needs Assessment (EHCNA) evidence

Area SENCo presentation

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Housekeeping

- This meeting/training/webinar is a live event – you will be on mute unless you are a designated speaker.
- Please use the chat function to ask questions.
- If you cannot use the chat function or you are watching the recorded event please email questions to

Aims of session

- To understand the required process for the Education Health and Care Needs Assessment (EHCNA)
- To be aware of the evidence required to support the application
- To be confident in completing the application

EHCNA Preparation to be uploaded in Section 8

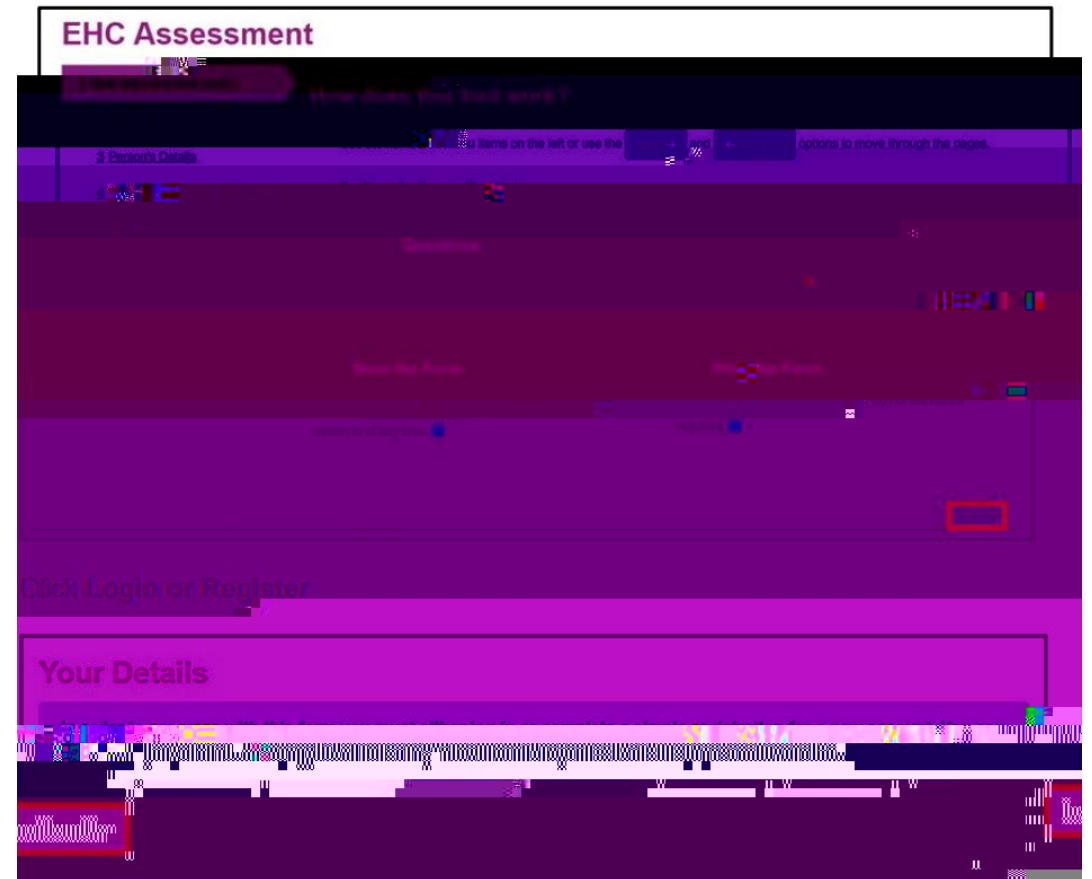
- 2+ Individual Provision Maps (IPMs) - parents and setting have signed
- 2+ IPM reviews - all signed
- Support Plans - There might possibly be support plans which have been put in as an addition to the IPM to address generic issues such as physical or behavioural needs, or where a therapist has suggested generic strategies additional to the specific targets. As with IPMs these would need to

continued....

- Selection of record of interventions (2 or 3 sheets per IPM) plus 2 or 3 summative observation sheets
- Early Support/EYFS tracking sheets relevant to secure level
- Early Support Tracking Sheet/Developmental Profile
- Child views sheet – 4 photographs annotated showing where support needed (e.g. I enjoy story time with help from Sarah. I can now turn take with a little help from a sand timer and Sarah, I can now sit for 30 seconds with adult support, I love to climb (but need supervision not to climb on tables!)
- Diarised log / SENCo update sheet of external agency input – phone calls, visits, meetings
- External agency reports e.g. speech and language/PD Outreach/Inclusion visit summary sheets
- Log of attendance from last 3 terms – possible and actual

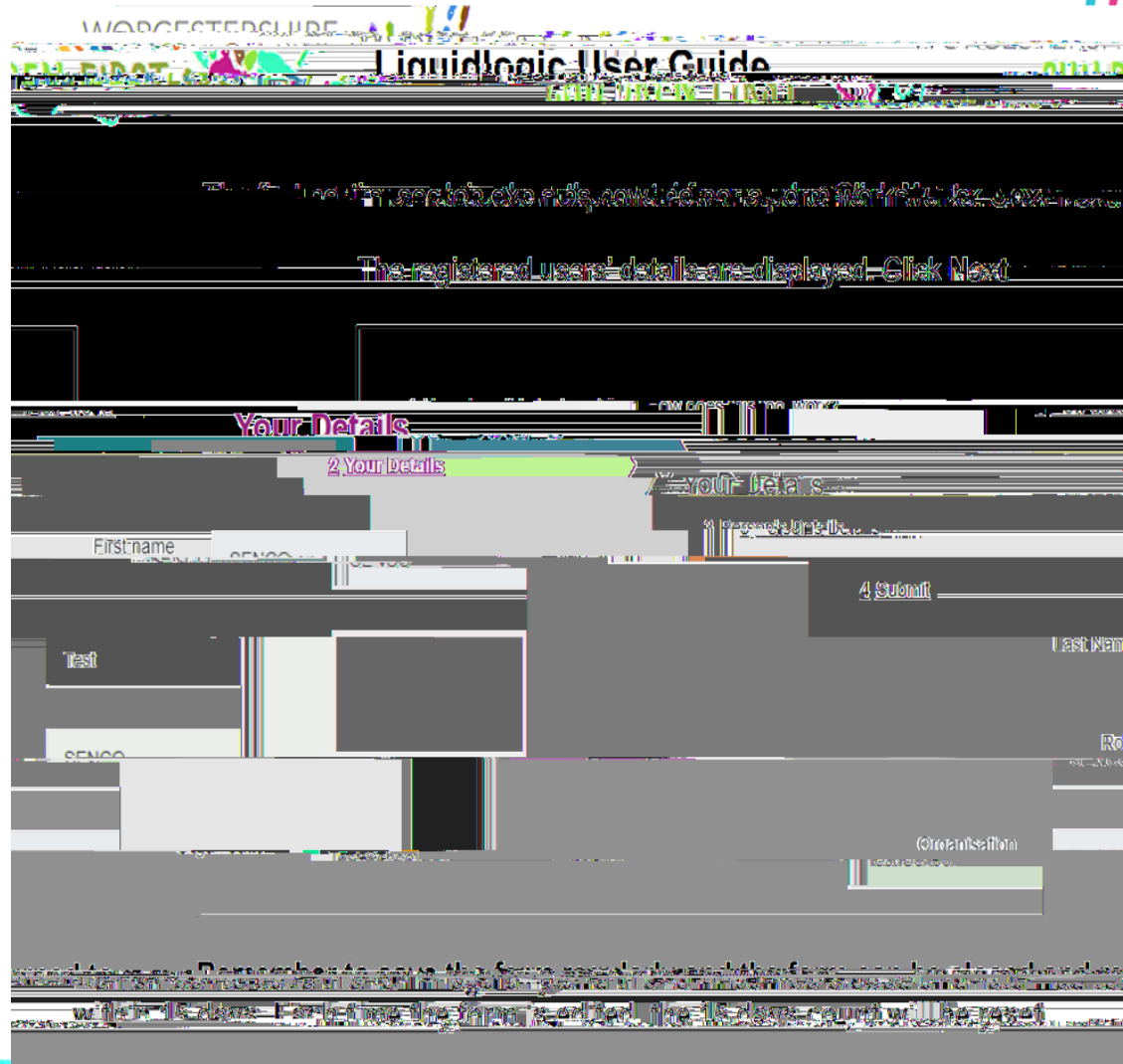
Follow this link to the Liquid Logic user guide and register/ log in.

<https://www.worcestershire.gov.uk/send-local-offer-0/education-schools-and-colleges/send-school-provision-and-education-health-care>



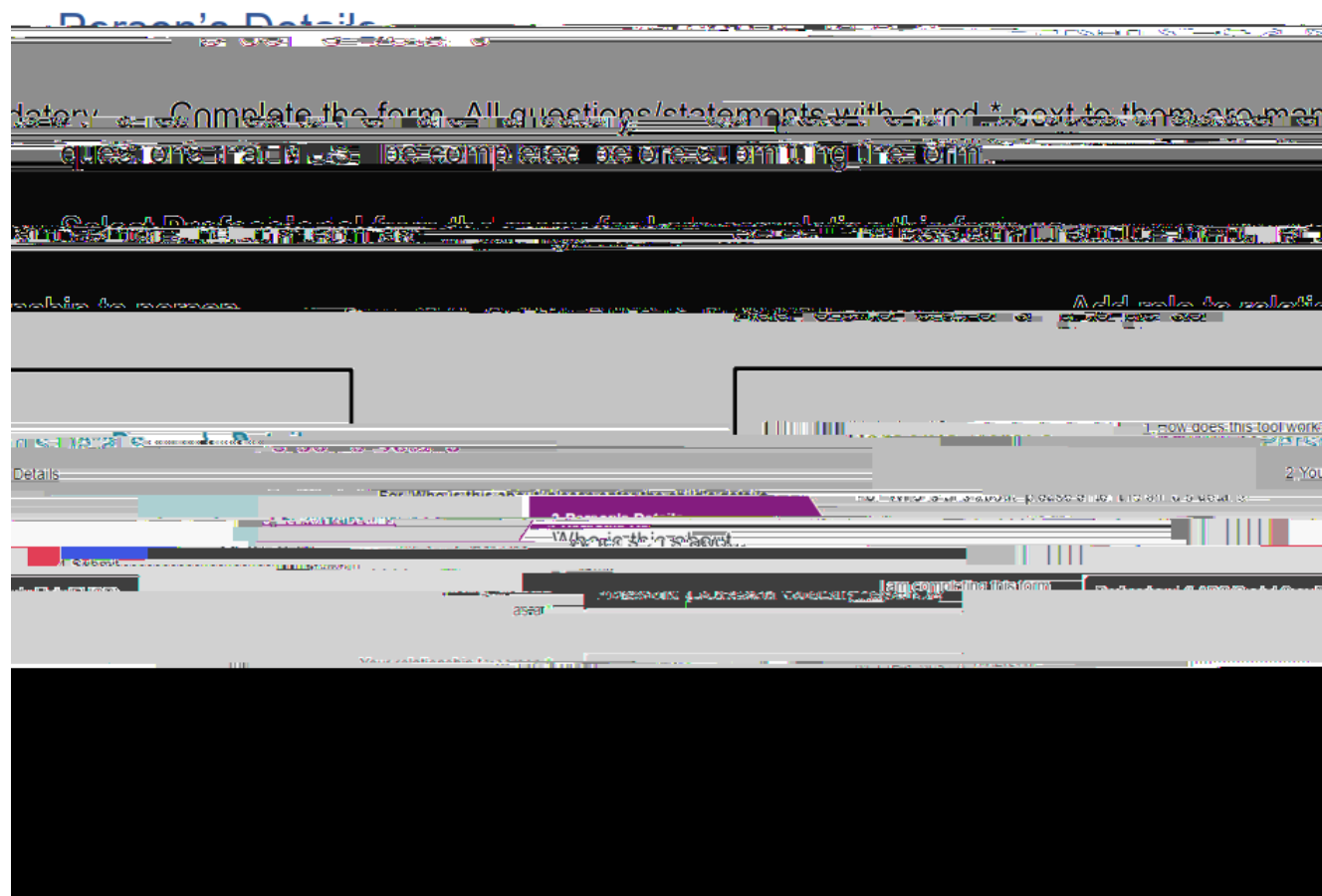
Your Details

These are the
details.



Person's Details

Please complete as a professional and your relationship to the child and then the child's details



Professional

Complete with your details i.e. as SENCO/Manager/Key person with your work address, phone number and email

Professional

details of the requestor Complete the Professional section with

Please remember to save your form regularly.

Name of person making this request:

Address:

Postcode:

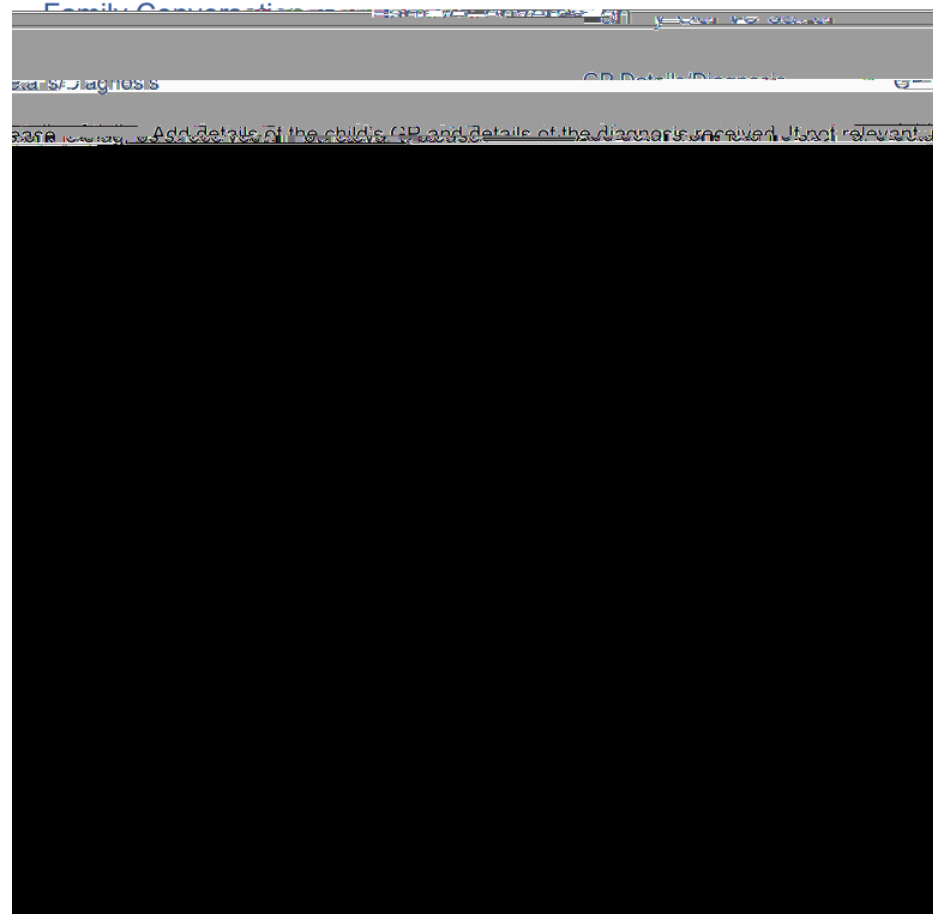
Job title/relationship to child/young person:

Telephone number:

Email address:

Professional

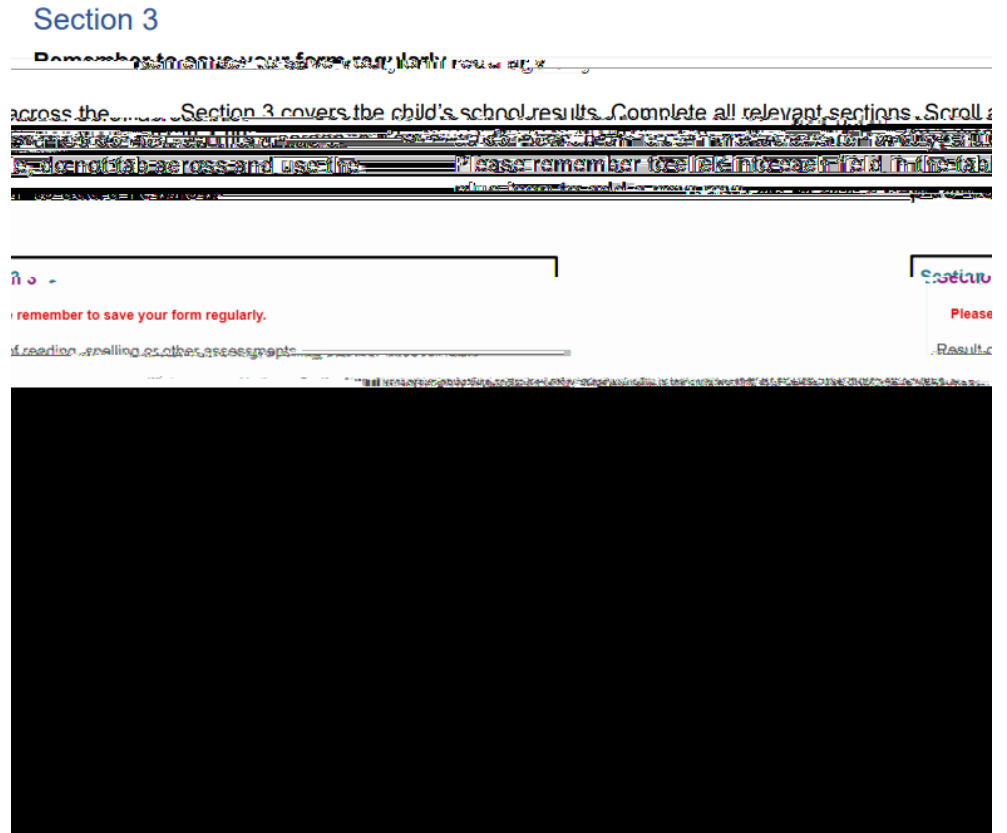
Family conversation



This Family conversation is information from the parents. This will need to be completed online during a meeting with the family.

Section 3- does not apply to Early Years

Please leave these boxes blank.



Section 4

Add in the

The screenshot shows a web form titled "Section 4". At the top, there is a blue header with the text "Section 4" and a sub-header "Please remember to save your form regularly." Below this, there are several input fields and a table. The table has three columns: "Term", "Possible", and "Actual". The first row of the table shows "Autumn", "30", and "28". Below the table, there are more input fields and a "Details" button. The form is partially obscured by a red box and a blue box.

Term	Possible	Actual
Autumn	30	28

EHC Needs assessment criteria for details box

Communication and Interaction

Specific Criteria/Evidence

- A significant speech and language disorder/delay compared to other areas of development (usually below the 2nd centile). This assessment will have been carried out over a period of time by a suitably qualified professional from a relevant specialist support service.

e.g. Take wording from most current speech and language report (dated, see appendix ?)

" experiences severe expressive and receptive language delay and is currently functioning at 0-11 months"

- 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.

e.g. Take wording from most current speech and language report/CCN Team/HI (dated, see appendix ?)

" understanding of language is inconsistent at the one word level. Adults need to consistently use objects of reference to help with understanding. He needs adult prompting and support due to his self directed nature"

Communication and Interaction cont...

-

Essential evidence examples

Communication and Interaction (that you will include for evidence)

- Freya presents with significant delays in the area of Communication and Language as evidenced in Early Support: Step 4 0-11/8-20 months (see appendix...)
- Expressive – Freya can communicate with single words. She can respond to simple questions.
- Understanding – She understands simple instructions and questions with adult support.
- Communicates – Freya mostly communicates by taking the adult's hand to where she wants to go or points to desired items. She labels items during play but does not tend to verbalise in an attempt to communicate.
- Listening and attention – Freya presents with limited listening and attention skills. However she is now engaging in small group sessions when the content interests her but will opt out for other listening sessions where she will choose to play with desired and favoured items. She sometimes tries to join in at song time by rocking and gesturing but is not yet singing songs.
- Interaction – Freya will approach an adult and a few peers and will take their hand and lead them to a chosen activity. She will sometimes take a book to an adult and put herself on a lap.
- Play Skills – Freya tends to play in a repetitive manner regularly choosing small world figures and engaging in set scenarios such as climbing up the steps and falling down the slide repeatedly.

Cognition and Learning

Specific Criteria/ Evidence

- 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.

Cognition and learning

- The Child or Young Person should be functioning at or below 8-20 months for the LA to consider that it may need to determine the Special

Example statements

- Rio presents with a global developmental delay as diagnosed in the recent report by his Paediatrician (see appendix ?, dated). The development of his cognition and learning skills is currently managed through sensory experiences
- Oliver can attend for brief periods of up to about 30 seconds
- Tia uses five signalong signs and although she sometimes understands a few more than this, her responses are inconsistent
- Zain's play skills are delayed in line with the other areas of his development. He will explore toys and will stay at an activity for a little while (up to two

Social, emotional & mental health

Specific Criteria/ Evidence

- Evidence is required of the nature of

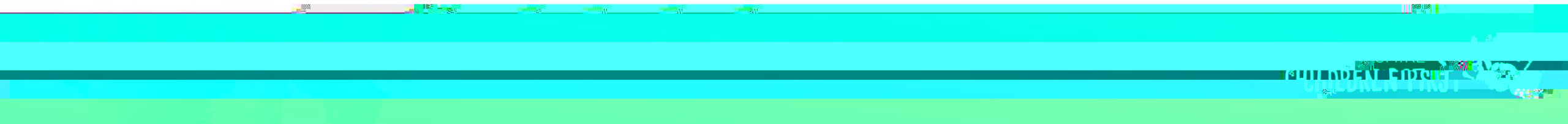
Example statements

- See appendix for ABC chart, observations, IPMs, support plan and reports by Clinical Psychologist
- Miles is under a child in need plan, primarily due to the family experiencing extreme trauma
- Sammy shows extreme anxieties at being separated from his mother. He usually calms after about an hour lying on a favourite cushion
- George often bites himself, draws on his body and scratches himself with items.
- Nathan often presents with challenging and inappropriate behaviours and will scratch and push peers, snatch toys off them, hit and throws items at them and disrupt group play.
- Lily struggles to engage with other children unless an adult is present – when she will then accept their presence for a few minutes. If the adult leaves the room, she will throw an item, pull the child's hair or clothes
- Milo appears to be anxious at departures and transitions and relies heavily on verbal and visual support to help minimise this anxiety, e.g., tidy up time whereby he requires visual confirmation with a now and next board which is now always completed prior to the change

Sensory and/or physical

Specific Criteria/ Evidence

- Evidence that the child/young person 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 needs to give a clear picture of:
 - when such supervision is essential and in what curricular or other areas.
Examples would include practical curriculum support and self-help areas, and physical support for access in and around the school environment.
 - Evidence would be required from relevant support agencies that certain specialist equipment or furniture is required.
- Evidence of significant self-help and/or mobility difficulties;
-



Sensory and/or physical (HI and VI)

Guidance for Hearing Impaired, Visually Impaired & Multi-Sensory Impairment (MSI)

Specific Criteria/ Evidence

- Evidence that the child/young person 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 needs to give a clear picture of :
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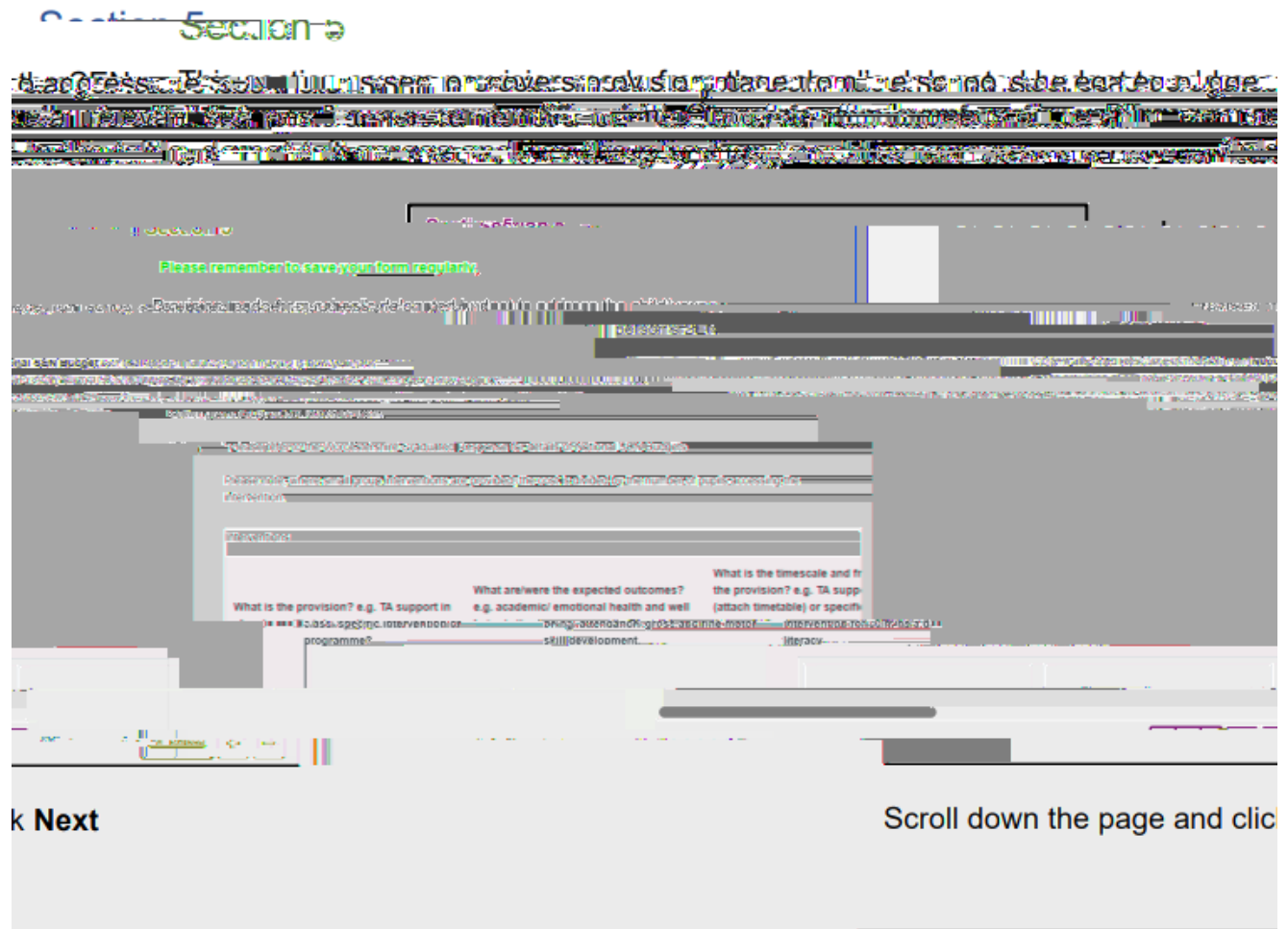
HI/VI

- Evidence that the child/young person's sensory impairment impedes the development of purposeful relationships with adults and/or peer group;
- Evidence that the child/young person's sensory impairment gives rise to other emotional and behavioural difficulties;
- Evidence of modifications to the school timetable in order to maximise access for the pupil;
- Evidence that the child/young person requires significant, long-term support from an Intervenor, Communicator, or Teaching Assistant;
- Evidence that the child/young person needs access to a deaf or visually impaired peer group;

HI/VI Example statements

Section 5

- This section is for you to evidence what interventions you have in place to support the child and how you have used your Graduated Response inclusion funding budget.

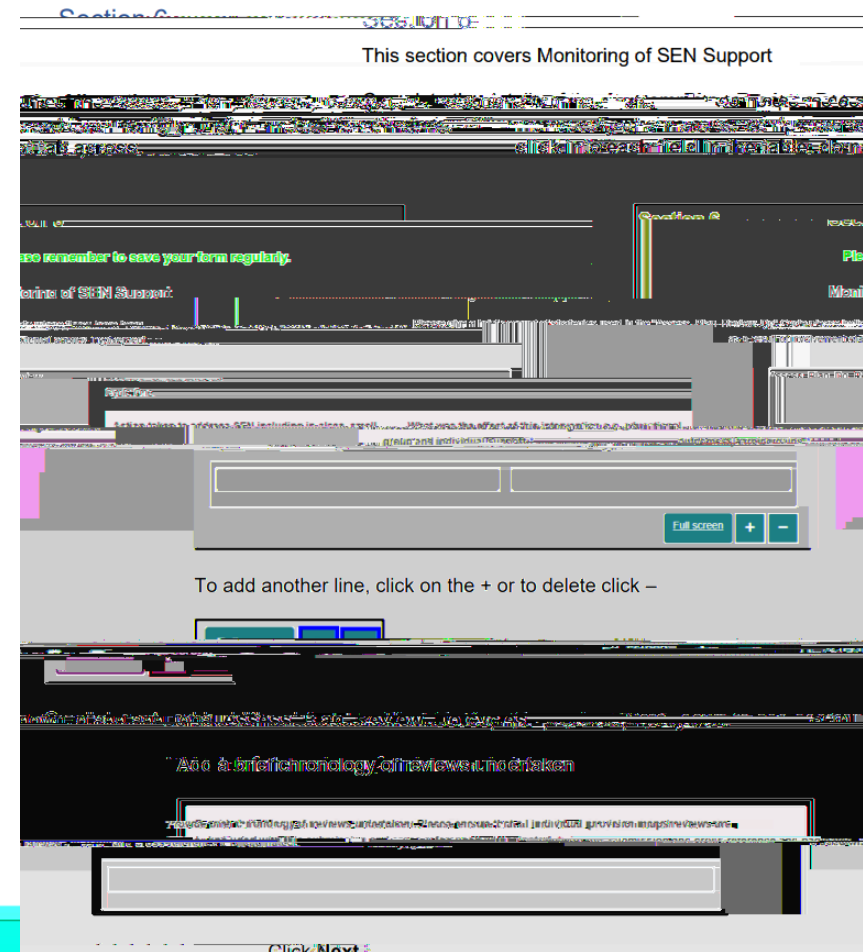


Example

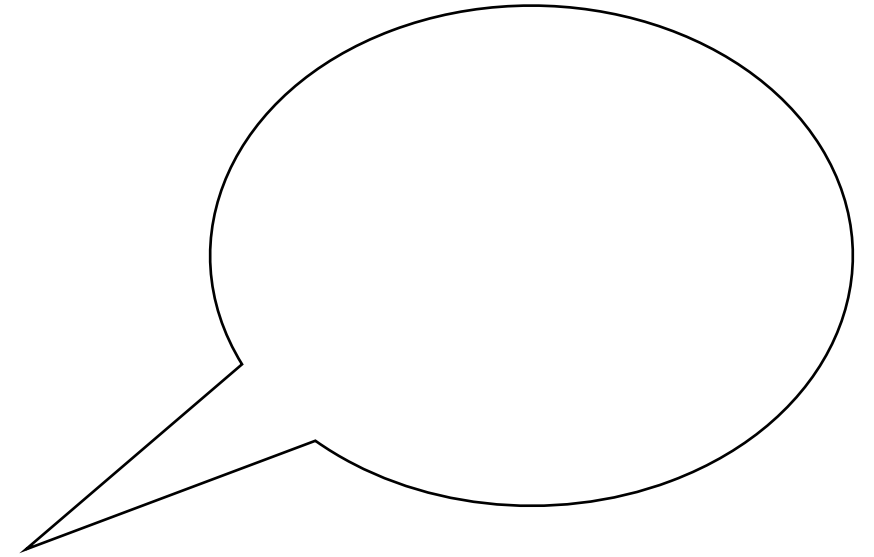


Section 6 Assess, Plan, Review, Do cycle

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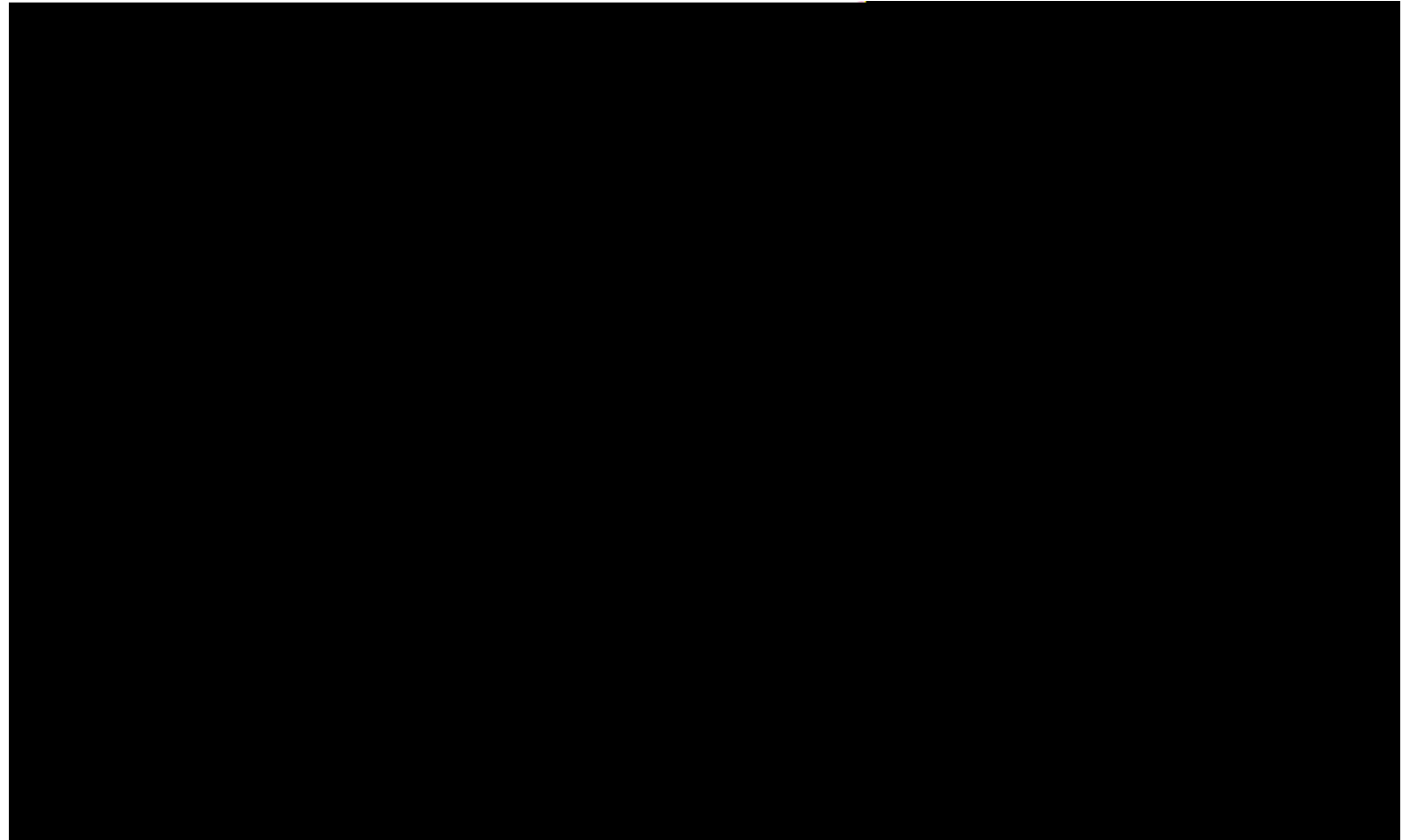


Step 6: Strategies and Approaches continued



Section 7 External Professionals Involved

- Speech and language therapist
- Educational Psychologist
- Hearing impairment team
- Visual impairment team
- Physical disabilities team
- Complex Communication team
- Learning support team
- Paediatrician
- Child development team
- Child development centre
- Specialist play
- Occupational therapist
- Physio therapist
- Area SENCo



Section 8- Supporting Evidence

Please attach and tick to indicate that it has been included.

- 2+ Individual Provision Maps (IPMs) - parents and setting have signed
- 2+ IPM reviews - all signed
- Support Plans - There might possibly be support plans which have been put in as an addition to the IPM to address generic issues such as physical or behavioural needs, or where a therapist has suggested generic strategies additional to the specific targets. As with IPMs these would need to have parental signatures/comments and have accompanying reviews
- A list showing dates when IPM's were started, review dates and new IPM date
- Bullet point of all strategies trialled over time
-

Continued...

Selection of record of interventions (2 or 3 sheets per IPM) plus
2 or 3 summative observation sheets

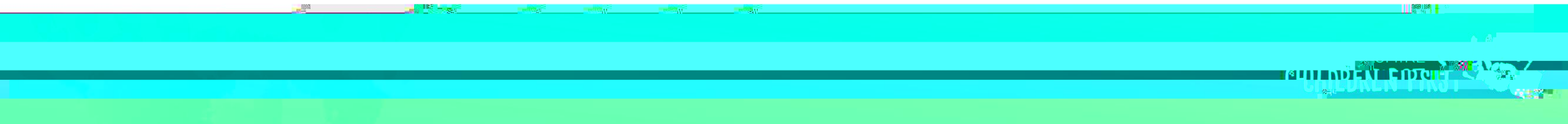
Early Support/EYFS tracking sheets relevant to secure level

Early Support Tracking Sheet/Developmental Profile

Child views sheet – 4 photographs annotated showing where
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Sarah, I can now sit for 30 seconds with adult support, I love to
climb (but need supervision not to climb on tables!)

Diarised log / SENCo update sheet of external agency input –
phone calls, visits, meetings

External agency reports e.g. speech and language/PD



Things to remember

- A page listing your appendices
- Ensure that all your documents have an appendix number and cross referenced
- Make sure all of the family conversation section is complete
- Ensure that sufficient time is allowed to scan and upload all the evidence
- Parents may ask to read the finished application or access it
- Ensure that you have revisited your EHCNA preparation list

Send to the SEND TEAM via Liquid Logic

- All this information – each section, Family Conversation, Child's Views and copies of all the supporting evidence referred to at the start of

Useful Contact details

Early years inclusion team

01905 843099

Email:

eyinclusion@worcschildrenfirst.org.uk

Website:

<https://www.worcestershire.gov.uk/WCFEducationServices/info/31/early-years-inclusion>

SEND Services

01905 845726

Email:

SENAssessmentPSF@worcschildrenfirst.org.uk