

Guidance notes for Early Years settings requesting an Education, Health and Care (EHC) needs assessment

Early Years settings should contact the Specialist Teaching Service for further advice and support prior to submitting a request for an EHC needs assessment. It is good practice to hold a meeting prior to submitting the request and a specialist teacher from the Specialist Teacher Support Service should be invited, contact

North Team	01524 581 200
East Team	01254 220 553
South Team	01772 531 597

When completing the request form, it is important that all of the child's and parent's details are completed in full.

Documents submitted:

- The Plan facilitator (usually the Early Years settings SENDCO), should ensure that all relevant documents are submitted with the request for an EHC needs assessment.
- Dependent upon the individual child's profile of SEND and if a professional or service is involved in supporting the child, the Early Years setting should ensure their advice is sought prior to a request for an EHC needs assessment.
- Advice forms are available on the Local Offer and it is important for the Early Years setting to use these forms to request advice from the relevant professionals, making sure they are completed in full. The setting should seek confirmation from the person providing advice and the child's parent that the advice is sufficient for the EHC needs assessment process. If there is agreement that the advice is sufficient, the Local Authority will not request further advice if an assessment is agreed.
- The Early Years setting should ensure that evidence is attached to the request (e.g. Targeted Learning Plan's or equivalent) to demonstrate a graduated response to meeting the needs of the child.
- It is expected that there will be evidence of regular Assess, Plan, Do, Review cycles, demonstrating increasing levels of personalisation in order to ensure appropriate provision is in place and that advice from advisory professionals has been implemented. It is essential that this has been evaluated and that a person centred approach has been adopted, in order to determine the impact of the interventions that are being delivered.

People who support the Child/Young Person

- Please provide the name, role, email address and telephone number of professionals who have current involvement, or who have been involved with the child in the last 12 months. This will ensure that the Local Authority are able to contact the appropriate professionals, should this be required.
- Please indicate if the child has been discharged from any services within the last 12 months.
- Additional rows can be added if needed.

Attendance Record

- Please provide as much information as possible regarding current and historical attendance at any Early Years settings.

Section A

Strengths

- Positively identify what a child is able to do which can be built upon.
- Provision should build on current strengths so it is important to include what the child can do well or is in the process of developing. This may include their gifts, skills and achievements.

Special Educational Needs

- Identify and summarise all of the child's special educational needs following observations/assessments from your setting.
- Professionals should limit their advice to areas in which they have expertise.
- This section has five sub-headings which are related to the broad areas of Special Educational Needs. The information below may be helpful when considering where to include information regarding progress/needs identified within the EYFS prime and specific areas of learning.
 - Cognition and Learning (EYFS: The setting may also wish to include specific information regarding an overview of the child's learning and play skills including reference to characteristics of effective teaching and learning. The Prime areas of the EYFS are covered individually but reference should also be made to the Specific areas: literacy, mathematics, understanding the world, expressive arts and design. This could also include an overall learning profile e.g. that within Development Matters the child is generally working within xxx age phase across the EYFS.
 - Communication and Interaction (EYFS: communication and language)
 - Social, Emotional and Mental Health (EYFS: personal, social and emotional development)
 - Physical, Sensory (EYFS: physical development - the EYFS makes reference to health and self-care under this prime area of learning and it is acknowledged that all the areas are interconnected. However for the purpose of gathering information as part of an EHC needs assessment, the setting may wish to consider whether information relating to health and self-care development may be better placed under the relevant section of the request form for health information and/or the broad area of need for independence and self-help).
 - Independence and self-help (the setting may wish to consider whether the child's independence and self-help skills are within the typical range for the child's age/stage of development).
- Bullet points should be used to help keep writing succinct.
- All of the child's special educational needs must be specified and should set out needs that are easy to identify.
- There should also be a clear link between Aspirations (which will be included in the One Page profile and guidance is available to support the setting completing this), Needs (Section A of request form) and Outcomes and Provision (section E of request form) – this is the 'Golden Thread'.
- Some children may have needs across all areas, however others may not. If your setting has not observed/assessed or identified that a child has needs in one or more areas, please indicate this by stating 'no needs identified in this area'. The purpose of identification is to work out what action the setting needs to take, not to fit a pupil into a category.
- A diagnosis does not constitute a need – the needs identified should make clear what is going to be addressed for the child/young person, e.g. for a child/young

person who has an ASD diagnosis, what element will be addressed through the provision that will be implemented.

- Care should be taken not to confuse needs with provision.

Section B

Attainment/Ability/Assessments/Milestones met

- When completing this section, please be specific and provide information from within the last 12 months that has assessed the child's progress against the EYFS areas of Learning and Development. Practitioners should indicate whether the child is emerging, developing or confident in the age phase they are assessed at
- In a general statement, practitioners must indicate whether the child is meeting expected levels of development, exceeding expected levels or if they are not yet reaching expected level e.g. child's name is working below/at/above the level that would be expected for his/her age in across all areas of the EYFS/name of area of learning and development. Include reference to any other tools used for monitoring or assessment e.g. Early Support Materials, Wellcomm Screening Tools etc.
- Please give results from any other standardised assessments and attach any evidence to your request.
- Providing attainment/assessment information (including previous scores) is key to ensuring progress can be monitored over time.

Section C

Health needs and support

- Summarise whether there are any health needs and what support is known to be in place from health services.

Section D

Social Care needs and support

- Summarise whether there are any social care needs and what support is known to be in place from social care services.

Section E

Outcomes and Provision

- Set out here a list of the jointly agreed outcomes sought for the child.
- An outcome is defined in Special Educational Needs and Disability Code of Practice (COP: 2015) as *"the benefit or difference made to an individual as a result of an intervention"*.
- An outcome is not a description of the service being provided or sought. Outcomes should not be confused with provision.

Outcomes should:

- Be SMART (Specific, Measurable, Achievable, Realistic and Time-Limited);
- Set out what the child will be able to do / or what the child will have achieved, by the end of a phase or stage of education (e.g. by the end of the EYFS/ by the end of Key Stage 1);
- Be person-centred rather than service-led;
- Take into account what is important to the child intrinsically and/or to help them move towards their goals or aspirations;

- Take into account what is important for the child in terms of addressing needs / removing barriers to help them progress;
- Link clearly to the identified needs and provision.
- Outcomes should help to support the child to achieve increasing levels of independence, appropriate to their abilities, age and stage of development.
- Shorter term targets can be included under the section 'steps towards achieving outcome'. Professionals working with the child during the EHC needs assessment process may agree shorter term targets that can be regularly reviewed and, if necessary, amended regularly (e.g. as part of their Targeted Learning Plan) to ensure that the individual remains on track to achieve their long term outcomes.

Provision:

- Provision must be clearly linked to the needs identified in section A of the request form;
- Specify the provision which will help the child achieve each outcome;
- Provision must be specific and quantified – say exactly what it is, how much of it / how often and who will deliver it. For example – "fine motor skill intervention, 3 times a week for 10 minutes, in a small group (maximum 6 pupils), supported by key worker"
- Include provision where Health or Social Care educates or trains the child, for example, Speech and Language Therapy. Ensure that advice forms are attached from these services specifying the provision delivered from their service.
- Indicate if the child has been accessing support through the Specialist Teaching Service and if Portage/Sensory Support/Additional Inclusion Support is currently in place and/or being applied for.

Person making the request

- When making the request, ensure that your details are included alongside the date of completion.
- If the setting has received support to complete the request form, please ensure the name of the person providing the support is included.
- It is essential that the request for an EHC Needs assessment form is signed by the person(s) responsible for the child.

Please contact the SEND Team using the details below, should you require any further advice or guidance.

Area	Email Address	Contact Number
Lancaster/Fylde/Wyre	inclusion.north@lancashire.gov.uk	01524 581114
Chorley, South Ribble, West Lancs, Preston	inclusion.south@lancashire.gov.uk	01772 531597
Burnley, Pendle, Hyndburn, Ribble Valley, Rossendale	inclusion.east@lancashire.gov.uk	01254 220553