

# EHCNA guidance

**Professional request form**

## **Section 2 - Consent**

Consent is two-fold.

- 1) There is consent from the parent/young person for the Local Authority to conduct the EHC needs assessment
- 2) There is also consent from the parent/young person for the Local Authority to share information with partners across education, health and social care. This consent will cover all statutory processes from this point forward.

Professionals making a request on behalf of a parent for a child (15 years of age and under) with SEND must gain consent prior to submitting the requests.

Professionals making a request on behalf of a young person who is 16 years of age or over with SEND must gain the young person's consent (if they have mental capacity to do so) prior to the submission of the request. The Young Person must sign the consent in this situation.

Any requested received without consent will be rejected. A signed consent form must be uploaded along with other documents.

Any requests where consents are withdrawn will mean the EHCNA process will be stopped.

## Section 3 – Key Information

A general point with Section 3 is that it is important that this section is completed as fully as possible.

A	This section contains several mandatory fields (Name of person making the request, professional role, service area).
B	A submission <b>cannot proceed</b> without the GP details. please ensure you have the child's GP details before beginning the assessment request.
C	This section contains several mandatory fields (Full name, DOB). UPN is not mandatory (as not every child will have one at the point of the request). However, <b>it is essential, if the child/young person has a UPN that is it included.</b>
D	There is an option to include more than one parent. This is especially important if parents are not living together but continue to share parental responsibility. In this situation, please provide both parents contact details.
D5	It is essential that we have the parent's email address. If parents are separated, please ensure both parent's email addresses are provided.
E7	If your SENCO changes during the assessment, please inform SENSTART.
F	It is important, insofar as is possible, to provide details about previous settings. There are multiple options to add several schools as we would wish to see multiple schools if a child has moved school settings frequently.
G	<ul style="list-style-type: none"><li>• Please provide the details of all professionals who are involved with the child/young person at the time of the request.</li><li>• You can include professionals who have recently discharged (i.e. within the last 6 months).</li><li>• It is important that we understand who is involved across education, health and social care so that, if the request is agreed to proceed to assessment, we can request appropriate advice and information from all professionals.</li><li>• Please ensure that appropriate referrals to professionals i.e. Speech and Language Therapy, Occupational Therapy, CAMHS have taken place before the request as part of the graduated approach to meeting the child/young person's special educational needs.</li></ul>

## Section 4 – Educational Information

H	It is important that as much information about a child/young person's attendance is provided in this section.
H	<p>Please ensure information around the reasons for low attendance are provided. This may be reasons relating to illness, emotional-based school non-attendance, social care needs, Specialised Personal Learning Plans/Modified timetable. It is important that the holistic picture of the child/young person is understood from the request form.</p> <p><b>Any modified timetables/Specialised Personal Learning Plans should be discussed and agreed with the Inclusion Support Team.</b></p>
I	It is important that as much information about a child/young person's suspensions/exclusion history is shared so that a holistic picture of the child/young person is understood from the request form.
J	<p>Children/Young People may have difficulties across the four categories of Special Educational needs (Cognition and Learning, Communication and Interaction, Social Emotional and mental Health and Physical and Sensory).</p> <ul style="list-style-type: none"> <li>• You must select the identified needs a child has in each category.</li> <li>• You can then indicate the priority of the child's Special Educational need.</li> <li>• Priority 1 will indicate the 'primary' need as related to you school census.</li> <li>• 1 can only be selected once.</li> </ul>
K	<ul style="list-style-type: none"> <li>• <b>This is a mandatory area.</b> (Cognition and learning is mandatory and without this as an identified need the request will be rejected)</li> <li>• At least one area of need must be completed to warrant an EHC needs assessment request being made.</li> <li>• Most children/young people have needs across several, if not all, areas.</li> <li>• It is important that this section is completed with information known about the child from the professional's perspective.</li> <li>• Educational settings must complete this using <b>their</b> knowledge of the child/young person's strengths and needs observed and assessed in the setting. It does not have to include the professional advice already received.</li> </ul>

## Section 5 – Evidence from your Graduated Response

L1	<p><b>This section is asking what is the benefit of the child/young person having the assessment. It is not why they need an EHCP.</b></p> <p>Information we would like to see included in this section:</p> <ul style="list-style-type: none"><li>• Is there a lack of clarity around the nature and extent of the child/young person’s special educational needs?</li><li>• Is there further guidance needed around the type of provision that the child/young person requires to progress?</li><li>• Are there concerns about the child/young person accessing the current level of provision available in your setting long term?</li><li>• Is there evidence that your SEND notional budget has already been exhausted or will be exhausted due to the level of provision being put in place?</li></ul>
L2	<p>Information we would like to see included in this section:</p> <ul style="list-style-type: none"><li>• A chronology of the child/young person/s SEN support identification and reviews. i.e.</li><li>• How long has the child been on SEN support?</li><li>• How frequently has this been reviewed?</li><li>• What has been the impact? A brief discussion on the progress made (progress due to the higher level of support, limited or lack of progress despite the support) and any reasons for this.</li><li>• Following reviews, who has the child/young person been referred to and supported in helping the setting meet needs over time? (To evidence the escalation of support needs)</li></ul> <p>Evidence of a graduated approach would also be typically uploaded for at least 3 terms</p>

## Section 6 – Assessment of Academic Attainment and Skills

<b>M</b>	Please select the correct phase of education for the child/young person.
<b>N</b>	<p><b>Early Years Assessment options</b></p> <p>We are looking for information across areas of learning including – Communication and Language, Literacy. Mathematics, Physical Development and Personal Social and Emotional Development. We understand that whilst schools do not need to report beyond 0-3 years, this is unhelpful to the local authority when trying to gauge the level of need a child has. Similarly, ‘below’ Age Related Expectations is also too vague for use.</p> <p><b>SENCOs may still need to consider a detailed assessment tool such as Early Years Developmental Journal to help detail their assessments further.</b></p> <p>Information across the previous 3 terms is requested, where available.</p>
<b>O</b>	<p><b>School Age Assessment option</b></p> <p>This section covers Year 1 through to Year 11. Broadly speaking we are looking for information in relation to English and Maths.</p> <p>In Key Stage 1 and 2 (and possibly 3), this may include phonics, reading, Grammar/Punctuation/ Spelling and Maths. There is the option to include other (multiple) subjects, if required.</p> <p>In Key Stage 3 and 4 this will include English and Maths and the option to include other (multiple) subjects.</p> <p>Information across the previous 3 terms is requested, where available.</p> <p>Other can also include standardised assessments such as SATs, phonic screening check, PIRA/PUMA assessment, Reading Age tests, Access Arrangement tests. For these there may only be one entry depending on how frequently they are conducted etc.</p>
<b>P</b>	<p><b>Post 16 Education option</b></p> <p>In Key Stage 5 (if in 6<sup>th</sup> form) this will include English and Maths, where still studied or the actual grade received in year 11, and the option to include other (multiple) subjects/course details.</p> <p>Information across the previous 3 terms is requested, where available.</p>

Other can also include standardised assessments such as Reading Age tests, Access Arrangement tests. For these there may only be one entry depending on how frequently they are conducted etc.

## Section 7 – Health Information

<b>Q1</b>	<p>Please include information in relation to any diagnosis (including dates) and/or identified health needs that arise due to the child's special educational needs.</p> <p>Describe how any medical conditions, impairments or other health needs impact the child or young person at the educational setting. From your knowledge of the family and discussions with parents, this can include an overview of how the medical conditions, impairment of other health needs impact the child or young person at home and in the community (i.e. on educational trips).</p> <p>Include any information around how you have had to make adaptations to your school site or arrangement i.e. Does the child/young person have a PEEP? Does the child/young person have an Individual Health Care Plan (Have you had to consider your accessibility planning for the child/young person?)</p>
<b>Q2</b>	<p><b>Other Health Services provided</b></p> <p>e.g. prescriptions for glasses, equipment, other general prescriptions/medications taken.</p>
<b>Q3</b>	<p><b>Health needs that are not impacting on learning</b></p> <p>e.g. asthma, skin conditions, allergies that need to be known and are important but don't impact on the child/ young person's learning.</p>

## SECTION 8: Social Care Information

<b>R1</b>	<b>Describe any social care needs and how these are impacting on the child/ young person's learning</b>  These needs may not be at a level where the child has social care involvement. This could come from the professional's knowledge through observations/ conversations with the child/young person and their family.  E.g., the child/young person finds it difficult to maintain friendships as they cannot easily recognise social cues. This means that they can be socially isolated at school and outside of the structure of the school day.
<b>R2</b>	<b>Support from social care</b> There are multiple options on the form, please select any that are applicable to the child/ young person
<b>R3</b>	<b>Where is the support provided</b> There is a list of options, please select any that are applicable to the child/ young person
<b>R4</b>	<b>Any other known social care needs that are NOT related to the child/ young person's special educational needs</b>  This could relate to social care needs that may be a for the whole family and means the child/ young person is subject to a Child in Need or Child Protection Plan. The needs for the family would not be as a result of the child/young person's special educational needs but could still impact on the child/young person and their family.  This may include issues with housing, family support systems, family relationships.



## SECTION 9: Appendix list

Please attach the following documents to the Child/YP with your request that are applicable to the child/young person:

**Ensure that you tick the corresponding box for all the appendices that are used in the request and only attach the documents that are required, named correctly to match the checklist below. Please note- we only require evidence that is relevant to the child/yp now and for the last academic year, not the whole history of involvement**

1. A One Page Profile and Child views
2. Parental views
3. A fully Costed Provision Map
4. **Evidence of a graduated approach through school process i.e. SEN Support Plan/ Individual Education Plans/ Records of review of progress over the last 12 months. All IEP's should have the reviewed part completed**
5. **Evidence of a graduated approach through SEN Support Services i.e. evidence of Outreach, SNEYS, Specialist teachers, Educational Psychology involvement i.e. Target Monitoring Evaluation Form and/or Advice**
6. **Evidence of any Social Care involvement i.e. evidence the education setting has considered whether an Early Help Assessment is required as part of the EHCNA. If it is decided that an Early Help is not required, education settings should provide TAC/TAF meeting notes – these minutes MUST be attached with the referral or provide information about social care status (Child in Need, Child Protection, Child Young Person in Care and shared social worker's details)**
7. **Evidence of the universal health offer being explored and referrals to appropriate professionals as appropriate i.e. Speech and Language Therapy, Paediatrics, Occupational Therapy, including any reports or information. An EHCNA request does not substitute a referral to health services and referrals must be in place prior to the EHCNA for advice to be received from health services.**
8. Connexions Advice (for young people year 9 and above)
9. Evidence from Alternative Providers involved (where applicable)
10. A photo or picture that the child/yp has drawn and would like incorporated into the EHCP if they are issued one

