

Every conversation starts with the child. Children, young people and their families are at the centre of all that we do.

Please complete the form using MSWord rather than converting to a PDF

What?

This document should be completed to gather together all the information needed for the Local Authority to make a decision about whether a child or young person requires an Education, Health and Care needs assessment (EHCNA).

The 'how' guidance below provides a step by step guide including some descriptions of words or phrases families may be unfamiliar with.

When?

If, despite the setting having taken relevant and purposeful action to identify, assess and meet their special educational needs, a child or young person (CYP) has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment (EHCNA) (reference to Code of Practice; Chapter 9, Education, Health and Care needs assessments and plans).

Who?

Usually a school will complete this paperwork but it must be completed in full partnership with the CYP, their family and those who have been working to support the child and family such as doctors, educational psychologists, speech and language therapists and social workers. A face to face meeting with parents / carers is strongly advised in order to complete this paperwork.

Whoever takes responsibility for completing the form must ensure the parent/carer understands every aspect of the form and agrees with the information being submitted.

How?

Most of the questions are self-explanatory. There is some guidance below about certain areas of the form

The [privacy notice](#) covers how the CYP and family's information will be used and kept safe. The parent/carer and young person (if over the age of 18) must sign and date this section to tell us that they have understood how their data will be used. The lead practitioner should also sign and date this section.

The next section must also be signed by the parent/carer and young person (if over the age of 18). This is to confirm that everyone is in agreement that the request should be submitted.

Exceptional Circumstances might include a family moving to the UK from overseas or an accident which has had significant impact on the CYP

Section 1 Basic Details

This section should include the most up to date addresses and contact details of the CYP, their parents/carers along with their GP and Social Worker
The UPN number can be found on the schools management information system (eg SIMS)

The NHS number will be on any letter from the NHS like a prescription or appointment letter or parents can call their GP surgery and ask them for the number.

FEHA – A FEHA is a Family Early Help Assessment; a tool used to assess the needs of children, young people and families to determine the need for early help and the actions to be taken to improve outcomes

Dynamic Support Register - a local database of people with a learning disability, autism or both who are at risk of an inpatient admission

Individual Health Care Plan - a document that records important information about the medical condition, symptoms and the support a CYP needs to ensure they are fully included in school.

Section 2 Summary of Special Educational Needs

This section should be used to provide an overview of the Special Educational Needs of the CYP for who the request is being made.

Strengths and achievements – this section is just as important as describing the aspects the CYP finds challenging. Try to include as many different areas of their life where they are enjoying and achieving.

The next section is for a description of need with a separate space for each area of need as described in the Code of Practice. If the CYP has no SEN in one area then please make this clear within the space rather than leaving it blank.

For each area, consider the impact of these difficulties on the CYPs learning. Please do not 'copy and paste' from the CYC banding documents.

Please do not describe needs using the 'bands' *eg Billy is Band 4 for SEMH* Communication and interaction

This includes CYP with speech, language and communication needs (SLCN) and those with ASD including Asperger's Syndrome and Autism.

Describe any difficulty in communicating with others (difficulty saying what they want to, understanding what is being said to them or not understanding or using social rules of communication) and/or difficulties with social interaction and any sensory needs associated with the CYP's autism.

Cognition and learning

This will cover a wide range of learning needs; moderate learning difficulties (MLD), severe learning difficulties (SLD) through to profound and multiple learning difficulties (PMLD).

This also included CYP with specific learning difficulties (SpLD) affecting one or more specific aspects of learning and encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Describe all the aspects of learning difficulties the CYP experiences even with appropriate differentiation (attainment is described later in this document)

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Use this section to describe, for example, how they may become withdrawn or isolated and/or display challenging, disruptive or disturbing behaviour. Describe any underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. You should also use this section to describe disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

This section should be used to give detail on a physical disability (PD), vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) which require specialist support and/or equipment to access their learning and the opportunities available to their peers.

There are then two sections to describe any social care or health involvement in more detail than earlier in the form.

Section 3 – Education and Support

This is the section to describe all the support which has been in place as part of an 'assess, plan, do, review' cycle. It is important this section outlines provision over time and clearly shows what has worked well; what impact has this made.

Education history – please provide as much detail as possible adding additional rows as required

Attendance – provide for at least the last five years (if available)

Educational offer – if the CYP is not currently in full time education use this section to describe the current offer including times. Please also include the plan and timeline to reintegrate to full time school

Attainment – end of previous phase attainment must be included (eg include Y6 outcomes if at secondary school or GCSE results if post 16). It is vital that settings include some narrative to describe the attainment and progress to ensure the assessment tools being used are easily interpreted. In early years please ensure assessment information indicates a detailed breakdown of progress in all areas.

Additional school provision – use this section to *describe in detail* what the school has done to support the CYP. Include any specific interventions, strategies implemented, changes to curriculum offer and/or the environment, resources used, additional support, staff training etc and include the impact of these measures. Adding provision maps as part of the appendices may support this section.

Professionals/other services – this is the space to list any involvement from other agencies including specialist Doctor, Educational Psychologist (EPs), School Nurse, Speech and language therapist, Social Worker, Well-being service, CAMHS, Specialist teaching team, OT, Physiotherapist, Paediatrician or any Outreach support as well as any other support which the CYP has accessed such as Island Mentors or Mind

Section 4 – Views of the CYP and family

This section must be given suitable time to complete to ensure the voice is captured and provides a balanced request.

The CYP voice can be completed in any way in which they wish it to be. This can be:

- Written (by or on behalf of the child, but all written information should be the child's words, and not amended by the parent, carer or practitioner)
- Hand written or typed (if hand written, please scan and insert images of writing)
- Drawings (the child can draw their answers to each question, and the parent, carer or practitioner can add labels if they feel appropriate)
- Children will communicate in different ways, this could be verbal, BSL, Makaton, Braille etc – please ensure that what ever way the child communicates in, is noted in this section.
- Power point slides (or any other form of computer based communication)
- Video (a video can be created and sent alongside the request for

assessment, if this is the case, please make a note in this section that a video is being sent)

Parents/carers should be supported where necessary to ensure they full contribute to the request.

Please ensure each section is completed. For advice about completing the pupil voice please see [Special Educational Needs and Disability: Voice of the child toolkit - Derby City Council](#)

Section 5 – Outcomes

Use the table to complete an outcome for each of the areas in the outcomes framework. The 7 outcomes will mean different things for every child. For a list of exemplar descriptors for each outcome, visit the Local Offer for SEND:

[Outcomes Framework – York SEND Local Offer](#)

You do not have to fill in every outcome, however together you may feel that this section will outline additional support that is needed in order for this child to meet these goals.

Section 6 – Additional Evidence

Use this final box to add in any additional information to be considered. To ensure every attachment is received, please list all documents attached as supporting evidence.