

Request for Education, Health and Care Needs Assessment

<p>Why is the request for an assessment being made now?</p> <p>Are there exceptional circumstances surrounding this request for assessment?</p>	<p>xxx has experienced difficulty with accessing the curriculum within a whole class environment; the difficulties xxx has with tolerating activities not of his choosing have become more apparent as the curriculum demands increase in formality and the level of adult intervention required has increased over time. xxx requires high levels of support to maintain a positive self-image and make academic progress. School would like to formalise this support and secure statutory provision to ensure this high level of need can be supported as xxx moves into KS2.</p>
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Section 2 - Summary of Special Educational Needs	
Strengths and Achievements	
<p>xxx has a strength in noticing small details that other children do not notice.</p> <p>xxx is a lovely young boy who has a range of interests which he will verbalise confidently.</p> <p>During YearC xxx has shown an ability to cope with changes to adult support within the classroom.</p> <p>He has been able to engage with 1:1 Swimming lessons with expectations set out to him beforehand</p> <p>Recently, xxx has shown a strength with writing a diary at school; the Fire of London writing has been inspirational for him and he has been able to write a couple of sentences.</p> <p>There are things that xxx will come and speak to teachers and show pride (science / fractions / history)</p> <p>xxx can now recognise some of the things he can do with his peers.</p> <p>xxx has a strength within computing and he has been a Leader of Learning.</p> <p>xxx is now using the phonics he knows and it can be deciphered (triungal)</p> <p>During times when xxx feels emotionally ready and is interested in an activity he has shown an ability to engage with his peers on short activities.</p>	
What primary category of need has been identified?	SEMH
Describe the nature, extent and context of the child or young person's SEN	What is the impact of this on their education?
<u>Communication and Interaction</u>	
<p>xxx can approach others to share information though needs support to recognise where his communication is being successful. He can be keen to share his ideas and interests. xxx can be unaware of his volume and does not yet understand how this must be varied in different circumstances. xxx can find it difficult to tolerate the classroom environment, particularly where he has something he urgently feels he must share. At times xxx has such urgency to share his ideas that he will talk until he has finished what he wants to say and show little awareness of the interest level or engagement of those he is speaking to.</p> <p>xxx can find it difficult to maintain an appropriate distance from others and is taking longer to develop an awareness of social communication skills such as</p>	<p>xxx requires support to prompt him to engage appropriately within a lesson. He will sometimes put hand up and wait his turn or show some attempts to listen but often shouts out and can't stop speaking until he has finished saying what he needs to.</p> <p>xxx can sometimes be reluctant to engage in dialogue about his learning. xxx is able to answer questions independently if it is something he is interested in, and has previously used Social Stories to assist him in understanding that questions are asked by teachers to help him learn.</p> <p>xxx benefits from support to self-monitor and to understand the social cues of others, including identifying where he has lost the interest of the audience he is communicating with.</p>

personal space and understanding how to respond to others appropriately during a two way conversation	
<u>Cognition and learning</u>	
xxx can struggle to deviate from his interests which can impact on his learning. xxx has a good general knowledge about science in particular and issues which are of his immediate interest. xxx is currently working towards reading, writing and maths targets which are approximately two years younger than his chronological age.	Xxx is vigilant to details and can be perceptive of very small details, especially during story time. He can fixate on small details which others would not notice and can fixate on the details he feels important. He routinely struggles to focus on adult directed activities for longer than a few minutes, benefitting from timers and strategies such as “Now / Next” to support him with completing simple tasks.
<u>Social Emotional and Mental Health</u>	
xxx does not currently have a diagnosis but is undergoing a Limetrees assessment on the ADHD pathway. A potential clip-on assessment can be considered if CAMHS feel there is evidence to support an ASC assessment.. xxx can become upset if he can't do things his way and can tolerate adult direction for only short periods during the day. xxx is at the beginning of recognising the impact of his actions, using high levels of adult reinforcement, prompting and modelling to understand some of the consequences of his behaviour. xxx can appear to be disengaged with his learning, though with adult questioning and prompting he is able to demonstrate some awareness of learning content. xxx can show ability to initiate his learning, demonstrating strong preferences to self-directed activities which have few restrictions or constraints placed upon them. Additional adult support can benefit xxx with repeating key messages and adapting tasks to respond to his readiness to learn.	Xxx benefits from frequent support to modify behaviours which affect his immediate safety (e.g. rocking backwards on his chair) or impact on his learning. xxx learns best when given some choice over his learning and benefits from being given short activities where movement breaks and physical activity is incorporated. When working on adult directed activities, xxx can struggle to maintain his attention. Accessing a personalised work station can support xxx to overcome difficulties with his organisation and working memory difficulties.
<u>Physical and Sensory Needs (Vision / Hearing)</u>	
xxx wears glasses to correct his vision.	During the school day, xxx wears his glasses which allows him to participate fully.
<u>Developing independence; preparing for adulthood from Y9</u>	
xxx relies on adult support to help him make safe choices around his self-care. He does not yet understand how his interests could be inappropriate, for instance he can fixate on aspects of perceived violence and say he “enjoys violence” whilst not fully understanding his vocabulary choices.	xxx is at the stage of learning and development where he requires high levels of adult guidance to help him maintain focus for a short period of time. Building on xxx's independence has been achieved through using timers to encourage him to engage, alongside support for regulating his energy levels.
<u>Description of any Social Care needs related to the child/young person's Special Educational Needs</u>	
<i>Not applicable at this time</i>	

Description of any Health needs related to the child/young person's Special Educational Needs
As part of the statutory assessment process for an Education, Health and Care Plan (EHCP) the local authority is required to seek medical/ health advice. This is to consider whether any health need may impact on the progress of learning.

Medical History Please provide a brief medical history and summary of health needs (please describe any health interventions required, medical diagnoses and allergies).

xxx is a healthy child with no additional medical needs or allergies. No health interventions are required at this time, though a referral was made in January 2021 to help understand xxx's needs through CAMHS.

Please describe briefly how health needs may impact on learning or affect outcomes

Though not directly a physical health need, concerns were shared with xxx's parents regarding his difficulty with concentration when xxx was in reception. Throughout Year 1 and Year 2 an increasing range of strategies have been put in place to enable xxx to make small steps of progress with his concentration. There are signs of progress, though xxx benefits from high levels of adult support and awareness to enable him to make progress. xxx's learning can be reliant upon his ability to engage with activities. The concerns noted have persisted throughout xxx's time at school but as the learning becomes more structured and formal, xxx is finding this more difficult to tolerate.

Current and Previous attainment – insert or attach

EYFS									
Key stage 1 and 2	Year 1 July			Year 2 Sept			Year 2 January		
	R	W	M	R	W	M	R	W	M
	T	T	T	1T	1T	1T	1T	1T	1M
<p>xxx is currently assessed using the B Squared assessment system to demonstrate his non-linear progress. He is currently working on progression step 3 in reading, writing and maths. This means that he is working towards Year 1 standards.</p> <p>BSquared assessments aim to demonstrate where xxx has made progress through identifying the stage of learning that he is able to achieve against specific objectives. This can be most easily viewed through the pie charts below which demonstrate xxx's current attainment in the core subject areas. The continuum of skills development views progress as moving through stages of Attention and Response (being aware) ☐ Participating (with prompting and encouragement) ☐ Gaining Skills and Understanding (decreasing adult support) ☐</p> <p>SCHOOL INCLUDED DIAGRAMS TO SHOW PROGRESS AND ATTAINMENT BUT THESE INCLUDED IDENTIFIABLE FEATURES</p> <p>Mastered (able to maintain and generalise across a range of contexts).</p>									

Please ensure all data is explained in terms of age related expectations and progress over time.

Additional school provision

What actions have already been taken to meet the CYPs SEN?

Include:

- Quantification - how much, for how long, since when?
- Specificity – what and by who?
- Evidence of the impact of these actions/interventions over time

Weekly timetabled sessions	Time allocated	Supported by/ level of expertise	Specific identified needs this supports
BEFORE SCHOOL: 8.30-8.35	5 x 5 minutes	CT / TA	C&L

Liaison between teachers and teaching assistants regarding provision during the day.			
START OF DAY: 8.40 – 8.45 Greeted by an adult who assesses xxx's readiness for learning and guides him to a familiar activity at the beginning of the day.	5 minutes	1:1 (TA)	SEMH / C&L
SENSORY BOARD 8:45 - 9AM Tasks chosen to help with readiness to learn and then time in the hall to carry out activities	5 x 15 minutes	1:1 (TA)	SEMH
SPELLING / PHONICS – 15 minutes Phase 3 focus / movement based and kinaesthetic / opportunities to use physical resources.	10 minutes	1:3 ratio (TA)	SEMH / C & L
MATHS: 9.00 – 10.00 1:1 or small group support in maths to aid understanding, motivate to complete the task, motivate to use the equipment provided. Practical maths equipment – bears / Numicon / deines / base 10. Reduced clutter and chunking of activities. Now / Next board to give instructions – depersonalised language e.g. the board says its time to...	Daily – 1:1 focus time provided through drop ins and scaffolding by TA / T. 5 x 50 minutes weekly	TA / CT	Cognition and Learning
MOVEMENTS BREAKS Timed sessions with an adult so that xxx is ready to learn. This also helps with transitions. Zones of Regulation also used during this time.	Daily- 1:1 focus. 10 minutes each break. These sessions are reactive and can happen 3-5 times a day.	1:1 (TA/T)	SEMH / C & L
READING: 10 minutes daily Daily use of sound cards to practise speed recognition of sounds. Completion of precision teaching pack. Support to focus during shared work.	5 x 10 minutes 1:1 time	TA / SENCO	Cognition and Learning
PLAYTIME: 20 minutes daily Access to small playground.	5 x 20 minutes	Independent	Preparation for adult life.
ENGLISH: 10.45 – 11.45 Now / Next Use of key words Visuals to support reading using Widget Online. 1:1 support to refocus on learning, movement breaks, rephrasing,	5 x 50 minutes weekly: Daily 1:1 and small group support.	TA2 or Teacher	COGNITION & LEARNING
Lego Zone: 2 x weekly Opportunities to develop reciprocal friendships Turn taking modelled	2 x 40 minutes weekly 1:3 ratio	TA	SEMH

Opportunities to work on adult instructions in a low pressure environment.			
Professionals/other services			
What other agencies and community support services have been involved?	Involvement Dates	Report Included? Yes/No	
Child and Adolescent Mental Health Services - referral made in January 2021. CAMHS questionnaires received by school and completed by YYY on February 26th 2021; subsequently xxx's family heard from CAMHS in April 2021 that an assessment would be pursued (initially for ADHD).	January 2021 – Present	No	
Educational Psychologist, ZZZ: involvement through planning meeting discussion, observation in school (08.03.22) assessment work with school and home, and participation in My Support Plan meeting (16.03.22) with subsequent report compiled to support the discussion had around making a request for statutory assessment.	12 th January 2022 – Present	Yes	

Section 5 – Outcomes				
What are the outcomes the family, young person, school and setting would like the child/young person to achieve, and how will these be achieved?				
Outcomes Framework	What?	By When?	By Who?	How?
I am healthy				
I have a choice and I am heard	xxx will, with adult support, be able to select a regulating activity (from a selection of known possible regulating activities, presented visually) to complete during planned and spontaneous 'movement breaks.'	Daily – planned time and reactive	Class Teachers directing TAs	Sensory circuits Movement breaks planned into xxx's timetable. Movement breaks offered by teachers a points in the morning where xxx's behaviours are signalling the need for a break.
I am included	When given a clearly explained role as part of a small adult facilitated group activity, xxx will engage in a group activity not of his choosing at least once a week.	Daily – planned time and reactive	Class Teachers directing TAs	Small group work Clearly defined roles Adults identify points in the day when xxx is receptive to group work. Lego Zones small group (1:3) activity during the week. Small group, active learning where appropriate facilitated by teachers and TAs (e.g. phonics 1:3 ratio)
I achieve my goals	To write long one armed robot letters (r,m,n,h,b,k,p)	Daily – planned time and reactive	Class Teachers directing TAs	My writing will not require mediation by a familiar adult

	the correct way round (non cursive).			which will impact positively on my self-esteem.
	In a range of contexts, xxx will begin to apply Phase 3 Tricky words the / me / my / I / go to his writing	Daily – planned time and reactive	Class Teachers directing TAs	I will have increased range of standard vocabulary which will allow me to express myself.
	To be secure within Phase 3.4 phonics digraphs when reading a phase 3.4 blue Book independently	Daily – planned time and reactive	Class Teachers directing TAs	I will be able to read books which use Phase 4 phonic sounds.
	With 1:1 support to read a blue banded phonetically decodable book.	Daily – planned time and reactive	Class Teachers directing TAs	I will be able to read books which use Phase 4 phonic sounds.
I am becoming independent	To turn my timer over and concentrate on a self-directed activity relevant to my interests and independent ability level for a period of ten minutes.	Daily – planned time and reactive	Class Teachers directing TAs	Workstation approach used with xxx, giving him two activities not of his interest and a third motivational activity. Adult discussion and emotional support to identify interests. Opportunities to work independently.
I am safe	xxx will be able to transition between different activities in the classroom, at the first time of asking, when supported with visual prompts (e.g. a visual timetable; 'first and then' board), on at least 50% of occasions.	Daily – planned time and reactive	Class Teachers directing TAs	Adult prompting Task plans Now and Next board Workstation approach with careful consideration built into the activities used. Adaptation and response to xxx's engagement and interest with learning activities used responsively.
I can overcome challenges and difficulties with or without support	When given two short adult directed learning activities which directly relate to an activity modelled by an adult, xxx will be able to work independently on this for a period of ten minutes.	July 2022	Class Teachers	Adults noticing when xxx is receptive to learning. Modelling to build upon xxx's interests and extend ideas by repeating xxx's ideas with extensions added. Activities planned will relate directly to what is modelled by the adult. Where possible activities will build on xxx's interests.

Section 6 – Additional Evidence

Is there anything else the Local Authority needs to know in order to consider this request for statutory assessment?

Xxx's assessment with CAMHS is ongoing. His steps of progress appear to be very small and have lead to an increase in support over time which would benefit from the protection afforded through an EHCP.

Please list all documents attached as supporting evidence for this request

Record of Meeting – December 2020

CAMHS referral – January 2021

My Support Plan – February 2022

Dr ZZZ – Educational Psychology report March 2022

Requests should be submitted to the local authority via secure email (DOQEX) to SENdept@york.gov.uk