

Education Health and Care Needs Assessment Workshop

BARNET EYSEND

Ground rules

- Confidentiality
- Listen to others
- Support each other
- Learn from each other; share good practice and ideas
- Terminology
- Use of Zoom



Introductions



- Introductions
- What we want to get from the session

Focus for the Session

- **To look at the key things needed when you are applying for an EHCNA**
- **To explain the EHCNA workshop Toolkit**
- **To answers questions and share top tips**









Chat Activity - Challenges /what's going well

Why does a child need an EHCNA?



- Most children's needs can be met through Universal or Ordinary Available provision.
- When a child's needs are more complex and can't be met by these, their nursery, school or college can then request an assessment. This process is known as an **EHCNA**

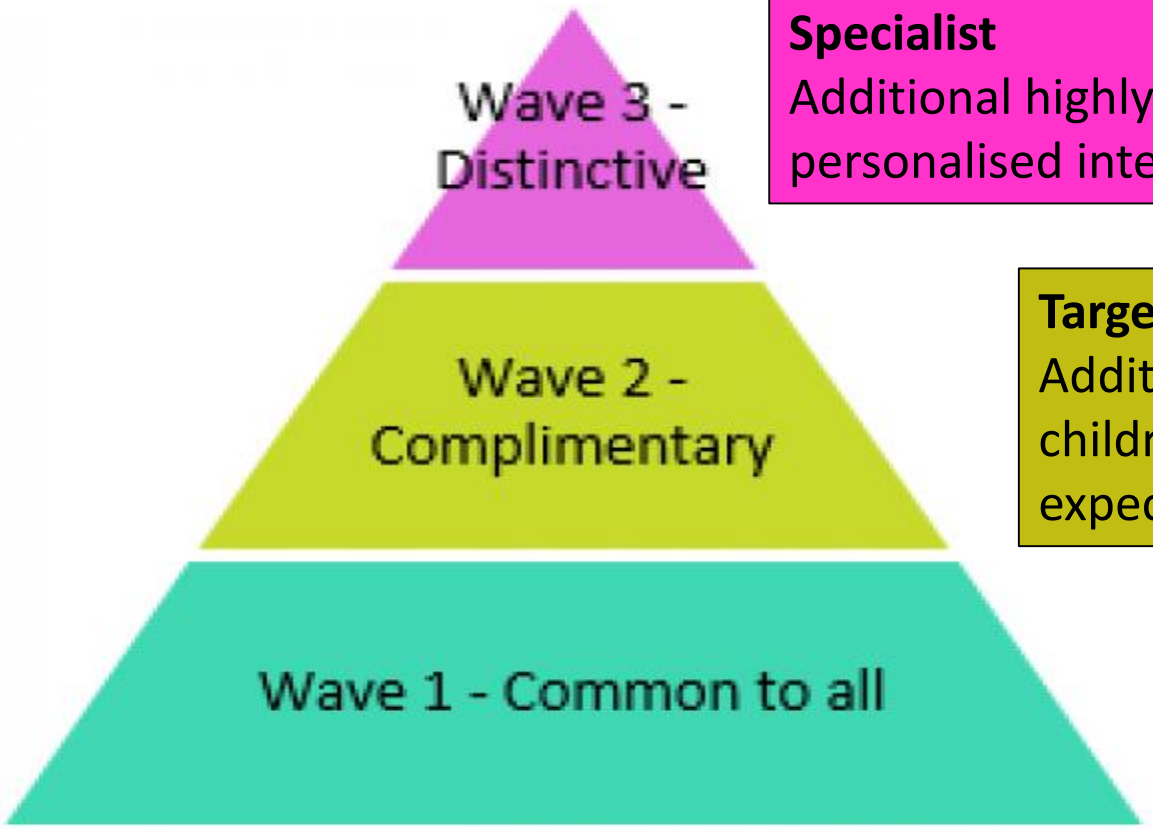
The Code of Practice says

- Complex Life Long Condition
- Needs cannot be met at what is Ordinarily Available
- There has been sustained and purposeful intervention



The Graduated Approach

Graduated Response: Waves of Intervention



Specialist
Additional highly personalised interventions

Targeted
Additional interventions to enable children to work at age-related expectations

Universal
Inclusive quality first teaching for all

What do we mean by this?



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Child's Name:				**Setting Name:**			
Age:		**D.O.B:**		**Date:**		**Review Date:**	
Adults at the meeting:				**SENIF Funding:** Hours per week:			
				Start and finish date:			
Copies to:							

Assess: (Where are we now?)

What I do well:	
What is important to me?	
How you can help me: (child individual needs) e.g. special toys, instructions, adaptations	
My parents/carers wish me to be able to:	
My early years setting will work with me to be able to:	

Long term outcomes (by the end of the Foundation Stage) agreed by parent and setting

Key Area to be developed (please choose) • Communication and Language • Cognition and Learning • Social and Emotional Mental Health • Sensory and Physical	

Quality First Teaching (please indicate)

stay near wait time ☐ 	say my name ☐ 	same level ☐ 	simple language ☐ 	modelling of behaviours and activities ☐ 	use of objects of reference ☐ 
use of lanyard visuals ☐ 	visual timetables ☐ 	provide choices ☐ 	repeat activities across session ☐ 	use of gestures ☐ 	multi-sensory activities ☐ 
calm spaces ☐ 	movement breaks ☐ 	exaggeration and enthusiasm ☐ 	other ☐	other ☐	other ☐

EYFS Area	PLAN Short term targets	DO How adults can support using strategies which are linked to planning and advice	WHO will be responsible and Home Involvement	REVIEW Evaluate the effectiveness and impact of support, targets achieved?

Record of progress towards individual targets/ outcomes (Daily or weekly – observations of learning outcomes / activities)

Child's name: Joy Smith **D.O.B.** **Setting:** **Key worker:**

	Date 01.01.2021	Date 03.01.2021	Date 05.01.2021	Date	Date
Outcome/ Target1 To be able to turn take during a short game with Ann my keyworker. (cars and ramps, marble run, pop up toys, etc)	Marble run – No interest in any turn taking games today.	Joy put marbles down the run by herself. When I tried to have a go she moved away. She came back so I just sat next to her on the floor rolling my own marble while she used the run.	Joy was very tired today and didn't want to play alongside me. she started to get upset so I had to leave this activity for today.		
Outcome/ Target 2 To make a clear non-verbal choice between two objects shown to me. (Snack time – offer two real fruits. Offer two toys; train or book etc)	Offered a banana and pear at snack time. Joy looked at both and then looked away. I said, "No banana…. no pear today". She got up away from the snack table.	Lovely moment today. I offered Joy two fruits and she looked at them and then at me, before moving away. Later I offered her a choice of instruments and she took the bells and wondered off with them happily.	A little calmer at snack time and she again, looked at the snack I offered her – biscuit or apple. She looked at me and moved away.		
Outcome/ Target 3 To tolerate Ann my keyworker playing alongside me. Even watching what she is doing	When I joined Joy in the water tray she moved away making a frustrated sound.	Joy let me play alongside her in the sand today. She didn't like it if I used any of the equipment she used,	Joy let me play with her in the water. She didn't want me to touch any of the		

SENIF FUNDING USE Monitoring Sheet or Include an Individual COSTED provision map!

Identified need	Nature of intervention	Duration & frequency	Details of evaluation & rate of progress as a result of intervention
Global developmental delay	Full Time support at all times when at school – currently 9 – 11.30 and 1.30- 3.20 each day	Currently 9 – 11.30 and 1.30- 3.20 each day X 5 days a week	To implement all the advice and strategies from outside professionals, allow XXX to access school and ensure his safety and well being – XXX is supported at all times by a dedicated 1:1 TA adult

Costed Provision Map

Identified need	Nature and Aim of intervention	Duration & frequency	Details of evaluation & rate of progress as a result of intervention
Speech, Language, Communication, and Interaction needs	Adult Intervention to develop vocab, attention and listening and interaction during the time he attends the nursery setting. Adult to use: • Simple language • Modelling of language to be used • Encouragement when CHILDX joins in with the activity. • Pre teaching vocabulary for carpet session before carpet session begins • Use of story props during carpet session • Adult to use objects and visuals to promote understanding • Adults to use visual timetable to prompt understanding	Daily when in the setting Daily across the day – adult to target and respond to bids for interaction when CHILDX is in nursery, support with understanding the routine and structure. Adult will need to observe and intervene at appropriate time throughout the day so as to pre-empt dysregulation and support with CHILDX bids to interact with others, so he does not become frustrated.	To begin with CHILDX was resistant to adults being near him and encouraging him to follow a nursery routine, however with continued practice CHILDX will now accept help, he is able to use single words and is starting to join 2 words together. He can resist story time unless it is a book he has chosen. He has quite set ideas about books to read and will protest if this has not been predicted by adult – when the adult can support he will accept the reading but will go and sit away from the carpet Is resistant to visual timetable – likes to play with the cards, is interested in the words
Speech, Language, Communication, and Interaction needs	Attention Bucket Activities to develop joint attention, waiting and requesting and turn taking	3 sessions per week 1 adult with 2 other children 20 mins per session 1hr total Highly motivating objects (avoid noisy toys) Sensory objects, messy play objects	CHILDX loves joining these activities but always wants to go first, he will wait if he has an object to hold. He is working on joining phrases together to request more of the activity Need to work on the activity ending



Reflect on how you use your SEN Support Plans

- **Are targets co-written with parents/carers and key workers?**
- **Are targets shared with key staff?**
- **Are key staff confident to implement strategies?**
- **Are monitoring sheets being completed to record impact?**
- **Are the strategies working or do they need reviewing?**

The process to apply for an **EHCNA.**

You will need to provide the local authority the child's lives in with the following:

- Cover email listing what you are sending
- Completed EHCNA request application form
- Full cycle of Assess, Plan, Do, Review (your fully completed support plans)
- Monitoring form/s
- Professional reports e.g. – Speech Therapist, Paediatrician and Early Years SEND Advisors reports etc…. Reports should be fairly up to date (not years old – within 12 months is a good guide, unless they are diagnosis letters)

Once you have all your paperwork together, you send it by secure email to the local authority SEN department.

Who looks at the at the EHCNA applications and makes the decisions?

The complex needs panel is always chaired by a senior member of the local authority.

There are representatives from:

- Early Years Sen lead practitioner
- Main stream primary and secondary SENco
- Speech Therapist
- Senior Social Care practitioners
- Representatives from integrated services (OT and Physio)
- Barnet Parent/Carer forum rep
- Educational Psychology Team

Reasons why an **EHCNA** might not be agreed:

- Child needs can be met at ordinary available support
- Professional advice given has not been implemented
- Not enough evidence is provided by nursery
- Interventions and support do not match identified need
- Assess, plan, do , review cycle not evident.

Reasons why an **EHCNA** might not be agreed continued:

- Common mistakes include:

❖Support plans are **missing** from the application.

❖Support plans are **not dated**

❖Support plans are **not numbered**

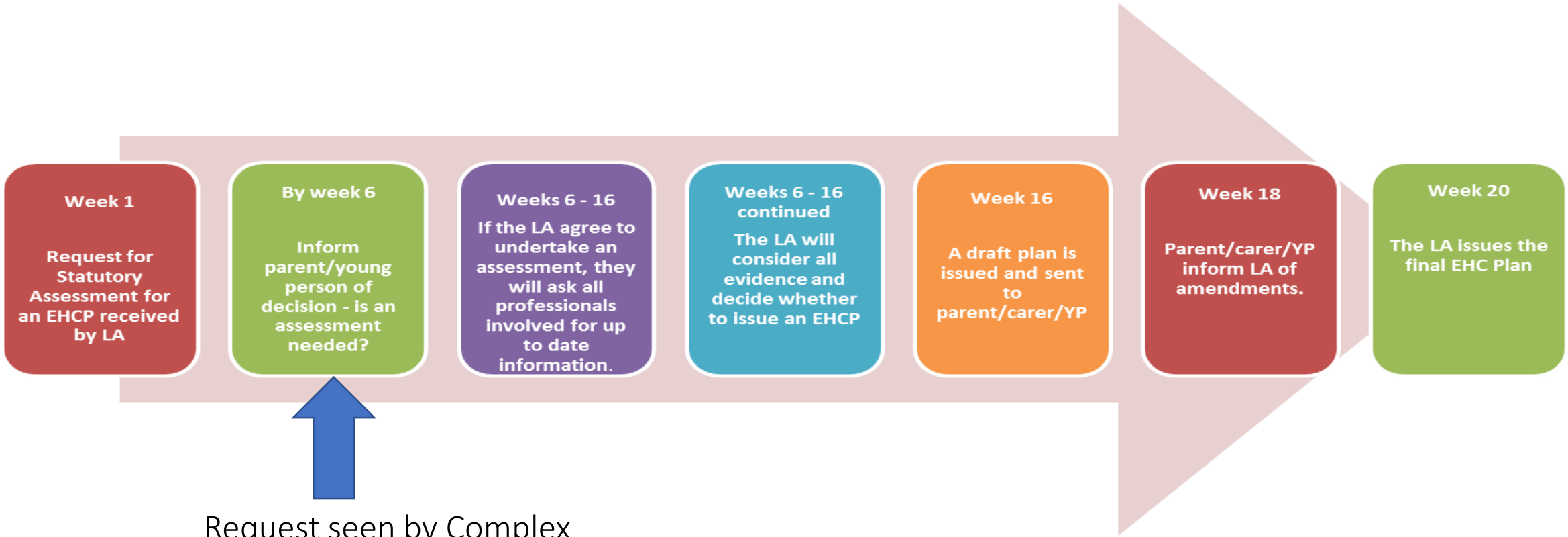
❖Support plans have **not been reviewed**

❖The child's needs can be met through school's **delegated notional SEN budget** – this is local authority funding to provide support for children with additional needs that can be met via ordinary available. An EHCNA is only given to a child with complex needs, which requires funding beyond the notional SEN school's budget.

Top Tips for applying for an EHCNA!

- Ensure you only apply for an Assesment for children who need them
- Make sure you are clear why the child needs an assessment and how they are going to benefit from having one
- Make sure you take the parent on the journey with you and they understand the 20 week process

What happens to your request for an EHCNA assessment for a child?



Request seen by Complex Needs Panel & initial decision about whether to assess made during these 6 weeks



The EHCNA Form

Take time to fill all sections of the form in accurately!

- Part 1 = Your details
- Part 2 = The child's details
- Part 3 = Parents details
- Part 4 = Setting details
- Part 5 = Professionals details - include the EY SEND Team/BEAM/SLT etc
- Part 6 = This is for the parent/carer to give permission to share information amongst the professionals listed in part 5 This can be electronically or by email at present
- Part 7 = Summary of Child/Young Person's Educational Attainments

7. Summary of Child/Young Person's Educational Attainments

Bearing in mind the age/educational phase of the child/young person, please provide information about the child/young person's educational attainments over time – usually for the last three years.

For young children who have not yet started school or settings please use the Early Identification Toolkit

Identification Toolkit



Early Years SEN Initial Observation and Concern Form

Foundation Years - Communication and Interaction

	By 1 year old the child may need support for some of the following:	Occasionally 1-2 times per week	Sometimes 3 – 5 times per week	Most of the time
Communication and interaction	smiling, looking and moving in response to your interaction			
	vocalising back when talked to, making own sounds, especially to a familiar adult and when a smiling face is used			
	listening to nursery rhymes with enjoyment			
	showing excitement at the sound of approaching voices, footsteps and other sounds.			
	By 2 years old the child may need support for some of the following:			
Understanding	understanding and following simple instructions in context, eg 'come for snack'			
	pointing to simple body parts when asked			
Speaking	spontaneously naming common objects which interest them, eg car, bird			
	copying expressions they hear a lot, eg 'all gone!' 'oh dear!'			
Listening & attention	enjoying nursery rhymes and trying to join in with actions or sounds by copying			
Interaction	being aware of other people's feelings – for example to look concerned if hears crying or to look excited if hears a familiar voice			
	taking turns in a simple 'conversation'			
	pointing to draw attention to things of interest.			
	By 3 years old the child may need support for some of the following:			
Understanding	understanding simple instructions involving a choice of 2 people or objects, eg 'Give the car to James' 'Give the ball to Annie'			
Speaking	joining 2/3 words together with meaning, eg 'Daddy car' 'Mummy gone'			
	being understood by familiar adults			

For children in Nursery 1/ Nursery 2 & Reception

Current Summative Assessment (use Barnet Early Identification Toolkit or Observation Check Points from Development Matters to support writing descriptions below)	
Area of Need	Description of how child is functioning
Communication: • How am I communicating? • How do I indicate choice? (verbally/non-verbally/gestures/eye gaze/vocalisations) • When do I seek to initiate communication or when do I simply respond to others? • How do I initiate?	
Social Interaction (PSE): • How do I interact with others around me? • How do I interact with my peers? • Am I aware of them? Do I react to them? • How do I respond to familiar/unfamiliar adults? • How do I initiate social interaction?	

Play/ Cognition: • How am I showing interest in/engaging with play opportunities?	
Physical development: • How am I using my gross and fine motor skills? (Dressing/undressing/mobility/handling toys) • How do I move around? • What are my feeding and self-care needs?	
Regulating My Needs: • What do I do if I am overwhelmed or upset? • Do I have sensory needs, sensitivities or sensory seeking behaviours e.g. visual, auditory, touch, body movements**?**	

Take time to fill all sections of the form in accurately!

- Part 8 = The child's identified area of need
- In this section you will also need to complete the section labelled **"Additional Health Needs** and the section labelled "**Additional Social Care Needs"** **You will need to discuss these questions with parents.**
- Part 9 = Why you are applying for an EHCNA now. This is your opportunity to **tell the story.**
- Part 10 = Evidence being included
- Part 11 – Child's voice - For our non-verbal children their views are collected through your observations and how they express what they like and dislike to you. Don't forget that you can refer to page one of the support plan (what I do well/what is important to me?)
- Part 12 – Parent carer views and signature of the person making the request.

8. The child/young person's Special Educational Needs

Place X in the relevant box or boxes to indicate areas of need

Communication and Interaction Please specify below		Cognition and Learning Please specify below	
Speech, language and communication		Moderate Learning Difficulties	
Autism Spectrum Condition		Severe Learning Difficulties	
Sensory and/or Physical Needs Please specify below		Profound and Multiple Learning Difficulties	
Visual Impairment		Specific Learning Difficulty	
Hearing Impairment		Social, Emotional and Mental Health Difficulties	
Multi-Sensory Impairment		**Other –** please specify here	
Physical Disability			

Cognition and learning

Specify Cognition and learning needs:	
Strategies and Intervention What are you doing to help the child/young person? Please include evidence of following advice from specialist or other professionals	Impact and Progress Please describe the impact/progress and indicate the difference this has made How is this monitored and by whom?

There are a further 3 boxes to fill out:

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory, motor and physical health difficulties

Cognition and learning

Specify Cognition and learning needs:

Eeyore is self-directed and finds it difficult to engage with his peers and activities not of his choosing. Eeyore prefers to play by himself. He needs a high amount of adult support to engage in open ended activates and to extend his play.

Play and exploring

He likes to play with blocks that have letters on them and will build a tower.

When playing with vehicles such as cars, tractors and trains Eeyore will lie on the floor and will spin the wheels and look at them go round.

He will play with toys he is familiar with and is self-directed in his choice of activities. He needs a high amount of adult support to explore things he does not normally play with.

Active Learning

Eeyore likes to play with little figurines – little policemen and firefighters, animal hospital – playing with the figures (Small world play). He can find it difficult to extend his play and will want the figures to be placed in a certain way.

He likes looking at books and will sit with an adult to look at a book.

Creating and thinking critically

Eeyore needs time and encouragement to try new activities. He finds it difficult to try to explore new activities by himself. Eeyore needs time to process information. He will often return to play/activities that he is comfortable with. He can be ridged in his thinking and will want things done a certain way and can find change difficult.

Strategies and Intervention What are you doing to help the child/young person? Please include evidence of following advice from specialist or other professionals	Impact and Progress Please describe the impact/progress and indicate the difference this has made How is this monitored and by whom?
Following the advice from Holly (EY SEND Advisor) and Ben (BEAM advisor), we have been using the strategies below to support Eeyore 1. We use objects of reference and symbols to help Eeyore Understand the sequence of events/activities during the day. We encourage him to follow the routine of the nursery by using objects and symbols. All staff wear lanyards to aid this. We get down to his level and give him time to process what we have said to him.	Through SEN meeting with the parents, SENco and Key worker, targets are set and monitored through the APDR cycle 1. Using objects of reference and symbols has helped somewhat in helping Eeyore to understand the routine and try to spend longer on an activity/group. He will sometimes look at the object/symbol and seems to understand it and respond, however on most occasions he will look at the object/symbol and walk off, he is very self-directed and finds adult intervention challenging.

Additional Health Needs (ESSENTIAL TO BE COMPLETED)

For example, does the child have medical needs or is there a health care plan in place/does the child have continuing care needs

Additional Social Care Needs (ESSENTIAL TO BE COMPLETED)

What do they do outside of school? (e.g. see friends, attend groups, clubs or activities)	
Do they face any challenges or barriers accessing these activities?	
What is going well for the child and their family?	
What support do they receive from family, friends, community members and other professionals?	
What do the child and family find difficult, challenging or stressful? What is not working well?	
Information on any transport or travel support to school / college /other provisions	
Any additional information that you consider to be relevant.	


RECAP

Be clear on the child's areas of need! And Impact

- Make sure the interventions and additional support you have put into place reflect their area of need.
- Is it clear that the child is only able to make progress with additional resources? (above and beyond what is ordinarily available) What would be the impact if the child did not have additional provision?
- Does the child receive SENIF to support their needs?
- What positive impact have these additional resources had on the child?

Use the Information from Professional

- Think of the services involved
- Speech Therapy/ Occupational Therapy
- Early Years SEND Advisory Team/Specialist Teacher
- Paediatrician
- Other medical information or teams working with the family
- Social care/Early Help/Children Centres

New Framework things to think about
Include how old the child is at the time of assessment

- Make sure you submit accurate clear data/observations showing progress (or lack of) over time – use your tracking system
- Make it clear about the age the child is at and describe how they are working
- Reference against key mile stones – you can describe what the child is doing at these key mile stones

Key Next Step

- Family will be contacted by Social Care (support)
- Nursey and family will be contacted by Educational Psychologist
- Case worker allocated to the family from the SEN team
- When the draft is issued the family are asked to complete a school preference form
- Nurseries are being asked if possible to hold an outcomes meeting
- Funding: the funding comes via the nursery invoicing the local authority that has issued the EHCNA (SENIF funding will stop)

EHCNA: Things to share and explain for families

- https://www.youtube.com/watch?v=axMjmY1-7WU

The above is a short video on youtube explaining what an EHCP is.

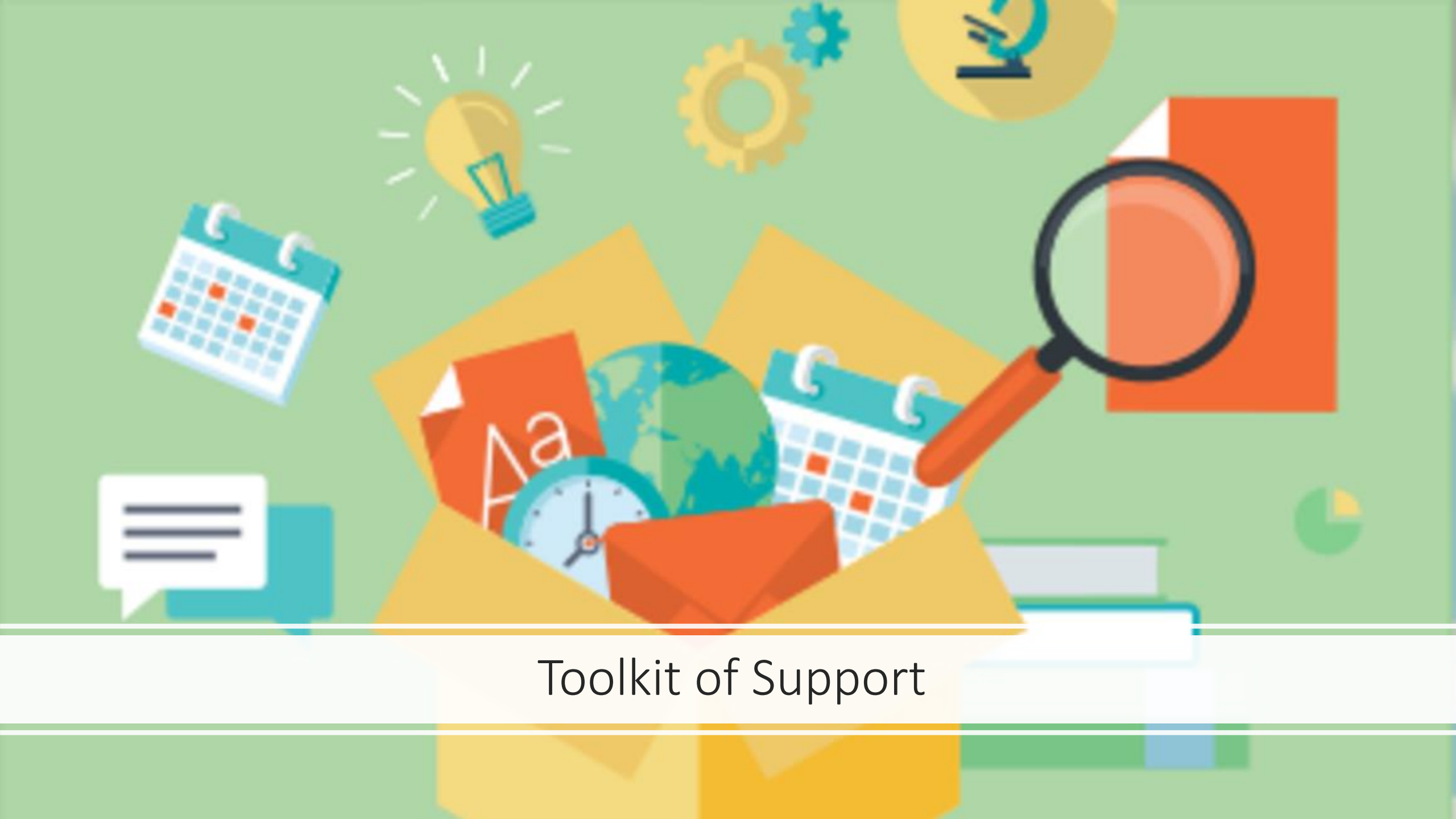
- https://www.bbc.co.uk/bitesize/articles/zk66qp3

The above is a link to an article written by a parent:

Madeline Pilbury explaining the EHCP process, it is based on her personal experience during the process of applying for an EHCP for her daughter.

Different Situations

- Residency of family – if they live in Enfield need to apply to Enfield
- Social Care Involvement
- LAC Child
- Medical needs only
- Private Reports



Toolkit of Support

Contents

1. **Guidance EHCNA request application form - with prompts in red italics**
2. **Blank EHCNA Application Form**
3. **Part 12 of the EHCNA request - to print out or send by email to parents/carers separately.**
4. **Blank monitoring sheet**
5. **Example of a completed monitoring sheet.**
6. **Blank Provision map**
7. **Example of a completed provision map.**
9. **Timeline of EHCNA Process.**



How To Use The Pack

- Identify the child
- Gather your paperwork – reports, SEN support Plans, SENIF Info – monitoring sheet, or Provision Maps
- Check Child's details are correct on your system
- Discuss parent and child's views with family – decide who will complete these with the family
- Does part 9 of the form tell the story of the child?
- Have you evidence the support/strategies recommended by professionals and the impact it had?
- Have you included all relevant reports?
- Keep saving your work
- Get the family to sign or send you a permission email
- Scan all documents and send in to SEN admin via **secure email** – usually Egress mail

Evaluation



- https://forms.gle/9BuW6b83c57cj6Kw6

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Questions…

