Hull Clinical Commissioning Group [](https://pbs.twimg.com/profile_images/827171968759824385/9D2gcB7H_400x400.jpg)

Education, Health and Care Needs Assessment Request (EHCNAR)

Guidance for Completion

**Front Page**

This should clearly states the learner’s name and include a photograph of the learner or picture which they chose to represent them. This could be a hand drawn self-portrait, photograph or other image.

**Date of Person Centred Planning Meeting:** This should provide the date at which the meeting was held to focus on completing the EHCAR.

**Date of Submission to Local Authority:** This is the date the setting send this document to the Local Authority.

**Name of Person Completing this Request:** This should be a member of staff from the education setting who knows the learner and the family best. In most cases this is likely to be the setting SENCO. This is so that the SEND team know who to correspond with regarding this request for assessment.

**Role:** This is the role of the educational professional completing the EHCAR

**Contact Details:** Please provide the contact details of the person completing the request and who the SEND Team should liaise with, including an address, email address and telephone number.

**Exceptional Circumstances:** Please identify yes or no here if there are exceptional circumstances which explain why there may be limited evidence of a graduated approach.

Reasons deemed as exceptional circumstances include:

* The Child or Young Person is new in the city of Hull and evidence suggests that they have complex SEN
* The Child did not access any pre-school or nursery provision and presents with complex SEN
* The learner recently started in a new educational setting, and at the previous setting needs were well supported through the universal provision and therefore did not require the SEN Support
* There has been a sudden and unexpected change in the child or young person’s heath needs which have resulted in extreme barriers to learning e.g. Acquired Brain Injury, life limiting condition
* The Young person is likely to need support to access education beyond the age of 18 where support from an EHCP has not previously been required? E.g Supported Internships

**Section 1: Learner Views**

This should clearly detail how these views have been collected. Was this completed independently or with support? If support who supported the learner and how?

Each question should be completed. The “learners’ views” should only contain information provided directly from the learner. This may be their own written answers, their own use of words from a conversation with a trusted adult, a card sorting activity which allows them to express their views supported by pictures or illustrations. It may also be appropriate to consider the inclusion of photographs of them doing things that they enjoy or find difficult if they do not have the ability to verbalise their views.

Where parents or practitioners are commenting on a learners views these should clearly be included in the “What others say about me” section for each question.

If the decision is made to carry out an EHC Needs Assessment then a more detailed form seeking the learners’ views will be sent to the setting for completion with the learner.

**Section 2: Personal Details**

**Full name:** This should include the learner’s full **legal** name

**I like to be known as:** This should state how the learner prefers to be known. For example: This may be by a shortened version of their first name, they may be known by their middle name or they may prefer to be known by an alternative surname.

**Home Address:** This should be the address where the learner is resident most of their time

**Telephone Number:** This should be the contact number of the learner if post 16 and the person with parental responsibility if the learner is under the age of 16.

**Social Care Status:** Please ensure that you check the appropriate box to represent the learners social care status.

**UPN:** This number is the learners Unique Pupil Number and should be found on the setting Management Information System.

**NHS No:** This number helps identify the learner and their relevant health records. This can often be found on correspondence from medical professionals. Please do not worry if the setting or parents do not know this number.

**Section 3: Parent/Carer Details**

This section should include the contact details of both parents if both parents hold parental responsibility.

Where a learner is currently a Child Looked After (CLA) this may include the details of the foster carer and/or birth parents but this should be confirmed with the relevant Social Worker to ensure that we remain GDPR compliant.

It is important to clearly state who has parental responsibility for learners to ensure GDPR compliance and data protection reasons. If the learner is post 16 then this information should only be provided with the learners consent.

**Preferred method of communication:** This will allow the SEND Team to liaise with families by the most appropriate method.

**First Language:** This should clearly state the parent’s first language and give an understanding of the level of proficiency in English

**Any Support Needs:** This should detail any support needs the parents or carers have to support them to access information. This may include (but is not limited to):

* Enlarged font
* British Sign Language interpreter for spoken conversations
* Additional Language interpreter for spoken language
* Documents translated into an additional language
* Spoken information due to written literacy skills level

**Section 4: Social Worker Details**

This section should be completed with the contact details of any social worker currently involved with the learner.

**Section 5: Learners GP Details**

This section must include the details of the learners GP. While it is acknowledged some families may not know their assigned GP’s name the surgery is important as this determines possible referral routes as well as the CCG (ICS from April 2021) responsible for any health funding.

**Section 6: Details of current educational setting**

This should include the details of the current educational setting where the learner is on roll. Where learners are dual registered this should name both settings and the entry dates for each setting.

**Attendance:** This should detail the attendance for the current academic year and the previous academic year.

If learners have an attendance of below 95%, then the patterns or periods of absence should be commented upon.

**Exclusion:** This should detail any fixed term exclusions the learner has been issued over the last 2 academic years. It is also important to note any permanent exclusions the learner has received.

Significant patterns may relate to reasons for exclusion, timings of exclusions or any identified connections to wider circumstances. Such information can allow the moderating group to have a greater understanding of whether behaviours/actions are related to particular triggers or circumstances or life events which have occurred or learnt behaviour.

**Educational Offer:** A learner has a full time offer of education if they are currently in receipt of a full curriculum offer in line with age related expectations. Please note what is considered a full time offer of education in legislation differs in relation to age. E.g Early years, Statutory school age and post 16.

Circumstances where a learner may not be in receipt of a full curriculum offer may include:

* Reduced offer due to a medical need
* Reduced hours in setting due to a phased return
* A temporary part time timetable
* Partial in setting and online educational offer

Where a learner is not in receipt of a full time educational offer – please attach the part-time timetable form.

Detail could be given including:

* What the current offer is
* The reasons for a full time offer not current being provided
* The planned steps back to accessing a full entitlement of educational provision

**Section 7: Parent/carer views**

This section should be completed by parents. This could be completed in a number of ways.

This could be shared with the parent to complete independently, where as some parents may value the settings support to complete their contribution to the EHC Needs Assessment Request.

Parents should also be made aware of SENDIASS who are able to offer advice and guidance to parents. Their contact details can be found here: [Hull SENDIASS | KIDS](https://www.kids.org.uk/hull-sendiass)

If the decision is made to carry out an EHC Needs Assessment then a more detailed form seeking further parent/carer views will be sent to the parent/carer for completion.

**Section 8: Identified Special Educational Needs**

**Strengths and Achievements:** This should detail areas in which the learner excels, where their relevant strengths are and any recent achievements which should be recognised. It would also be helpful to include in here any particular interests or hobbies the young person has. This may be in or out of the setting.

Consideration should be given to educational strengths. This will come directly from the education setting but can also be taken from reports of services involved with the learner, such as Educational Psychologists or outreach services. Where information is taken from reports these should be included in quotation marks and the reports included as part of the appendix.

Consideration should also be given as to how the learner is developing independence. From secondary this will cover progression towards adulthood; however areas of independence that are needed in life should be covered here from early ages.

**When was the learner fist identified as SEN at School/Setting Support:** This date should be recorded within the settings records and should have been clearly communicated with parents/carers of those under 16.

**Primary Category of need:** This should be recorded on school systems and reported as part of the school Census. The primary category of need should be identified as the main barrier to learning for a learner. The possible categories of need are:

SpLD – Specific Learning Difficulty

MLD – Moderate Learning Difficulty

SLD – Severe Learning Difficulty

PMLD – Profound and Multiple Learning Difficulty

SEMH – Social, Emotional and Mental Health

SLCN – Speech, Language and Communication Need

HI – Hearing Impairment

VI – Vision Impairment

MSI – Multi-Sensory Impairment

PD – Physical Disability

ASD – Autistic Spectrum Disorder

OTH – Other Difficulty

NSA – SEN Support but no specialist assessment of type of need

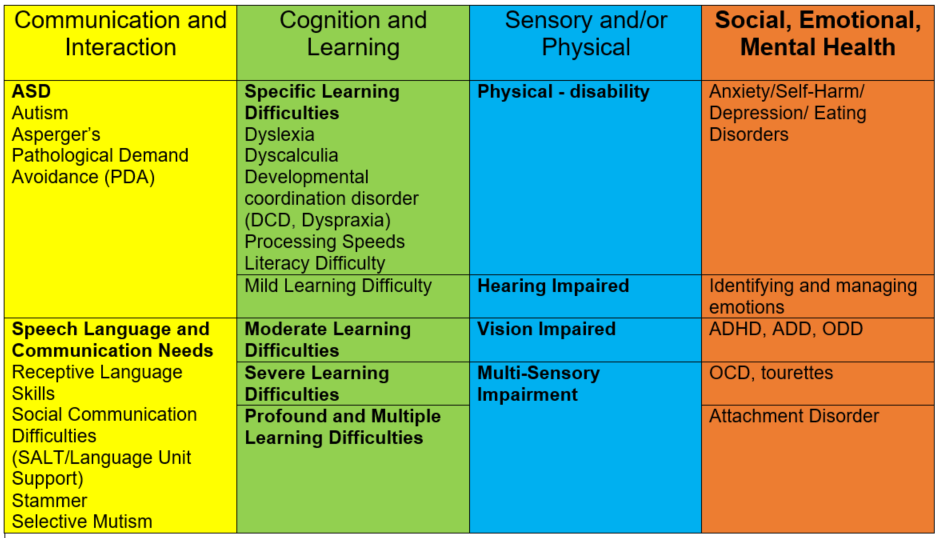
**Other categories of need:** Some learners will have significant needs in more than one area. Where there is more than one area of need a second category can be identified from the list above.

Examples:

*Joseph has a diagnosis of Autism, which results in challenges in his speech, language and communication. This can sometimes lead to high levels of anxiety in busy places and him displaying challenging behaviour, where he needs support to regulate his emotions. In this case his primary need would be ASD and it may be appropriate to identify SEMH (for his anxiety and need for emotional regulation) to be identified as his secondary need.*

*Ann is a young girl who is working 3 years behind her peers in Reading and Writing, her maths skills are in line with age related expectations. Ann has a hearing impairment which is supported by the use of a hearing aid and radio aid. Her primary need is most likely to be HI as it is likely her hearing is the barrier to making progress in literacy based subjects due to the demand on phonics. It would also be important to consider any potential specific learning difficulty which may be present to ensure a full understanding of her needs.*

Each category of need will fall under one of the four broad areas of need as detailed below:



**Barriers to Learning**

Within each of the broad areas of need please detail what is known about the main barriers for the learner that are preventing them accessing the curriculum and making progress in their skills development. This should not be a list of outcomes the learner has not yet achieved or a list of observations. It is important to try to understand the reasons behind any observed behaviours.

*For example: Charlie does not engage with written work this is due to difficulties constructing sentences/poor fine motor skills/ poor muscle tone in his hands/difficulties with sensory feedback from the writing implement.* This allows the appropriate support mechanisms to be identified.

Within each relevant section include any formal diagnoses, evidence to support this should be referred to as an appendix. Information from professional reports may also be included in quotation marks to illustrate the challenges the learner faces and the original reports included as part of the appendix.

**Communication and Interaction**

This area should detail how the learner communicates with others, including language and speech needs, as well as how they interact with peers and with adults.

This section should include any difficulties which have been identified. For example comprehension of spoken language, turn taking in a conversation, attracting attention of another person in an appropriate way. It may also be appropriate here to identify any difficulties making or maintaining friendships that a learner may have.

This may detail speech or language delay, disorder or impairment and include any information from the involvement of SALT. Autistic spectrum disorder (ASD) can also be detailed here – please indicate if the learner has a diagnosis of ASD and if so who has provided it OR if the learner been referred through contact point for assessment.

If the learner has a difficulty with their communication and interaction skills and English is not their first language then it is important to identify this and clarify whether any difficulties are experienced in their first language also.

The SEND Code of Practice States:

*“Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.* ***Difficulties related solely to limitations in English as an additional language are not SEN****.”* (Pg 96. S6.24)

If for this area of need there are no needs please write ‘none’.

**Cognition and Learning**

This area should also detail how the child or young person learns, what they struggle with; and areas they have particular needs with in regard to their learning. This section should include specific information for the learner both in terms of education and in terms of self-help skills; attitudes to learning; ability to be independent and organised. It should also cover details of how and in what areas they are not making progress.

Cognition and learning needs may be categorised by professionals using descriptors such as specific learning difficulties; moderate learning difficulties, severe learning difficulties or profound and multiple learning difficulties. This section could also include any results from standardised assessments which have been completed to support the identification of specific learning difficulties. It may be appropriate to describe any classes in which the learner is “setted” based on ability as well as any curriculum adjustments which have been made in order to support the learner.

Consideration should be given to the learner’s skills for learning such as memory, processing speeds and executive functioning skills such as flexibility of thought, Planning and prioritising, self-monitoring and organisation.

If for this area of need there are no needs please write ‘none’.

**Social emotional and mental health**

The areas of need here should include how the learner presents in their general mood, their self-esteem and confidence levels. It may also be appropriate to comment on the learner’s ability to identify and control their own or others emotions, or their impulse control. Comments on their relationships with other learners and adults, both in and out of the classroom; approach and attitude to learning; and any circumstances in which the learner’s behaviour gives cause for concern.

It is important to remember that the SEND Code of Practice States:

*“Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate”* (Page 96. S6.21)

Other factors to consider include the involvement of mental health services such as CAMHS or Headstart. It will be helpful to include information on the reasonable adjustments which have been made to the settings behaviour policy in order to support a learners SEN (if required) as well as making reference to any documentation which has been completed to understand a learners needs. This could include: Individual Behaviour Plans, De-escalation Plans, 5 point Scales, Positive Handling Plans, Risk Assessments, Boxall profiles or THRIVE Approach Reports. Again these documents should be included in the appendix.

The Code of Practice also notes:

*“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”* (Pg 98. S6.32)

Any relevant reports of such needs or diagnosis should also be included in this section with quotes from other professional reports include in quotation marks and the original document included in the appendix.

If for this area of need there are no needs please write ‘none’.

**Sensory and/or physical**

This section is focused on hearing impairment; visual impairment; multi-sensory impairment and physical difficulties.

It is important here to include the type and extent of the learner’s disability as well as how it affects their learning and development. The length of time the learner has had this impairment is also helpful. Where this information is taken from medical reports or outside agency reports it should be included in quotation marks and the documentation included in the appendix.

In this section it is important to identify the extent of a learners needs and also the adaptations which have been made as part of the settings reasonable adjustments to support the learner. Information should be included about what assistive technology is in place to support the learner and how this impacts on their ability to access education alongside their peers.

It may be appropriate to comment on how the learner navigates the setting site and how they are supported to access practical subjects such as PE and technology, or where their sensory skills may have a greater impact. Eg. In modern foreign languages or music.

It will also be useful to identify any support which is required to access curriculum visits away from the usual educational setting site.

If for this area of need there are no needs please write ‘none’.

**Developing independence; preparing for adulthood**

The SEND Code of Practice States:

*“Being supported towards greater independence and employability can be lifetransforming for children and young people with SEN. This support needs to start early, and should centre around the child or young person’s own aspirations, interests and needs.”* (Pg 122. S7.37)

It goes on to detail:

*“Preparing for adulthood means preparing for:*

*• higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies*

*• independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living*

*• participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community*

*• being as healthy as possible in adult life”* (Pg 122. S7.38)

It will be important to consider any difficulties learners have with self-care skills such as feeding, toileting, getting dressed/undressed and how these compare to age related expectations. It will also be appropriate to consider a learners ability to share items, to understand how to keep themselves safe, as well as identify risks in the community and online. If the learner has been involved in criminal activity or there are concerns over their decision making then this would be appropriate to include here also. Independence skills could include independent living skills such as cooking, cleaning, understanding of time and money recognition and management. You should consider whether they are able to travel to and from setting independently (if appropriate).

**Section 9. Description of Any Health needs related to the learners Special Educational Needs**

This section can be used to detail any health needs the setting are aware of or any information which parents wish to include. Where specific diagnoses are given, or where children are going through assessments these should be identified with details of who has provided the diagnosis. Evidence must be provided to support this as part of the appendix. Parents or educational settings may wish to include reports/letters from health professionals in the appendix also and the relevant information should be detailed in this section.

It is also important to understand what the impact of their health needs on their education, home life, ability to socialise and their independence.

**Does the learner have an Individual Health Care Plan?** – If the learner has an Individual Health Care Plan then the “yes” box should be checked and the plan included in the appendix.

**10. Description of Any Social Care needs related to the learners Special Educational Needs**

Settings should identify if children are open to social care. If children are open to social care, copies of any relevant documents should be submitted.

**Section 11. External Agency/Professionals Involvement**

This table should be used to identify all professionals who have had involvement with the learner both current and historical. It is important to note where involvement remains open and where involvement has been closed or the learner has been discharged from a service. This should be reflected in the “from” and “to” dates.

Where reports have been provided to inform the request these should be checked as yes and should be included in the appendix.

**Section 12. The Graduated Approach**

**Educational journey to date:** This section should detail the educational settings attended up to the date of the request as well as any dates the learner was placed on or removed from the SEN Register. Where a leaner has been removed from the SEN Register and later placed back on it, it would be useful to understand the reasons for this if they are known by the current setting.

**Current educational attainment/ developmental milestones:** This section will include details of attainment, progress made and rate of progress. It is important to be clear what reporting scale you are using. E.g. if you are using EYFS Engagement model / P Scales / National Curriculum levels or GCSE grades. It is vital that there is clarity on whether the data is currently working at data or an anticipated at the end of the academic year. This should reflect the learners unsupported achievement levels.

Settings may wish to include a copy of the latest academic progress report for the learner. Where settings choose to do this it will be important to provide a key for those who are not familiar with your settings report layout or coding.

Where possible please provide age equivalent and/or target grades to support the understanding of current attainment against what is expected. For example working below age related expectations (ARE) may be those working a year behind their peers or it may be learners who are 3 or 4 years behind their peers and so this is important to clarify.

Some settings may wish to include standardised scores to further support the moderating group to understand the learner’s level of need.

Please detail, how this compares to their peers e.g. working 2 years below their peers.

**Previous educational attainment/ developmental milestones:** In this section a summary of outcomes reported at end of each key stage so far should be included.

Please detail, how this compares to their peers e.g. working 2 years below their peers.

**Graduated Approach:**

Settings should include a minimum of 2 cycles of assess plan do review and the records of this should be included as an appendix. It will be helpful to ensure these documents include details of interventions implemented and their impact.

Relevant summaries such as timetables, IEPS, intervention records, impact reviews should be listed and included as an appendix.

Please details any important factors that may be necessary.

**Section 13. Educational provision**

(A) The Provision detailed here **should include Quality First Teaching** or other provision that should be readily provided in schools or early years settings.  It should include things that might be considered to be universal provision or anything that would usually be provided for learners within Element One funding. This should clearly detail provision which the setting **currently have in place** to support the learner. Recommendations for additional support will be sought if an assessment is agreed.

(B) The Provision detailed here should **not include Quality First Teaching** or other provision that should be readily provided in schools or early years settings.  It should not include things that might be considered to be universal provision or anything that would usually be provided for learners within Element One funding. This should clearly detail provision which the setting **currently have in place** to support the learner. Recommendations for additional support will be sought if an assessment is agreed.

Details of examples of provision can be found on the Local Offer website which is currently under construction.

**Provision:** It should be clear what provision is currently in place such as interventions, programmes, facilities or resources.

**Recommended by:** It is also helpful to understand who recommended this provision. It would be acceptable to state that recommendations have been made by the setting SENCO based professional judgement and experience for example as a result of successful implementation with other learners with similar difficulties.

**Timescales and frequencies:** it is important to detail how often this support happens and for how long? Where provision is determined by the individuals needs on an “as required” basis, estimates of the regularity and duration of support should be included.

**Impact to date:** This should briefly detail what impact has been seen as a result of the implementation of these strategies. This may be expressed as initial and current data, ratio gains or as a qualitative comment on progress.

**Section 14. Why is an EHC Assessment being requested now?**

This section should be used to detail why it is felt that now is the appropriate time to request an EHC Assessment. It will be helpful to understand what it is hoped an EHC Needs Assessment would bring and what difference it would make for the learner.

**Section 15. Evidence Informing this EHCNAR**

This section should be completed to detail each of the documents being submitted as an appendix to support the information detailed in the EHCNAR. It will be helpful to number each file with the corresponding appendix number and file name. For documents to be considered as part of the request for assessment these **MUST** be detailed in section 145. Any documents submitted in addition to those detailed in section 15 will be returned to the setting due to GDPR regulations.

**Section 16. EHCNAR Submission Summary**

This section allows settings to detail any previous requests for assessment and to double check that all relevant sections are completed within the EHCNAR Document.

**Consent for sharing information *(to be signed by parents/carers, or young person)***

The consent form must be completed by the adult with parental responsibility for any child or young person under the age of 16.

For learners in post 16 settings this must be signed by the young person themselves.

Settings will be required to get this document signed, scanned and submitted alongside the full EHCNAR document to ensure appropriate permissions are obtained to share the learner’s information.