



# **EHCPS Needs Assessment Process**

## **Parents and Carers Workshop**

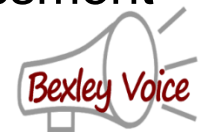
Bexley Voice  
January 2023  
Juli, Stacey and Janine

# Welcome

This is a workshop focusing on the new needs assessment application process.

Everyone expecting that?

- Housekeeping
- BV Team: Name, what we do
- Attenders- name, child's age, disability & where you are in relation to SEN support/ Application for a needs assessment
- Outline for workshop



# Objectives

At the end of the Workshop, attendees will:

- have a clearer idea of, if and when you may need to consider applying for a needs assessment.
- understand the process, timeline and who is involved.
- feel able to complete the form, if you wish to use it, to request a needs assessment and what to include with it.
- Know where to get support with the process.



# Quality First Teaching & Special Educational Needs Support Toolkit

## Assess-Plan-Do- Review



# SEN Code of Practice 2015

*Chapter 9.1 (page 141) - The majority of children and young people with Special Educational Needs or Disabilities (SEND) will have their needs met within local mainstream early years settings, schools or colleges.*

*Some children and young people may require an Education, Health and Care (EHC) Needs Assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care (EHC) plan.*

*Chapter 9.6 (page 143) - An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan. For more information about the SEND Code of Practice 2015:*

*<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>*



# Legal requirements

There is no legal requirement to use this form in order to request an EHC Needs Assessment.

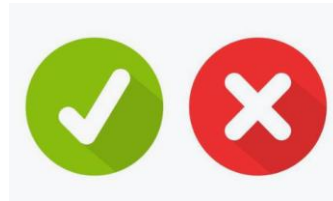
A letter with detailed information about the child/young person's educational needs and the reasons an EHC Needs Assessment is being requested, can be sent to Bexley Local Authority as an alternative.

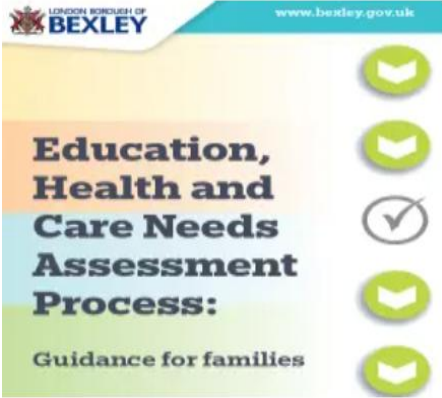
However, completing this request form will enable Bexley Local Authority to gather as much information as possible to support the decision-making process.

Link to IPSEA template letter: <https://www.ipsea.org.uk/making-a-request-for-an-ehc-needs-assessment>

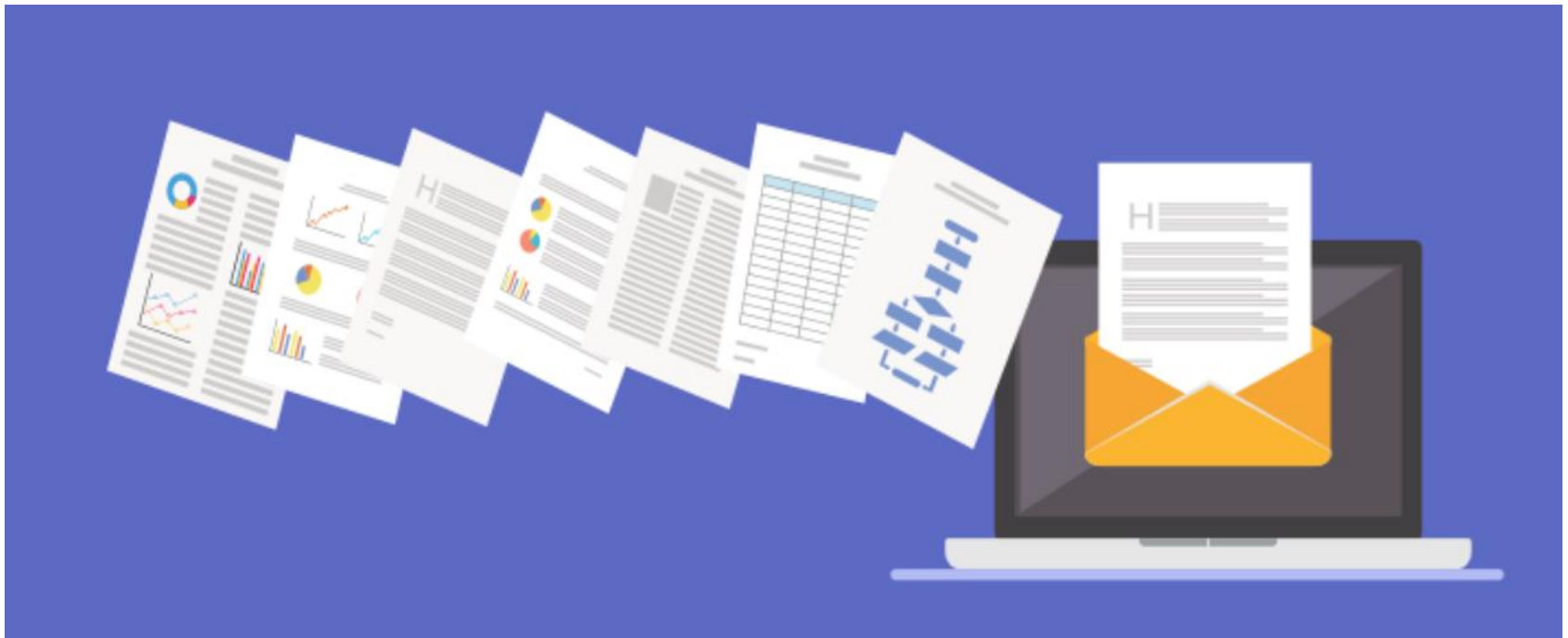


# Outcome options



Accepted for Assessment	Refused for Assessment
<p data-bbox="214 644 938 694">Action of the 20 week process</p>  <p>The image shows a document cover for 'Education, Health and Care Needs Assessment Process: Guidance for families' from the London Borough of Bexley. The cover features the Bexley logo, the website www.bexley.gov.uk, and five green checkmark icons on the right side, indicating a successful or completed process.</p>	<p data-bbox="981 708 1692 1076">You will receive a letter giving the reason why the panel have 'not agreed to assess' and information about your right to appeal the decision, if you wish</p>

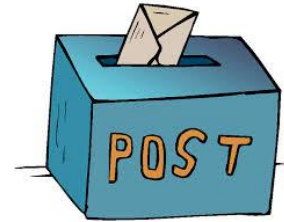
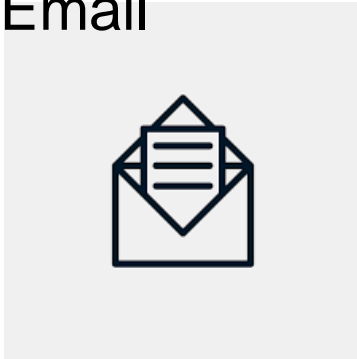
# Share everything now





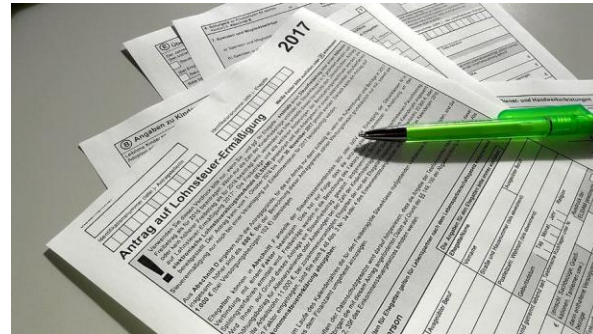
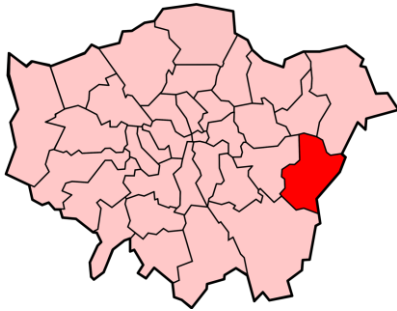
# Ways to submit your request:

- Hard copy in the post
- Hand deliver
- Email



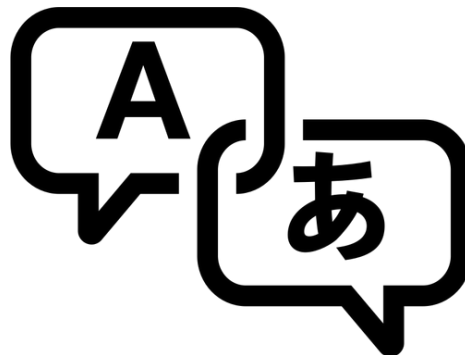
# Section 1:- Child/Young Person's Information - p5

- General information to identify the child and if they are a Bexley resident.



## Section 2:- Parent Carer Information - p6

- Space for 2 carers details
- Asks if you have any needs regarding support to access the process.
- And primary language (translation support available if agreement to assess)



## Section 3: - Other Parental Responsibility p7

This section explores and captures information on other adults with parental responsibility for your child/ young person.

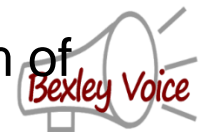


# Section 4: - Main reasons for requesting p8

Ideally you will complete this form with the school.

## **What are your child's/ young person's barriers to learning?**

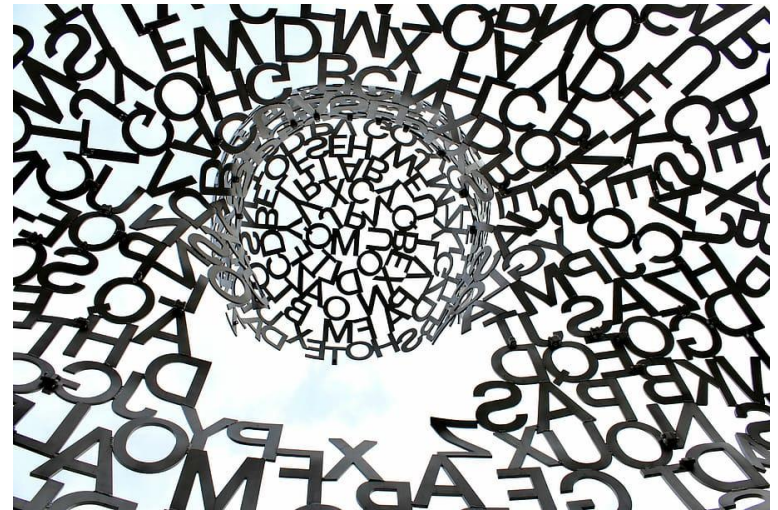
- Does not require any diagnosis
- Look at Sen toolkit for areas to consider?
- What has been put in place but your CYP is still not progressing?
- What is working well?
- What is not working well?
- What is not happening?
- What are school saying they can't provide?
- Things like anxiety/ school avoidance as a symptom of unmet need in school can be included.



# Section 4: cont.- How do the CYP's SEN impact on their daily learning and progress?

## Areas to consider.

- Challenges with social skills
- Cognitive issues
- Memory issues
- Writing
- Spelling
- Behaviour
- Medical



# Section 4: cont.- What is important FOR the child?

## **RATHER THAN WHAT IS IMPORTANT TO THE CHILD**

- What have you and the school tried so far that works?
- Calm/ quiet working environment
- Highly structured day
- Visual supports- Now and next boards
- Buddy
- Sensory circuits/ fidget toys
- Planning tools
- Communication tools
- Use of simple language and allowing time to process
- Position in room
- Safe escape place
- Timer and tick sheets

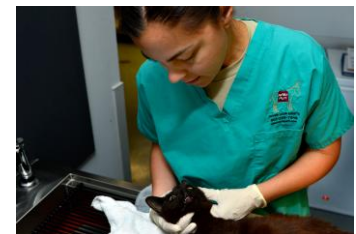
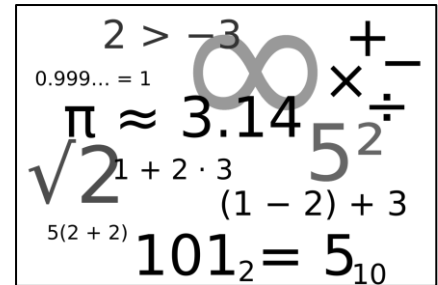


Think about **Reasonable Adjustments** that are already in place

# Section 4 Cont. - Views, Interests and Aspirations

Views, interests and aspirations of the child/young person (and parent /carer)

This information is a key box on the Part A of an EHCP.





## Section 4: cont-What are the parent /carers views on their CYP's SEN?

- See guidance document - available on the Bexley Local Offer
- This information is not strictly required in order to determine if initial assessment should take part.



## Section 4: cont- What are the parent carers aspirations for the future of their CYP?

- Share if you want to share, again, not essential for decision to assess.



BREAK!



## Section 5: - All About Me p9-10

Described as the views, interests and aspirations of the Child/ Young Person for their future (content of part A of an EHCP- which previously has been completed as part of the assessment process usually 4-10 weeks)

- Views interests and aspirations of the CYP for the future
- Pen portrait
- Essential to seek Child/ Young Person's input in whatever way possible.
- Liaise with school to see how they can support with this.
- *Use italics*



## Section 5:-cont: Q 1-4

What might you put in the following section:

- **What am I good at?**- *Gymnastics, playing an instrument but also ,kindness,being a good friend, caring*
- **What do I like doing?**- *non school things, special interests?*
- **What am I proud of?** *Interesting what they might come up with! Class rep,play rep, badge, award, self calming strategies*
- **What is important TO me?** *These may not be important to anyone else and are not just about school.*
- **What is working well for me?** *Not having PE/More process time/being first or last/ sitting in a certain place or by a certain person/ Seeing a relative on a saturday*



## Section 5: - cont: Q5 -8

What might you put in the following section:

- **What is working well for me?** *Not having PE/More process time/being first or last/ sitting in a certain place or by a certain person/ Seeing a relative on a saturday*
- **What is not working well FOR me?** *What do I still find hard/situations- assembly/ making people understand*
- **What I don't like?** *Raised voices/ when people say NO/ missing favourite topics for social skills/ smells in the hall/ loud noises/ the playground/Mary collecting me on Thursdays*



## Section 5 - cont: Q9-12

Let's think about how to answer the following:

- **I communicate by?**- *Visuals/timetables/ social stories/ comic strips/ PECS/ short simple words/allowing time for me to process and reply/ writing things down instead of speaking/ I will lead you to what I want/My ipad has a programme that speaks for me.*
- **What I can do on my own & what i need help with?**- *Fine motor skills laces/buttons/zips. Personal care- shower, teeth. Independence - money skills, social vulnerability, buying things in shops, eating- food prep?*
- **Physical skills?** *Coordination such as cycling cycling dancing/catch a ball/ swimming*
- **Would like to achieve and my wishes for the future?** *Depends on age: astronaut/ ballerina/ vet*
- **What you may also need to know about me?** *Health info/ Diagnosis info/ language to use/ how to engage/ disengage.*
- *Risks and how to keep safe. Triggers/ sensitivities*





# Section 6: CYP Strengths and Difficulties p11-12

All sections to be completed. The 4 areas can be found in the SEN toolkit:

- Speech, language and communication
- Cognitive skills- thinking and learning
- Social emotional and mental health
- Sensory and physical development, including self help and independence





# Section 7: Education and Attendance p13-14

Information here is about the factual details of the educational setting:

- Educational setting details
- Attendance data, if you have it
- Checking if the setting is a Bexley school
- Previous school information for last 3 years
- There is specific information for post 16 young people



 publicdomainvectors.org



# Section 8: Who is the CYP already known to? p15

This section covers who the child or young person is already known to and / or supported by:

- Complete the grid as best you can, it has a list of the most frequently used teams that may get involved
- Check with the school if your child or young person has been discussed with the early intervention and specialist advice service/ team or EISAS



# Section 9 and 10: EYFS and School aged children p16

Only complete the section that is relevant to your child's or young person's age:

Early years foundation stage:

- Developmental/ progress over the last year
- Completed by childminder, nursery, setting



School aged children:

- Grid to give clear outline of current performance / ability *at school*
- 3 R's doesn't account for social skills
- Ensure this data includes what support is provided to achieve this attainment



# Section 11: Evidence of the graduated approach in educational setting p17

This section is the information to show what is already in place and in line with the SEN toolkit and the graduated approach.

- The graduated approach is outlined in the SEN toolkit.
- Are you aware of where your child or young person is with this approach
- Do they have any written support in place? These can be called, individual education plan (IEP's) SEN support plan, Learning plan, Pupil passport. There is no uniform name to call what is essentially a sen support plan derived from using the SEN toolkit.



# Section 12 & 13: Health Information & Who is the CYP known to (Health) p17-18

These two sections are about the child's or young person's health information:

## Section 12

- Official diagnosis?
- Who/ what supports in place?
- Might want to include things like wears glasses if they do



## Section 13

- There could be things here that the school are unaware of
- Dietitian input
- Physio input?



# Section 14: Social Care information - p19

This section is to obtain information regarding input from the social care team:

- Do you have support from the Children with disabilities team (CwD)
- Do you have support from the Family Well-being team
- Are there any plans in place in regard to the social care/ family Wellbeing team



# Section 15: Relevant Family History - p19

What family history could be relevant for this request to assess for your child or young person?

- Education- maybe parents/ siblings learning disabilities or difficulties/ gifted and talented?
- Home and wider family- any diagnosed conditions such as autism, dyslexia, hearing impairments. So any conditions exist in siblings, parents, cousins aunts or uncles?
- Social community, friends and relationships- such as  
.....



# Section 16 -19

## Other Information p20-23

These sections cover any other professionals that may be involved in your child's or young person's life that hasn't previously been mentioned, consents and checklist:

- Asks who has been involved in discussing your child's or young person's needs so far
- Details of who is completing the form and if consent is gained
- If you have been asked by the school to give consent, ensure you read the application carefully
- Do not worry if you can not get all the information.
- Get as much as you are able as this will provide more information and be more helpful than a template email.





# What's Next?

Overview from objectives at the start of the wor

Any questions on post it notes to answer?

Please complete a feedback form

We hope you have enjoyed the workshop today!

