



A guide to completing the Request for EHC Needs Assessment – Early Years

A guide to completing the Request for EHC Needs Assessment – Early Years

Title Page

- Complete the child’s personal details
- Add the name of the setting and your name, role and contact details
- Give a brief summary of the reasons for requesting an EHC Needs Assessment.
- For children in their pre school year, share any concerns about their transition to Reception.
- Use a highlighter or a bold font to identify the child’s areas of need. Number their primary and secondary areas of need.

Request for EHC Needs Assessment Early Years

Name of child Name of Parents	Sex	School Year
UPN NHS Number Health Authority	Date of Birth	
Is the pupil a Looked After Child/Young Person? Yes No	Number of funded hours per week: Attendance this term Sessions available ___ / Sessions attended ___	
Is the young person in receipt of Pupil Premium? Yes No	Attendance last term Sessions available ___ / Sessions attended ___	
First Language Parent Carer First Language	Ethnicity Religion	
Address		
Telephone Number		
Email Address		
Parents' preferred method of contact		

Name and role of person submitting the request:
Name of Setting:
Address of the Setting:
Telephone Number of the setting:

Coventry SEND
Letting the world of children

Evidence of a graduated approach

This section should be used to demonstrate your graduated approach to supporting the child’s special educational needs.

The Local Authority usually expects evidence of three cycles of planning, supporting and reviewing, prior to submitting a request for an EHC Needs Assessment.

The first cycle of support is usually completed in setting and coordinated by the setting SENCo. For children whose needs are identified early it could be support from a Portage Worker or through attending a specialist group before they joined your setting.

The second cycle of support is usually completed in collaboration with a professional from outside the setting such as a Portage Worker, Specialist Teacher or Educational Psychologist.

Give details about the type and amount of support that you have provided in the first two cycles. Be clear about how often support is needed and the ratio of staff to children during planned interventions.

Summarise the impact that each cycle of support had on the child’s development. Comment on the impact that interventions have had on your ability to include the child in your setting.

The third cycle of support should be completed using My Support Plan.

Rarely, you may not be able to evidence three cycles of support. You should explain the reasons for this and provide a current My Support Plan, giving as much detail as possible about the child’s needs and how you are supporting the child. Reasons could include that a child has just joined your setting and has obvious complex needs or that a child has had a serious accident or illness which has led to developmental regression.

Evidence of a Graduated Approach

Cycle 1:

What additional support was provided?	What impact did it have?	How is the support evidenced?

Cycle 2:

What additional support was provided?	What impact did it have?	How is the support evidenced?

Cycle 3:

Summary of additional support provided in My Support Plan

If you are not able to evidence 3 cycles of support please give reasons for this.

Coventry SENCo

Provision Currently in Place

Setting context

Describe the type of setting, the number and age range of children in the child's class or room and the ratio of adults to children.

Additional Support provided by the setting

This could include training that you have attended, resources that you have purchased or enhanced staffing that has been provided from the setting's budget. Give details of any arrangements that you have made for the child that are additional to or different from what you would usually do, for example reducing the size of the child's key group or providing a quiet area for the child to play in. If you receive DAF or EYPP for the child, detail how you have spent it.

Additional Support provided by external agencies


Give an overview of the amount and type of support that you get. Include any support that is funded through the SENIF process.

Provision Currently in Place

Setting context:

Additional Support provided by the setting:

Additional support provided by external agencies:



Consent and keeping in touch:

Please complete this section with an adult who has parental responsibility for the child.

Summary Privacy Notice

The information you provide helps us to process requests for a statutory assessment for children and young people who have special educational needs and disabilities (SEND). It will be used to SEND under the Children's and Families Act 2014 and The SEND Code of Practice 2014.

As part of this we will gather and share your personal information with organisations who will be able to provide advice and guidance to support the statutory assessment process. This may include: schools, early years' settings, other Local Authorities, internal departments including Social Care, medical and health agencies and sometimes the Department of Education.

More information on how we handle personal information and your rights under the data protection legislation can be found in our full Privacy Notice here.

Parent/Carer Agreement

I/We give consent for the Early Years setting/school to request a Statutory Education, Health & Care Assessment for my/our son/daughter.

I/We confirm that I/we have read and understood all of the information included in this request.

I/We certify that the information, which I/we have provided, is correct.

I/We have read the Privacy Statement and understand that the information provided in this application will be used to ensure that the council's records are correct. It will also be shared with other agencies and service providers to ensure that our son/daughter receives an appropriate service.


..... Parent/Carer
..... Setting representative
..... Date

Keeping you informed

As we progress through the Education, Health & Care Assessment process we feel it is important to keep you informed. To enable us to do so please indicate your preferred method of contact:

Email
Post
Telephone

If you have any Access Issues, for example a disability, language or literacy barrier please provide details of any additional support requirements or reasonable adjustments that the LA will need to take into account to support your family through this process.



Family Conversation

This section should be used to provide evidence of the family's views about their child's strengths, needs and appropriate educational provision.

In order to complete this section, you should arrange to hold a conversation with the child's parents or carers. They may find it helpful to look at a copy of the document before completing it with you.

Family Conversation (Early Years)

What are your child's strengths, interests and achievements?


How does your child communicate?

What do you think of your child's life at the moment?

What do you want for your child in the future?

What additional support would be helpful for your family?

Do you require any additional support to take part in the EHC process?



Further information about Coventry's Local Offer is available at www.coventry.gov.uk/localoffer alongside downloadable templates for My Support Plan and the My Support Plan EHC Request form.



If you need this information in another format or language please contact James Gillum on 024 7678 8400 or e-mail: james.gillum@coventry.gov.uk