

PARENT REQUEST FOR AN EDUCATIONAL HEALTH CARE NEEDS ASSESSMENT (EHCNA)

WHAT IS AN EDUCATIONAL HEALTH AND CARE NEEDS ASSESSMENT?

An EHCNA is the first step to obtaining an EHCP.

You can ask for an EHC needs assessment if the child or young person has, or may have, SEN – it does not apply where there are only health or social care needs. Under the law, a child has SEN if they have a learning difficulty or a disability which calls for special educational provision.

Such as....

- having materials provided in a larger font
- needing one-to-one support
- Interventions to support social skills/speech and Language, Emotional regulation etc
- communicating through sign language
- needing small class sizes
- being in a different year group to children/young people their age

Some children or young people may need additional support which is not special educational provision; for example, they might need certain treatments or medicines administered at school because of a medical condition they have. To be classed as having SEN, they must require support with education or training which is different from that given to other children or young people of the same age.

WHEN SHOULD I REQUEST AN EDUCATION, HEALTH AND CARE (“EHC”) NEEDS ASSESSMENT?

Children and young people with SEN are entitled to extra support with learning at nursery, school, or college. Sometimes, their needs can be met by following relevant and purposeful action to assess, plan, do and review the SEN Support in place (also known as One Planning).

If a child or young person has a learning difficulty or a disability which is holding them back at school or college, and the parents of the child or the young person

(or the young person themselves) believe that the school or college is not able to provide the help and support which is needed at SEN support level, then a request should be made to the Local Authority (LA) for an EHC needs assessment.

You can do this at any time if your child or young person is 0-25 years old.

WHEN SHOULD A LOCAL AUTHORITY AGREE TO CARRY OUT AN EHC NEEDS ASSESSMENT?

If a local authority (LA) is requested to carry out an EHC needs assessment by a parent, young person, school or college, they must consider:

- whether the child or young person has or may have special educational needs (“SEN”); and
- whether they may need special educational provision to be made through an EHC plan.

If the answer to both of these questions is yes, they must carry out an EHC needs assessment.

WHO CAN APPLY?

Requests can be made by the parent, school, or young person.

SHOULD I SPEAK TO THE SCHOOL OR COLLEGE BEFORE MAKING A PARENTAL REQUEST?

Yes – it will be helpful to speak to the school or college about your concerns and ask if they would support a request.

Some parents prefer to complete the request themselves so that they can be sure that it has been made. If the school or college is willing, you could ask them to write a letter which supports your own application.

HOW SHOULD I MAKE THE REQUEST?

You should make a written request and keep a copy of this. We recommend using the following request form, however there are fantastic template letters on IPSEA's website (independent provider of special educational advice).

The form can be found on Essex local offer website with the following link.

Requesting an Education Health and Care (EHC) needs assessment - Essex Local Offer Essex Local Offer

Make sure you choose the parental request form.

COMPLETING THE EHCNA REQUEST FORM.

The Code of practice refers to four broad areas of special educational need disability: it is useful to refer to these areas when completing the form.

- Communication and interaction;
- Cognition and learning;
- Social, emotional, and mental health;
- Sensory and/or physical needs.

The form will ask you to complete 3 questions. Here are some examples of needs that could be detailed if relevant to your child.

1.Summary of your child's difficulties.

You can make a list of any diagnoses and provide a short background history.

- X has been diagnosed with the following..
- X is awaiting an (ADOS, ADHD, S&L, OT etc) assessment.
- X has had the following assessments (see above for examples)
- The graduated approach of one planning began in [xx] by [xx]

We advise you to then break down the summary of your child's difficulties and describe these using the four broad areas of SEND.

Communication and Interaction - Below are examples of the difficulties your child may have

- X referred to/ seen by speech and language
- X has a diagnosis of
- had an.... assessment on the which identified...
- X is non verbal
- X is selective mute
- X has a communication delay and is currently using single words to communicate
- X is currently under the speech and language team for
- X struggles to understand language that has more than one meaning (i.e bat).
- X take language at face value and is very literal. (i.e. please take a seat)
- X has a lisp
- Stutters and gets tongue tied.
- Struggles to know when he should talk (and when not to talk).

- English is not X's first language, and he currently only understands a few words of the English language.
- X finds communicating difficult with unfamiliar adults.
- X can use speech well but struggles with comprehension.
- X struggles understanding and responding to verbal communication
- X has difficulties to start, maintain and end a conversation.
- X is unable to initiate play and is dependent on adults and peers to be able to engage.
- X is unable to communicate effectively and positively, he will interrupt, shout out and change the subject to his area of interest.
- X uses negative behaviour to communicate and will lash out when upset, scared, and frustrated.
- X does not understanding non-verbal language such as body language or facial expressions etc.

Cognition and learning -

Below are examples of the difficulties your child may have in this area

- X referred to /seen by EP, etc
- X had an assessment on ? Diagnosed?
- X has a dyslexia diagnosis and has difficulties with the following:
- X is unable to retain information, and struggles to recall the knowledge learnt, often getting answers wrong
- X is easily distracted.
- X has difficulty understanding a chunk of information.
- X is currently working ... years behind his peers in maths, English etc.
- X has difficulty learning and requires this to be delivered in more than one-way ie verbally and visual resources.
- Poor handwriting.
- Cannot read fluently and struggles to answer questions about the text.
- Poor organisational skills.
- Poor focus and attention Has difficulty completing work that is not differentiated.
- Difficulty processing information.
- Finds change to his daily routine difficult to manage.
- Struggles to access learning in the classroom due to the large environment (30 children)
- Tires easily during learning tasks

Social, Emotional and Mental Health - Below are examples of the difficulties your child may have

- X has a diagnosis/difficulties of/with (Anxiety, OCD, ODD, ASC, Social understanding/Interaction difficulties, depression, eating disorder, suicide attempts, self-harming, emotional dysregulation etc.).
- X referred to pediatrics, CAMHS etc.
- X had an ? assessment on ? which identified..
- X Can appear to be socially competent but only when keeping conversation within their own agenda/interests.
- Struggles to form and maintain friendships.
- Struggles to understand others perceptions.
- Limited social understanding, which can cause conflict at unstructured times such as play/lunchtimes etc.
- X suffers with anxiety and this is currently a barrier to them accessing school. (having consistent attendance)
- X has OCD and needs to follow a strict routine, if this is broken.....
- X's anxiety heightens when there is a change to their daily routine, causing an avoidance to that environment again.
- List how anxiety impacts them ie doesn't attend school regularly, access clubs
- Difficulties with misperception of others intentions and non-verbal aspects of communication
- Limited ability to understand others intentions, beliefs and feelings.
- Unable to initiate play with peers or role play independently.
- Is unable to repair friendships independently after a fallout/conflict
- X is unable to regulate emotions independently

Sensory and/or physical needs

- X has a diagnosis of (Sensory processing disorder, Hypermobility etc.)
- X was referred/seen by OT etc.
- X had an assessment on ... which identified.. SPD, Hypermobility,
- Cannot tolerate loud noises and therefore cannot manage busy crowded places such as food hall, playground, shops, assemblies.
- Cannot identify/manage her sensory needs independently.
- Cannot tolerate certain textures
- Requires deep pressure to calm.
- Cannot stand for long periods of time.
- Cannot tolerate certain smells and there struggles to access the food hall.
- Tires easily
- Requires support with self care such as using the toilet during the day with prompts to wash hands and pull up clothing etc.
- Finds changing for PE difficult and requires a separate room.

2. The outcomes you believe are not being met.

Communication and Interaction

- Is not accessing his education setting/ consistency accessing his education setting.
- Speech and language outcomes are not being met as....
- is not able to communicate his needs, wants and wishes
- X Can not hold a two way conversation
- X can not open, close, maintain a conversation.
- X Can not understand language that has more than one meaning
- X Cannot recall information
- X can not initiate conversation

·I do not feel the full extent of X's communication and interaction difficulties have been identified.

Cognition and learning outcomes are not being met as..

- X is not making academic progress despite the graduated approach of One Planning being in place OR X is only making progress due to school using resources above those available to them.
- X is making slow expected progress and is not reaching his academic potential.
- X is not able to access the classroom
- Despite provision increasing X is still not making expected progress.
- X is working below that of their peers.
- X does not feel safe in the classroom
- X is not able to write independently
- X is not able to spell independently
- X is not able to recall information and apply skills learnt in the classroom.

·I do not feel the full extent of X's cognition and learning difficulties have been identified.

Social, emotional and mental health needs outcomes are not being met as....

- X is unable to initiate play
- X does not have a peer group
- X can not maintain friendships.
- X can not independently repair/rebuild relationships after fallout etc.
- X is unable to independently emotionally regulate.
- X is unable to access the school environment due to his heightened anxiety.

I do not feel the full extent of X's social emotional and mental health difficulties have been identified.

Sensory and/or physical needs

- X is unable to access the large environment/classes.
- X school does not have a sensory/safe space that X required to sensory Regulate.

I do not feel the full extent of X's sensory and physical difficulties have been identified.

3. The support you believe is needed.

- An education health and care needs assessment is needed to help identify the full extent of X difficulties and identify the provision they need in place.
- Speech and language interventions to support X's use and understanding of language,
- Social skills interventions to support X's understanding of social play and social understanding.
- Interventions to support x in understanding language that has more than one meaning.
- Access to a laptop.
- Support with organisational skills.
- Regular check ins with a trusted adult to identify any concerns that are causing x anxiety.
- A smaller learning environment in which X can access and thrive in.
- Regular supported movement breaks to allow X to refocus and support his ADHD.
- LSA support and break and lunch times to model behaviour and assist X's learning of social understanding/Interaction.
- A safe consistent space that X can retreat to at times of heightened anxiety and dysregulation.
- Identify a consistent home/school communication format.
- Information to be delivered by breaking down into small manageable chunks.
- Emotional regulation support/interventions to support X to remain regulated throughout the school day and transition to home successfully.
- Extra processing time.
- Work to be differentiated.
- Visual aids
- Regular reading with LSA
- Small group comprehension
- Extra maths or literacy tuition
- Support to recognise when he is becoming dysregulated (emotionally and sensory)
- Support in recognising when his anxiety is becoming heightened and to co regulate until x is able to do this independently.

- Support to access sensory regulating items.
- Support to help repair/rebuild relationships after conflict/fall out.
- A team of trusted adults, one of whom can meet x at the beginning of the school day to allow a successful transition into school.
- Access to a separate changing area
- X needs support from a key worker with regards to managing their anxiety.
- They need access to someone they can talk to throughout the day as and when required. This will need to be a named person X can build up a trusting relationship with.
- X requires additional time to be able to process information and instructions and this will need to be supported by visuals.

I believe a thorough assessment would identify and establish the full extent of X difficulties and complex needs. This will help develop outcomes that will support X to make progress in all four areas.

WHAT EVIDENCE SHOULD I SEND?

You will need to gather and send professional evidence to support your request for a needs assessment. This could include paediatrician reports, One Plans from an educational setting, CAMHS, Social Care services, sensory report and speech and language reports.

If making your request by post, you should send copies as original reports may not be returned.

HOW DO I SUBMIT MY REQUEST?

Request forms for an EHC needs assessment should be sent to your local SEND Operations Team. Requests can be submitted by email or by post to the relevant address for your area detailed on the form.

WHAT HAPPENS NEXT?

The Local Authority will contact relevant professionals including your child's educational setting, to ask for evidence to help them make an informed decision. You can find a permission form for this on the Local Offer which you can submit with the EHC needs assessment request.

From the date of receiving the request, the Local Authority must notify you within 6 weeks if they will complete an EHCNA for the child or young person.

[Information sources used – IPSEA \(IPSEA\) Independent Provider of Special Education Advice](#)

[Essex Local Offer: https://send.essex.gov.uk/](https://send.essex.gov.uk/)