

# EHCNA

## Education Health Care Needs Assessment

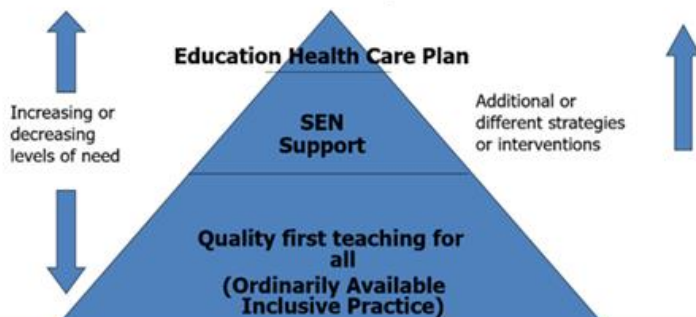
A factsheet for parents and carers



### When is an EHC Needs Assessment Request Appropriate?

In West Sussex, a request for assessment must demonstrate implementation of appropriate approaches set out in the Ordinarily Available Inclusive Practice (OAIP) guidance as part of the graduated approach to meeting the pupil's needs. Schools need to demonstrate that despite this relevant and purposeful action, the pupil has not made expected progress.

### Graduated response:



*Good practice dictates that at least two terms of evaluated provision will have been put into place before an EHC needs assessment request would usually be considered because it is very difficult to demonstrate relevant, purposeful action and appropriate evaluation of impact over a shorter timeframe. Two terms of information could span different National Curriculum stages or different settings – as this is all part of the Assess, Plan, Do Review cycle of their graduated response during their educational journey.*



### Things to consider:

Have you read through the EHCNA Guidance provided by West Sussex? If your child has a diagnosis of a SEND need this does not necessarily mean they need an EHCP. What is the outcome you wish for from the EHCP and can that be met by the school without one?

### Further Information

<https://westsussexsendias.org/>

Schools have to demonstrate in the application that **the needs of the child are significantly impacting their academic progress** and that the provision already provided by the school is not helping. NB A child can be behind their peers and still make progress with the support of the school.

### Threshold Guidance

**Curriculum Thresholds for an Education, Health & Care Needs Assessment (Indication of thresholds for assessment where Cognition and Learning is the primary category of need – see page 8 as well)**

### Curriculum Attainment Thresholds for EHC Needs Assessment

| Age   | Pre-school  | 4                                       | 5                                       | 6                                       | 7                                       | 8                                       | 9                                       | 10                                      | 11                                      | 12                                      | 13   | 14   | 15   | 16   |  |
|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|
| <b>Achievement</b> (either age related or against pre-key stage standards or the national curriculum programmes of study).  | Achievements 18 months – 24 months below chronological age. Or where unable to access a subject specific curriculum attainments between P1-P4 | Working within pre-key stage Standard 1 | Working within pre-key stage standard 2 | Working within pre-key stage standard 3 | Working within pre-key stage standard 4 | Working within pre-key stage standard 5 | Working within pre-key stage standard 6 | Working within pre-key stage standard 6 | Working within pre-key stage standard 6 | Working within pre-key stage standard 6 | Achieving against lower key stage 2 (Years 3&4) national curriculum programmes of study or below | Achieving against higher key stage 2 (Years 5&6 national curriculum programmes of study or below   | Achieving against higher key stage 2 (Years 5&6 national curriculum programmes of study or below | Achieving against higher key stage 2 (Years 5&6 national curriculum programmes of study or below |  |
| <b>Pre-school</b>   |   |   |   |   |   |   |   |   |   |   |  | <b>Key Stage 3 and above</b>   |  |  |  |
| From September 2016 The Early Years Foundation Stage profile will no longer be compulsory. The Early Years Foundation Stage itself will continue to be statutory, supporting children to experience a broad and engaging programme of learning in reception. Where an application for EHC Needs Assessment is made with the primary need recorded as Cognition and Learning it is expected that progress will be reported against the Early Years Foundation Stage Profile. Where this is not appropriate/applicable the pupil's Year R baseline as assessed by the setting must be provided. |   |   |   |   |   |   |   |   |   |   |  | Where an application for EHC Needs Assessment is made and the primary need is recorded as Cognition and Learning, the application should ordinarily demonstrate curriculum attainments well below the national curriculum expectations for that year group. The table above gives an indication of the expected achievements against the national curriculum programmes of study that would be considered appropriate for EHC Needs Assessment. To allow the EHC Consideration Panel to review progress of the learner the school must also provide details of National Curriculum Levels before September 2015. |  |  |  |
| <b>Key Stage 2 and below</b>  |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |
| From September 2018 the use of P-Scales for pupils accessing a subject specific curriculum will not be applicable. For these pupils please demonstrate their achievements against the Pre-key stage standards.  |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |

### Not enough evidence

If your child has a recognised need and needs support in school, we will work closely with their class teacher to put in place any adjustments that support their learning in the classroom. Your child might be discussed with the **Learning Behaviour Advisory Team**

### Accepted for assessment

Once the application has gone to Panel you will receive a letter confirming whether they are going ahead or not. You will then need to await an assessment with an Educational Psychologist. This will inform the EHCP document