

PRE-SCHOOL REPORT

This is a request for statutory advice as a contribution to an Education Health and Care Needs assessment. If it is agreed that an Education, Health and Care Plan (EHCP) will be issued it will be included in the plan as an appendix.

Please complete all sections and send the completed educational setting report to seneducationteam@medway.gov.uk as a **Word** document.

Please ensure that the final page of this report with the signatures is also sent as a PDF document to the same email address.

List of included documentation <i>(please attach all relevant reports)</i>	Tick ✓ where applicable
Completed pre-school report	
Latest medical report to detail diagnosis/CAMHS report	
Latest educational psychology report	
Latest speech and language report	
Latest occupational therapy report	
Latest report from advisory teacher for HI	
Latest report from advisory teacher for VI	
Latest report from Early Years SEND Team	
Latest costed provision map	
Copy of the reviewed pre-school based plan	

Name of child/young person:	Fred Jones	Date of birth:	02.01.2017
Address	XXXXX	Telephone number/s:	XXXXXXXX
Name of parents/carers:	Mrs Jones	Name of person with parental responsibility?	Mrs Jones
Educational setting:	Lovely preschool 1	Year group:	Nursery 2
Chronological age:	40 months	Home language:	<u>English</u>
Primary need:	Communication and Interaction	Secondary need:	Cognition and learning

AGENCIES INVOLVED			
Title	Name	Date last seen	Report included <input type="checkbox"/>
Paediatrician	Dr XXXXXX		
Educational Psychologist	N/A		
Speech and Language	Jen Gibson		
Occupational Therapy	Sam Andrew		
Physiotherapy	N/A		
Advisory Teacher for Visual Impairment	N/A		
Advisory Teacher for Hearing Impairment	N/A		
Social Services	XXXX		
Early Years SEND Team Member	Carrie White		
Other			

Why are you making this application for an education, health and care assessment?

If this is advice requested following a parental/young person request for education, health and care assessment, please indicate.

This request is a parental request however preschool fully support this application.

BACKGROUND INFORMATION: *please provide brief details*

Suggested headings to support pre-schools:

- *Little piece relating to home situation if relevant, i.e. lives with grandparents / bedsit etc.*
- *When started at setting how many sessions attended*
- *When raised for a SENCO surgery/ need identified who is the EY SEND practitioner for your setting?*
- *When seen by SaLT*
- *When seen by Paediatrician*
- *When seen by other professionals*
- *Known to Social Services – CHIN /Looked After etc.*
- *Dates of meetings with parents to discuss support programme*
- *Discussion at Cluster SENCO forum / meeting with LA High Needs Advisory*
- *Did the child attend Big Builders/ Little Builders/ TAG?*
- *Has the child been part of the Snapdragons Nursery? What recommendations were provided?*
- *Does the child attend any groups at Children and Family Centres/ Snapdragons?*

- Does the child only attend your setting or are they with grandparents/child minder or another setting?
- Have parents had any support from SENDIAS?

Fred lives at home with this Mum and 2 siblings. Dad has recently left the home due to domestic violence. Fred attends setting 3 full days a week and has been with us for the last year.

Fred was raised at SENCO surgery with Carrie White on 5.1.2020 and 12.06.2020 to discuss next steps for Fred and Carrie recommended an EHC application. Fred has received 3x nursery visits by Carrie and has also been seen in the home setting. Previous to starting with us Fred attended both Big and Little builders and TAG. The EY team referred him to SALT following Big builders. He has not yet seen SALT he is awaiting his initial appointment. Fred was seen by OT on 2.2.2020 and a passport in place for him including a hug jacket.

Fred's family are known to social services due to the Domestic Violence incident when Dad left the family home. Parents have been met with on 6.1.2020 and 3.3.2020 to discuss the possibility of an EHCP for him and to discuss his individual support plan reviewing his targets and setting new ones if relevant.

An application was made for SENIF funding this was successful we receive £115 a week additional funding for Fred which allows us to provide the support detailed in his provision map and the family are in receipt of DAF.

Fred has not been part of the Snapdragons nursery but has been part of the stay and play groups at Saxon Way Child and Family hub, these are run by Early Help worker XXXX who could give you an update from her point of view.

EARLYS YEARS FOUNDATION STAGE (EYFS) FRAMEWORK:

Information provided by the pre-school / nursery / school (delete as appropriate) indicates that at _____ months the child is working at the following age phases on the EYFS framework.

EYFS areas of learning Prime Areas:	EYFS levels (date)	EYFS levels (date)	EYFS levels (date)
Personal, Social & Emotional:			
Making relationships			
Self-confidence and self-awareness			
Managing feelings and behaviour			
Communication and Language:			
Listening and attention			
Understanding			
Speaking			
Physical Development:			
Moving and handling			
Health and self-care			
Specific Areas:			
Literacy			
Reading			
Writing			
Mathematics			
Number			
Shape, space and measure			

Understanding the World			
People and communities			
The World			
Technology			
Expressive art and design			
Exploring / media and materials			
Being imaginative			

SUMMARY OF SPECIAL EDUCATIONAL NEEDS

1 Communication and interaction

At 40 months in age Fred is assessed as working at 16-26 months for listening and attention, 8-20 months for understanding, 8-20 months for speaking, 8-20 months for managing feelings and behaviour, 8-20 months for making relationships and has just entered 16-26 months for self-confidence and self-awareness.

Fred will take an adult's hand to show them what he wants. He is able to understand 5 words consistently- yes, no, mum, dad, drink (dink). Fred is beginning to use some Makaton signs, he knows happy, thank you and friend. He is not able to use these in a correct context. Fred's levels for communication and interaction are indicative of his day to day ability. With familiar adults he communicates better. Fred makes vowel sounds and some early consonant sounds, such as "duh-duh-duh" but it appears that Fred uses these sounds in a sensory seeking way rather than to express himself in a purposeful manner. Fred is not yet at the stage of pointing as a form of gesturing. He is not able to communicate with his peers. He chooses to play by himself most of the time, if another child approaches, he will tolerate them being by his side for approximately 3 minutes. He will get frustrated if the other child wants to take a toy- this can often result in Fred lashing out. His interactions with peers are very difficult. Fred does not attempt to initiate interaction with his peers but will often spend time observing them play as he stands and watches things between playing. Fred often needs adult prompts in order to play appropriately at activities as he will often stand and look around if not guided. Fred will often watch the trees blowing or the children running.

(If the child has seen SALT then mention it here along with any diagnosis and any dates of letters confirming diagnosis)

2 Cognition and learning

On activities that Fred enjoys and finds motivating, such as threading or a ring-stacker, Fred is able to concentrate for approx. 1-2mins at a time.

Fred is able to make a choice between 2 offered objects that are both motivating for him. We are currently attempting to transfer this skill to the PECs symbols in order to help his differentiation of symbols.

Fred consistently gives eye contact in anticipation of "go", following "on your marks, get set (pause)" in a variety of situations.

Fred is able to exchange a PECs symbol to request bubbles independently and consistently

Fred will now look at the pictures in an early and simple book while a familiar adult is reading. Fred will move his hands in anticipation of turning the page. Fred will tolerate hand over hand support in order to feel the textures in the book.

At 40mths, Fred has no verbal language and is on the early stages of PECs as a form of communication.

Fred's play skills are delayed and at an exploratory stage. Fred needs a high level of adult support in

order to play appropriately with developmentally suitable toys. Fred will often pick up toys and explore them with his mouth before discarding them. Fred often becomes fixated on a few activities that he enjoys. For example, at nursery, he will play a game throwing a ball towards an adult that has rolled it towards him but he will play at this activity for an extended period of time and can be difficult to move on from this. When encouraged to access an activity that he doesn't want to engage with, Fred can then become distressed and difficult to calm.

3 Social emotional and/or mental health

Fred is assessed at 8-20 months for managing feelings and behaviour, 8-20 months for making relationships and has just entered 16-26 months for self-confidence and self-awareness
 Fred cries at drop off every day and takes a while to calm. He often does not want to be comforted by adults unless it is his key worker. If he hurts himself he will take a while to calm down.
 He is unable to regulate his emotions strategies such as distraction sometimes work with him but this is not consistent.
 Due to Fred's high level of need, a small steps approach has been used to settle Fred into nursery. Fred initially started with just 1 hour a session before building up to 1hr 30mins. It is the plan to increase this time next term.
 (if the child has an ASD diagnosis mention it here and provide the date of the letter which confirms this- send this letter in with your application)

4 Sensory and/or physical *if there is reference to a diagnosis, please provide supporting evidence eg, medical letter*

Fred is assessed as 16-26 months for moving and handling- he is beginning to balance blocks
 Fred benefits from deep pressure activities and Occupational Therapy have recommended that Fred is provided with a hug jacket as well as joint compressions and therapy ball work.
 Fred covers his ears when it is too loud for him but is often found with his ear pressed on the speaker whilst there is music playing. Parents have had his ears checked he has been found to have glue ear.

5 Self-help and independent skills

Fred is assessed as 8-20 months for health and self-care
 Fred is not toilet trained, he shows no awareness of his toilet needs- he is still in nappies.
 Fred can feed himself finger foods but is not able to use a fork or spoon by himself. Fred drinks out of a bottle at home but within nursery he will use a cup so long as it has a lid. Fred will sit at the table during snack or lunch time.
 (are they able to do their coat up? Toilet? Feed themselves?)

6 External factors

Fred has 2 older siblings one of which has a diagnosis of ASD the other has an EHCP for complex needs. She attends Dane court.
 There have been issues of domestic violence but Mum and Dad are no longer together. Social worker is XXXXX
 (include a brief piece about any social care involvement known to you, if there is a medical diagnosis it can be placed in here too)

PRE-SCHOOL BASED PLAN (formerly IEP): if a plan has been implemented please attach a copy of it

Has pre-school found it necessary to implement a pre-school based plan for the pupil?	Yes / No
Date of the pre-school based plan	
Has the pre-school based plan been in place for at least four terms?	Yes / No
Has the pre-school based plan been reviewed?	Yes / No

SUPPORT FOR PRESENTING NEEDS:

Please detail below the date that strategies recommended by agencies detailed on page 1 were implemented and the outcome(s). Please ensure that a costed provision map for this pupil is attached.

We use Makaton with Fred in order to help him communicate.
An adult will be very close to Fred's side in order to intervene in case things go wrong during interactions with other children.

PECS

Meet and greet including settling time each day

OT activities

Hug jacket

Therapy ball work

Joint compressions

An adult feeds Fred at lunch times

Support with drinking from his cup

OUTCOMES SOUGHT FOR THE CHILD/YOUNG PERSON: *outcomes must be SMART*

Fred to be able to identify when he needs the toilet
Fred to separate from main carer without crying twice a week
Fred to be provided with the support from OT and SALT.
Fred to interact with at least 1 of his peers daily
Fred to identify when he feels happy
(this is the old targets part)

PARENTAL SUPPORT:

Where there have been parental concerns about the pupil's support in school, have you referred parents to the Parent Partnership Service – Family Action, for advice?

Yes / No

Signature:		Date:	
Name: (Block CAPITALS)		Position:	

EDUCATIONAL SETTING REQUEST FOR EDUCATION, HEALTH AND CARE ASSESSMENT

Is the school/college requesting an Education, Health and Care assessment?

Yes / No

PARENTAL AGREEMENT

The school/college/educational placement request for Education, Health and Care assessment has been discussed with me. I agree to my child being discussed at the Medway SEN Panel, which decides whether or not an Education, Health and Care assessment is necessary or appropriate.

Signature:		Date:	
Name: (<i>Block CAPITALS</i>)		Name of pupil:	

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