

## Guidance for completing the EHCP form.

Please ensure you complete all boxes if you do not have anything to write in one box then put N/A in the box. Include details of what is going well as well as what is a struggle. Ensure you include details of plan, do and review tell us if things have not worked out so you are trying something new.

Remember the panel do not know the child like you do so give them as much information as you possibly can it will help them to feel informed. Once you have completed the form send it along with a provision map, any reports or letters from other agencies to [seneducationteam@medway.gov.uk](mailto:seneducationteam@medway.gov.uk)

If you need any further guidance after reading this guide contact your SEN practitioner who will be able to help you.

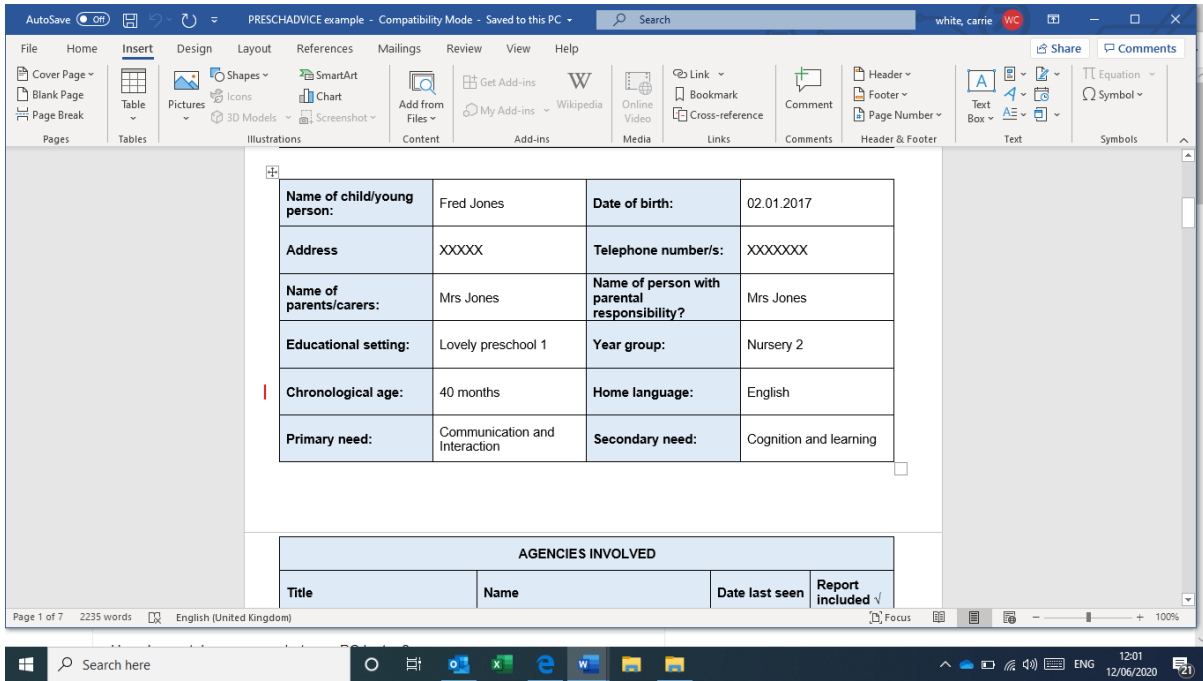
This is a request for statutory advice as a contribution to an Education Health and Care Needs assessment. If it is agreed that an Education, Health and Care Plan (EHCP) will be issued it will be included in the plan as an appendix.

**Please complete all sections** and send the completed educational setting report to [seneducationteam@medway.gov.uk](mailto:seneducationteam@medway.gov.uk) as a **Word** document.

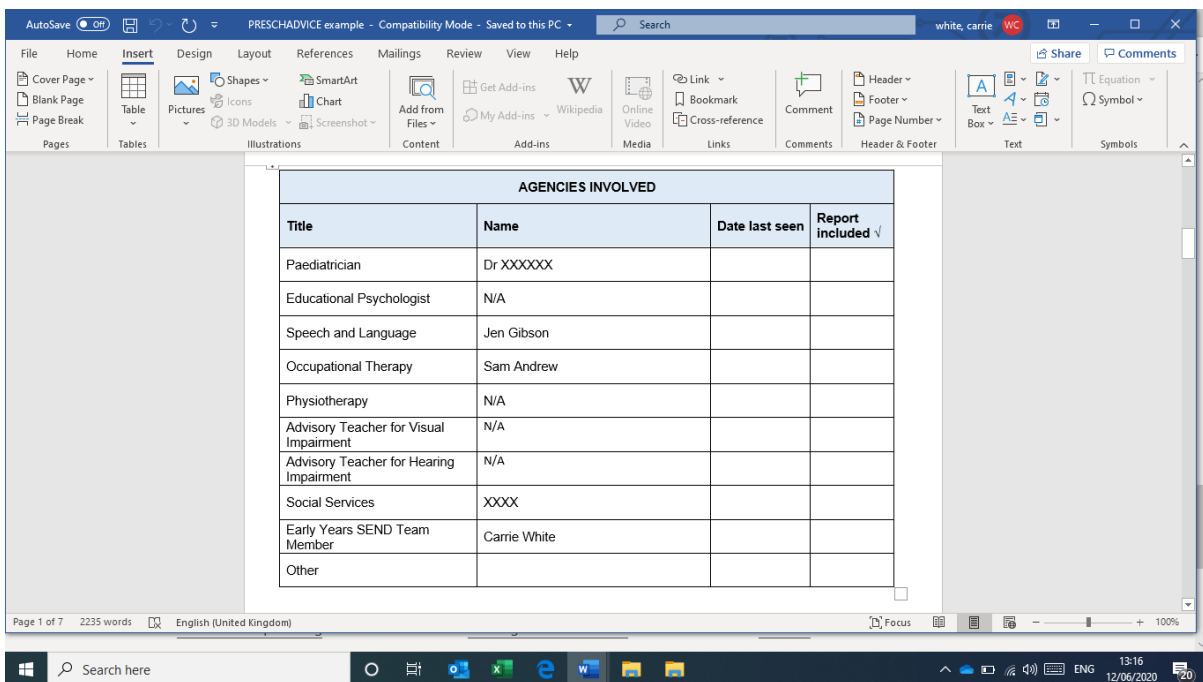
**Please ensure that the final page of this report with the signatures is also sent as a PDF document to the same email address.**

List of included documentation (please attach all relevant reports)	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	

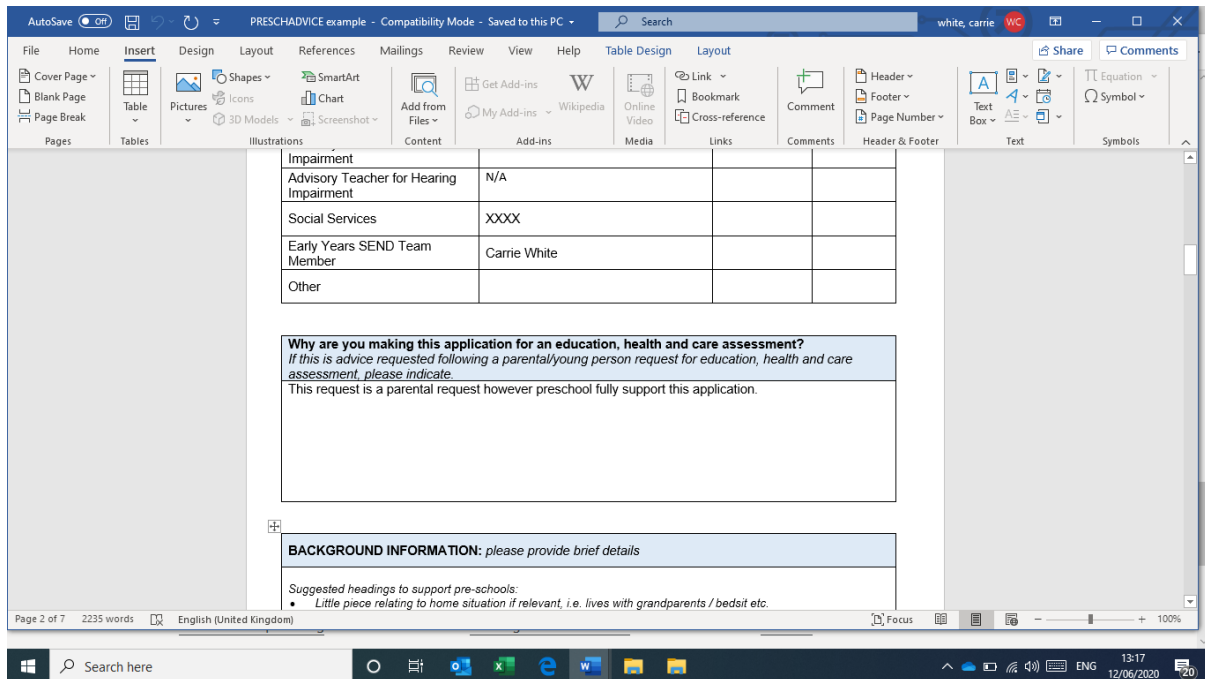
Tick any reports you are including with the application. This form is the completed pre-school report.



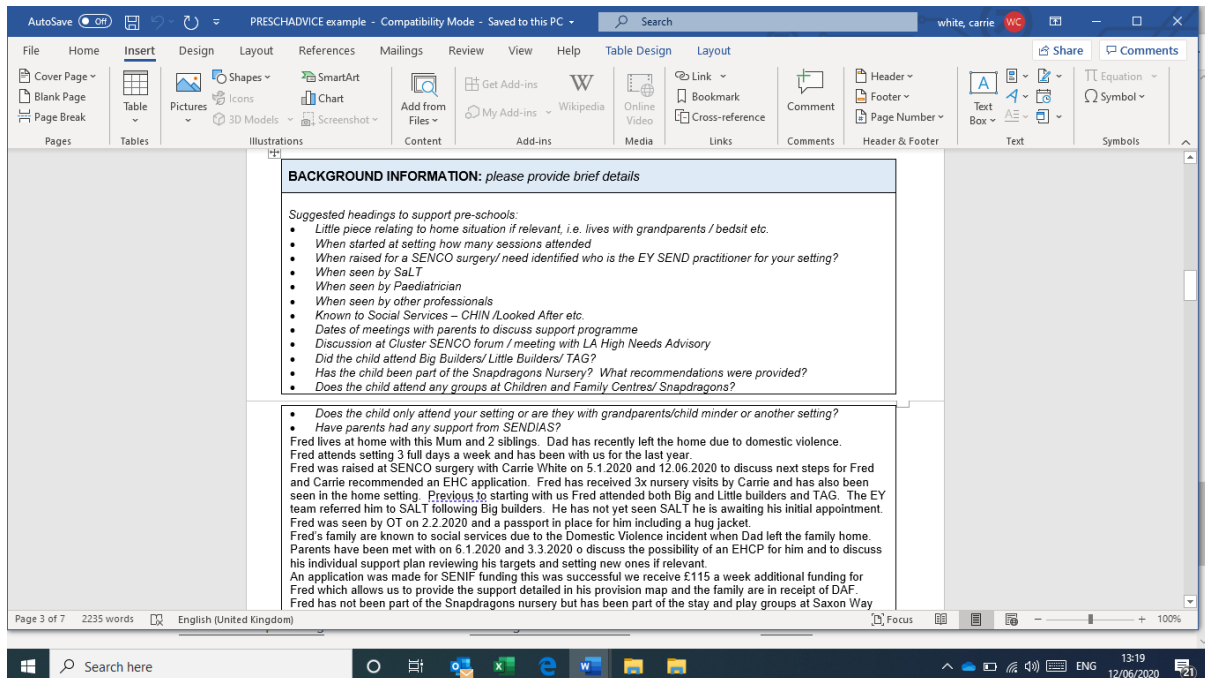
Complete the child's details- in the for the primary need which area is causing you most concern? Identify that in this box. The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support' (see chapter 6 for detailed descriptions): Communication and interaction; - Cognition and learning; - Social, emotional and mental health; - Sensory and/or physical needs. These 4 areas can be broken down further into Specific learning difficulties (SpLD); - Moderate learning difficulty (MLD); - Severe learning difficulty (SLD); - Profound and multiple learning difficulty (PMLD); - Speech, language and communication needs (SLCN); Social, emotional and mental health (SEMH); - Autistic spectrum disorder (ASD); - Visual impairment (VI); - Hearing impairment (HI); - Multisensory impairment (MSI); - Physical disability (PD);



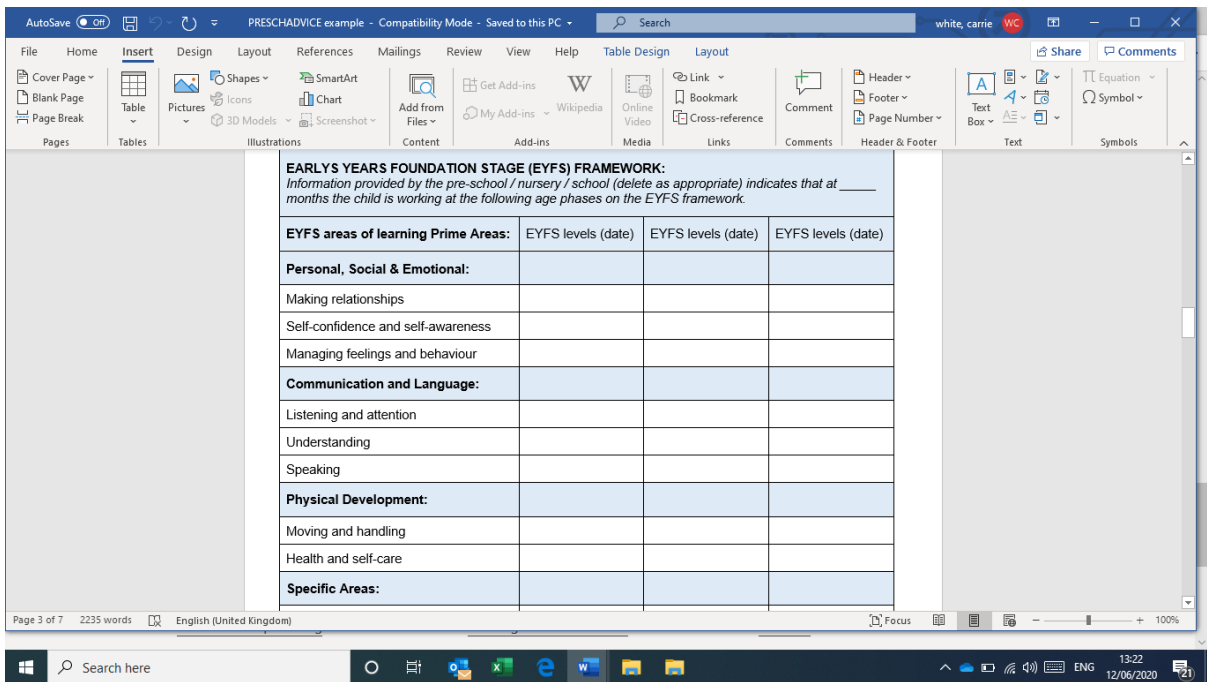
Please include the name of the agencies who have been involved with the child and put the date they were last seen, if you are including a report from this agency in the application tick the box.



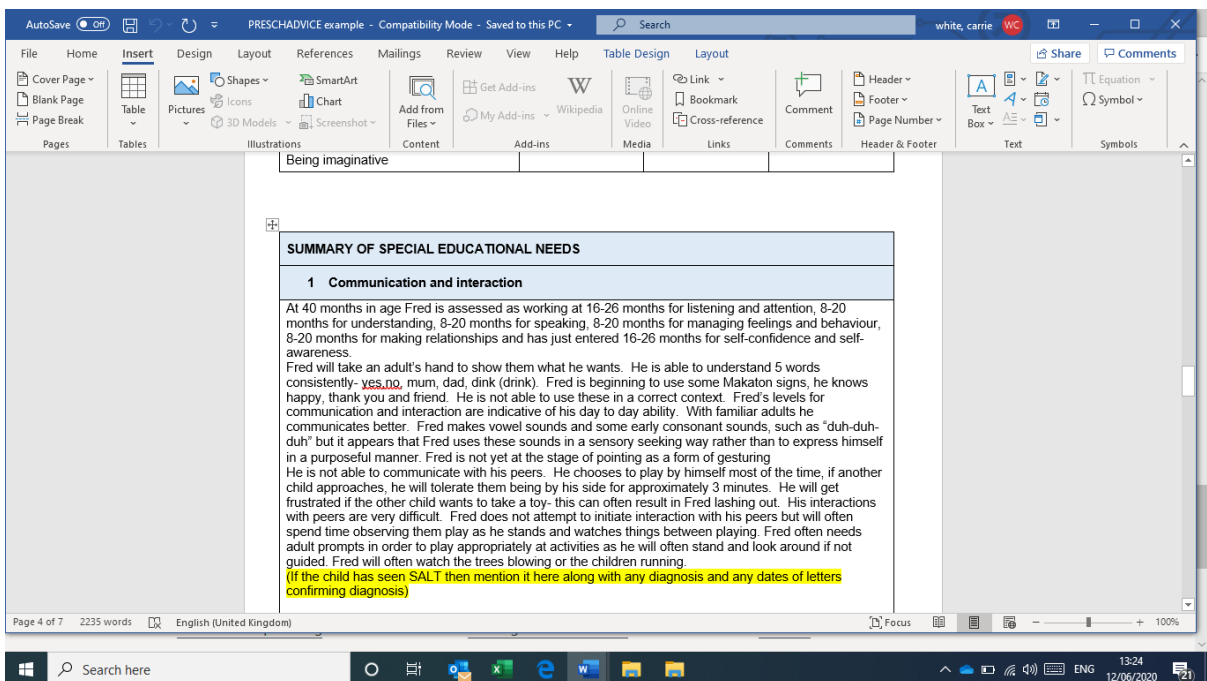
If this is a preschool request put it in the box, if it was a parental request but you are in agreement to the assessment and could have put in your own assessment then write that. If you do not necessarily agree that the child needs the assessment just write this is a parental request.



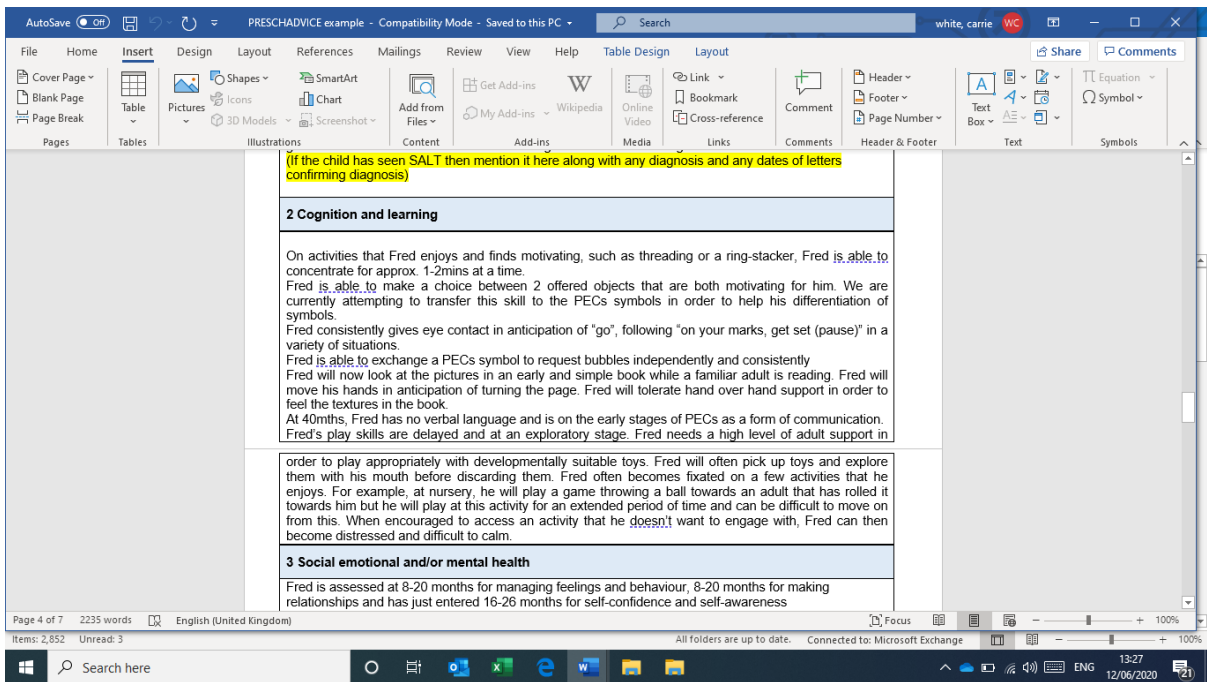
Give as much detail as you can in the background information box, the bits in italics are to guide your thinking- do not just use them as questions to answer. Add detail if you can such as if the child attends the Evelina hospital or Great Ormond Street and there is a medical diagnosis then put the information in this box.



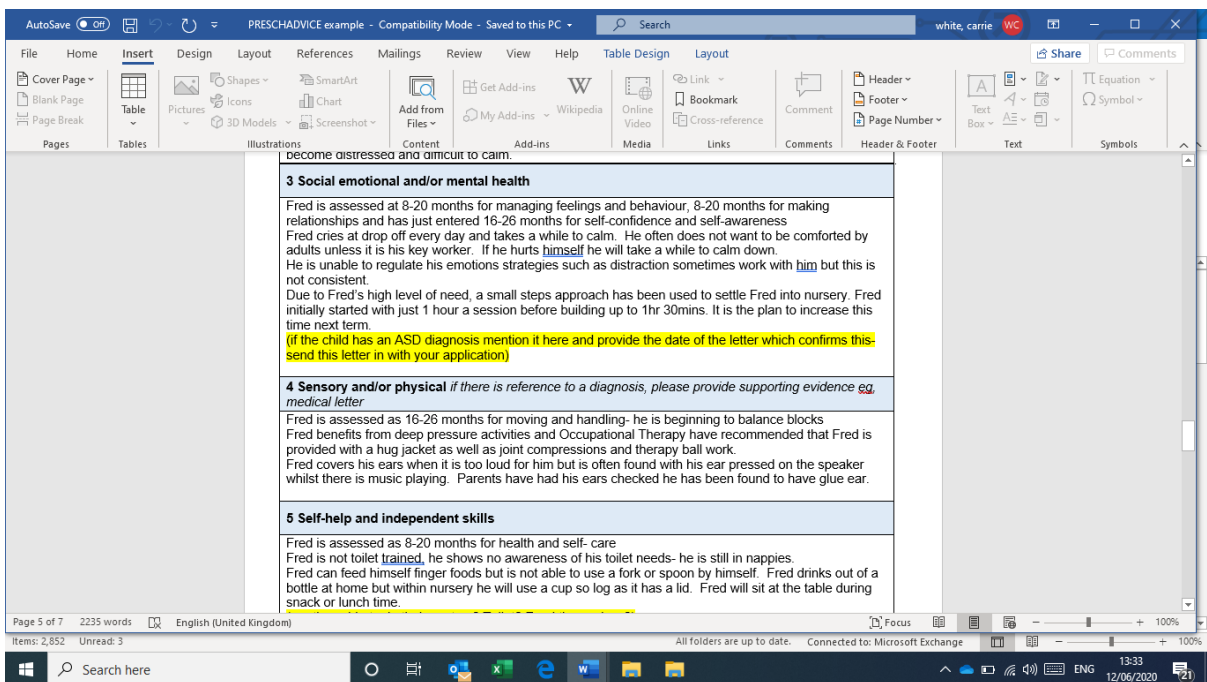
Add your assessment against Development Matters over time, you could show September, Christmas and February- it does not matter when you make the assessments but please date them- this allows the SEN panel to see if there has been any change over time and helps make the decision.



How does the child communicate? Are they behind where they should be? I include the current assessment and a reminder of the child's age in months in this box as it helps the reader to see if the child is delayed in this area. If the child is using some signs or PECS then please detail. Then how do they interact with their peers, familiar adults, less familiar adults? Is there a difference? How long do they tolerate others playing beside them or do they play with other children? Celebrate the good things as well as saying what they are unable to do.



For cognition and learning you can include the attention and listening levels again, or you could include Literacy, Mathematics, Understanding the world and expressive arts and design levels if you want to, remember these are detailed above but are a useful reminder. This is where you discuss the success and your worries about the child's learning. If they could only be in setting for 15 minutes and you have built it up to 1 hour say. Tell the panel everything you have done to support the child. If they are really far behind their peers say there is a difference between them and other children their age. Include their ability to focus at an adult led activity, how this differs to their own choice of activity.

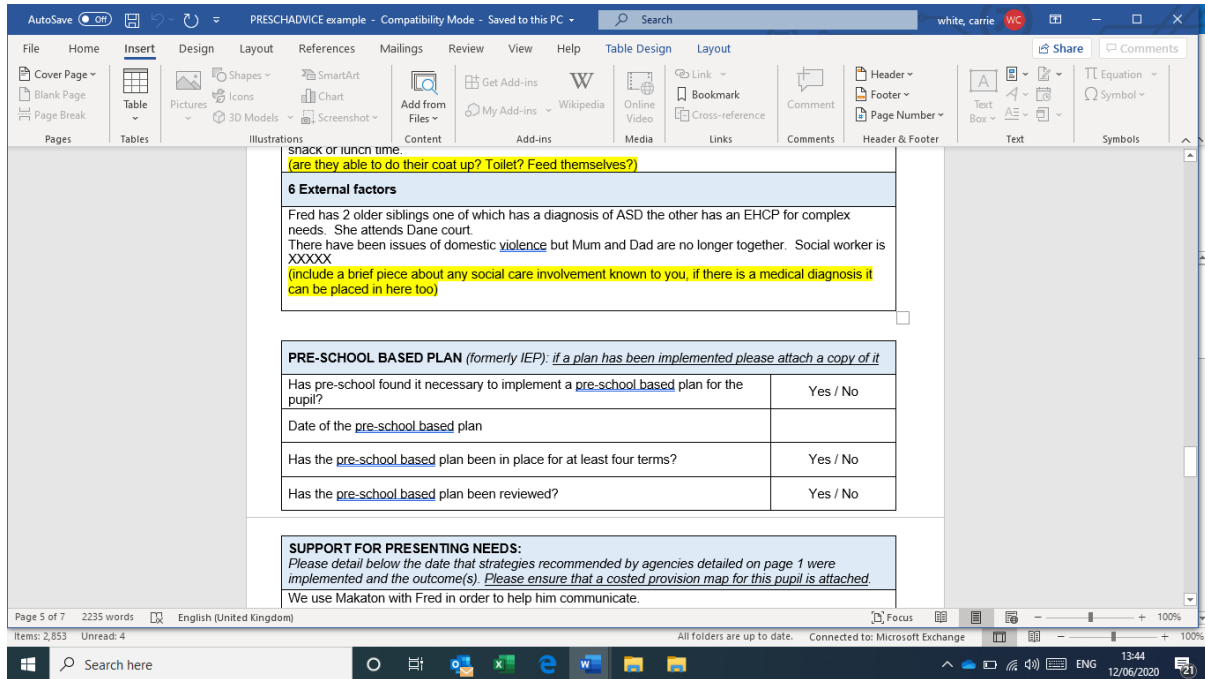


For social and emotional remind the reader of the levels for Personal, social and emotional development. Discuss if they settle and leave the main carer easily, what are they like. As

highlighted in yellow if they do have a diagnosis then describe it here such as: 'Fred was diagnosed by the multi-disciplinary team on 3<sup>rd</sup> March 2020, a copy of this letter is attached to the application. '

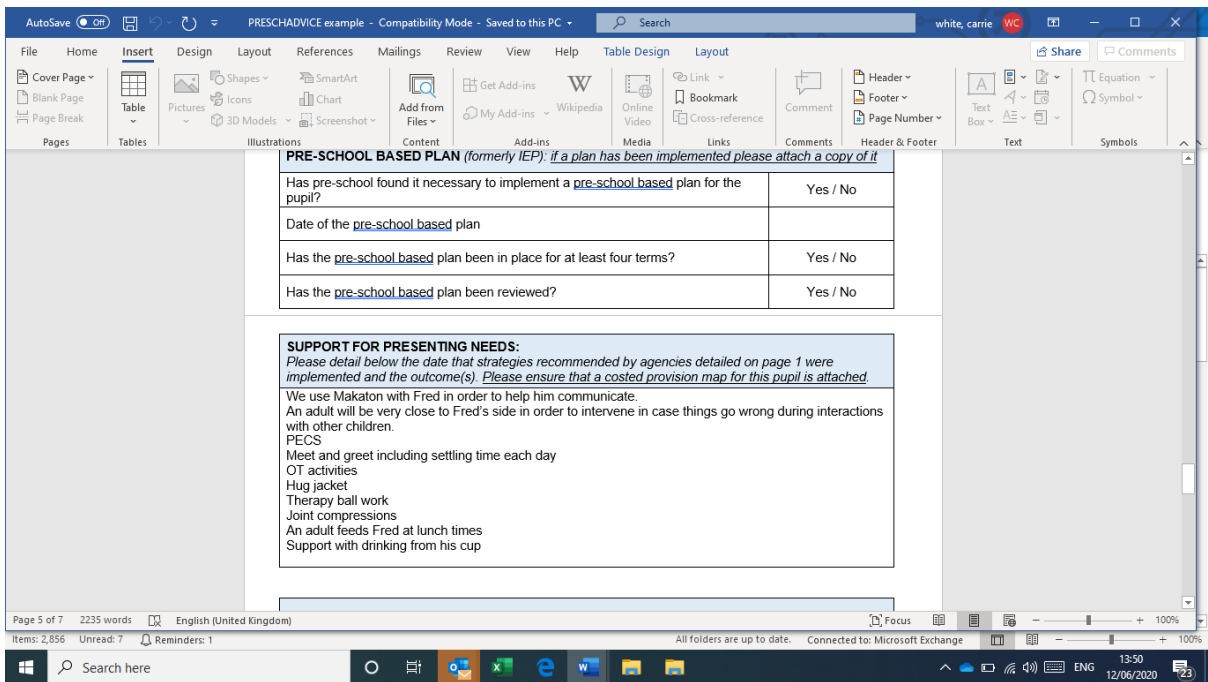
Sensory and/or physical remind the reader of the scores for Moving and Handling- celebrate what they can do and what they find tricky. If physio and/or OT have been involved then include a copy of the report and include the strategies you are using to support and whether they are having an impact.

Self-help and independent skills where are they in relation to Development Matters for Health and self-care. Can they put their coat on, feed themselves, toilet, take a jumper off, put on shoes etc

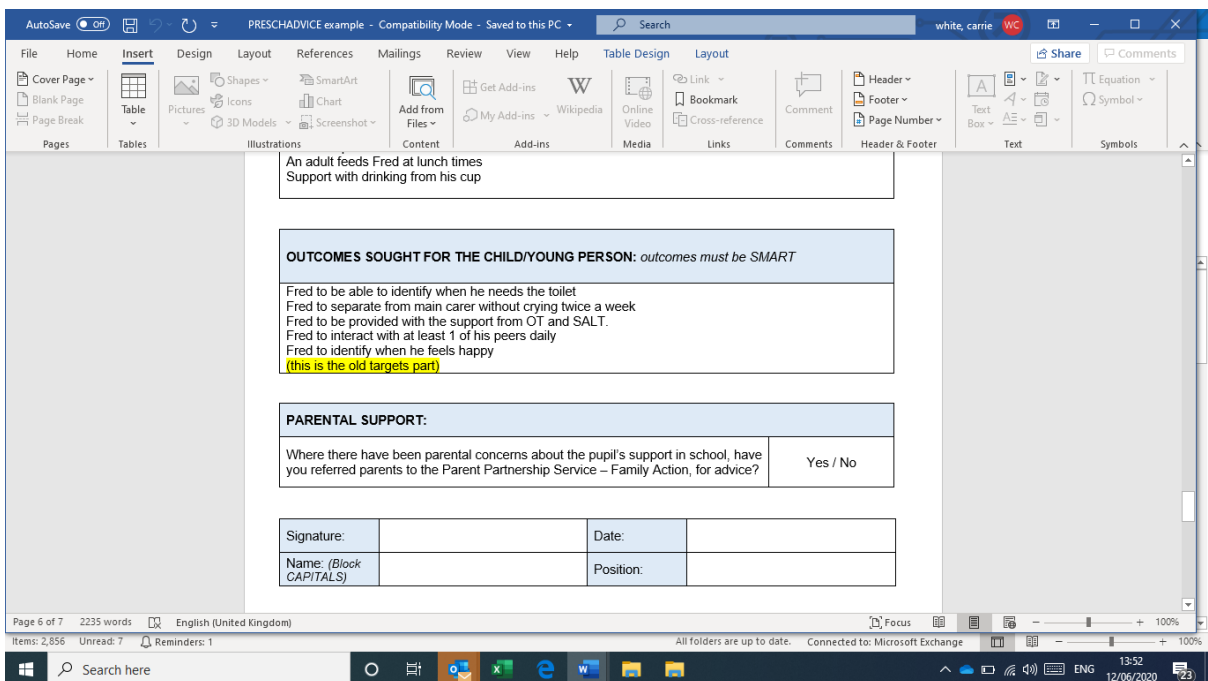


External factors- what is the family set up like? Are there siblings? Does any one in the family have identified additional needs? Has the family recently moved? A new baby? Domestic violence? Child protection? Currently this child has not been accessing nursery due to Covid-19 can be put in here. If the child was premature or has had operations either early in life or ongoing write about it in here. If the parents have reported they have missed early milestones then include this here too.

Preschool based plan- formerly the IEP. If the child has set targets then please include a copy of the plans for the children and say when they have been reviewed with the parents then attach all the plans you have for the child to the application- this helps the SEN panel identify the Plan, Do, Review process.



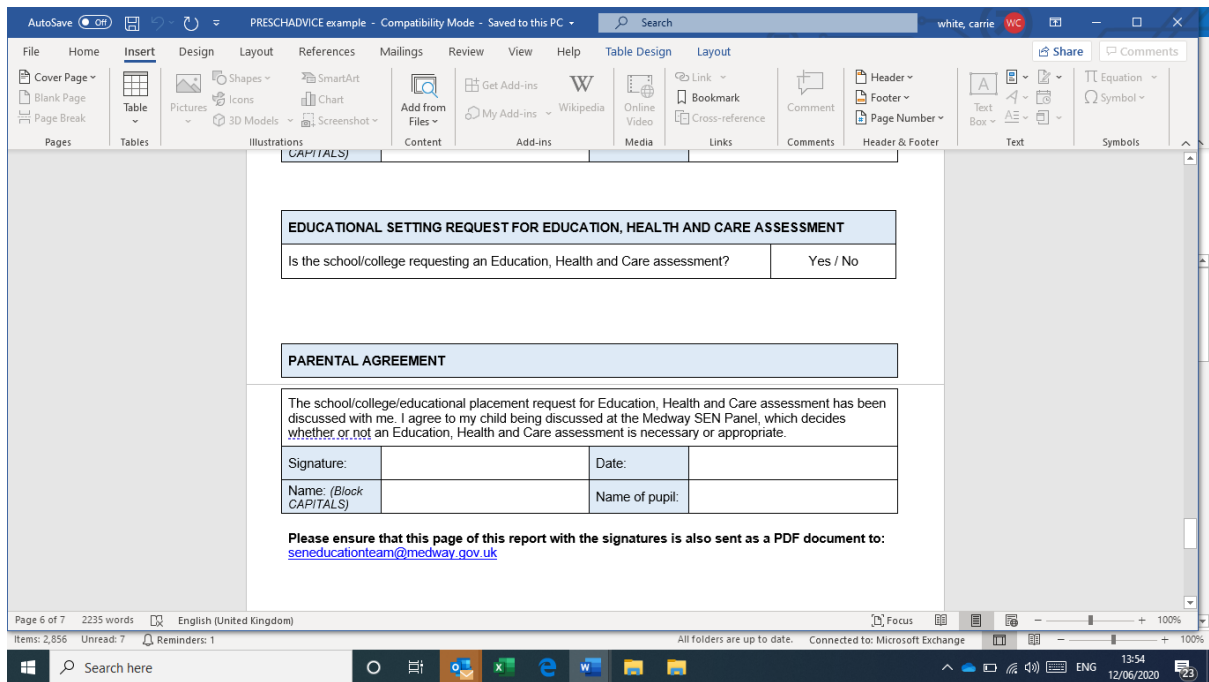
Support for presenting needs- how are you currently supporting the child, what has worked, what has not worked so how have you changed it. You will also need to submit a costed provision map which details the individual support the child is receiving.



Outcomes- this is the target bit from the old form

Parental support – just highlight if you have offered support to the parent via Family action or not

Signature- must be signed by the person from the preschool completing the form



Educational setting request- if this is a parental request that you do not support then please highlight no. If you are supporting the parental request or making the request yourself then highlight yes.

Parental agreement- the parents must sign the form or the SEN team cannot accept it. This should be shared with them via a meeting where you discuss what has been written they then sign the form.

Email it to [seneducationteam@medway.gov.uk](mailto:seneducationteam@medway.gov.uk) along with copies of any relevant paperwork, SALT, OT reports, Preschool plans (IEPs) etc.