

# Making and EHCP request

SEND team



SENCO/SEND Lead for the setting **must** read Worcestershire's Graduated Response document – specifically the recommended process and paperwork for supporting children with SEND in the early years.

Visit [www.worcestershire.gov.uk](http://www.worcestershire.gov.uk) and search for Local Offer.

# EHCNA – preparing a request

Completing the RS36 via the new WCF Portal :

- The form is mostly self-explanatory
- The Family Conversation is information from the parents. This will need to be completed online (via the new WCF portal) during a meeting with the family.
- Academic attainment/levels – use the EY tracking to show progress over Time
- Areas of need – make sure these relate to the EHC Needs assessment criteria. Only select the priority need where you have evidence to support this. This must include external agency reports e.g. specialist play, speech and language, CDC assessment. If you only have evidence for one area, only select one area.



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# EHCNA - Areas of need slide 2

## Cognition and Learning

- Pupils identified with cognition and learning difficulties will generally be accessing the curriculum at levels significantly lower than that of their peers and assessments will demonstrate that they are working well





# EHCNA - Areas of need slide 4

## Sensory and/or physical

- Evidence that the child is unable fully to participate in particular aspects of the curriculum without significant adult support and/or substantial adaptation of teaching materials or the learning environment.
- Include evidence from relevant support agencies that certain specialist equipment or furniture is required.
- Evidence of significant self-help and/eeety difficulties. Evidence that advice from

# EHCNA - Areas of need slide 5

## Hearing Impaired, Visually Impaired and Multi-Sensory Impaired

- Evidence that the child is unable fully to participate in particular aspects of the curriculum without significant adult support and/or substantial adaptation of teaching materials or the learning environment.
- Evidence that the child's sensory impairment impedes the development of purposeful relationships with adults and/or peer group.
- Evidence that the child's sensory impairment gives rise to other emotional and behavioural difficulties
- Evidence that the child requires significant, long-term support from an Intervenor, Communicator, or Teaching Assistant.
- Include evidence from relevant professionals.

- Sections 5 & 6 is wh-0.0e



# EHCNA – Supporting Evidence

Include the following documents with the RS36:

IPMs including reviews (at least 2)

Any Support Plans

Evidence of funding received e.g. GR4/Challenge/Exceptional

Early Support Tracking documents – relevant to SECURE level

Child views sheet Any external agency reports – log of their involvement if reports are not available, include

## EHCNA requests – remember:

Make sure all of the family conversation section is complete

Ensure all supporting evidence is scanned and uploaded

Useful contacts:

Early Years Inclusion Team – 01905 843099 /

[eyinclusion@worcschildrenfirst.org.uk](mailto:eyinclusion@worcschildrenfirst.org.uk)

SEND Services – 01905845726 / [sen@worcschildrenfirst.org.uk](mailto:sen@worcschildrenfirst.org.uk)